

## Appendix 1: Sponsor Agreement and Relationships



December 9, 2016

Kathryn M. Downing  
Galileo Coaching  
121 Via Alicia  
Santa Barbara, CA 93108

Dear Kathryn,

I am personally delighted and pleased to support your research proposal titled "Bringing one's self fully into supervision: Moving beyond storytelling in developing our self as the instrument of our coaching". I am providing you this letter of support to be submitted as part of your full research proposal to The Programme Approval Panel and Research Ethics Sub-Committee of the Institute for Work Based Learning at Middlesex University, London.

We will support your research with selected resources within the [REDACTED] and our community of coaches because this will be unique research that contributes to the small but growing evidence base for coaching supervision. Our participation will allow us to support your research. It may provide participants experience with potential new approaches and knowledge. This will be one of the first qualitative research projects to focus on coaching supervision in the North American context and certainly the first to specifically conduct research on coaching supervision within the [REDACTED] Coaching community.

I agree completely with the two reasons you shared when you inquired about [REDACTED] supporting your research.

- First, [REDACTED] is on the forefront of integrating supervision into its culture. It is the only coach certification organization in the US to interweave concepts of supervision into the coach training program and to offer supervision to its graduates through the [REDACTED]
- Second, we are your practice community. You are a [REDACTED] certified coach, an External Mentor Coach for our coach certification program, a supervisor within our Supervision Center, a member of the leadership team and you work with us in a variety of subcontracting roles. In as much as you are conducting research from the perspective of a practitioner researcher which is one who does the research within their organizational and practice context, it is appropriate for us to support you.

I would add that I am eager for the development of research into executive coaching and coaching supervision and welcome the opportunity to support new research.

I know you well and trust your integrity, intellect and commitment to the development of the executive coaching and coaching supervision professions. In my own experience with research, ethical issues sometimes arise during the project and if they do, we will work collaboratively with you to resolve them.

In support, we commit to do the following when the research proposal has been presented to and received formal approval to proceed from the Project Approval Panel and Research Ethics Subcommittee of the Institute for Work Based Learning at Middlesex University, London.



- [REDACTED]
1. Invite members of the [REDACTED] community to consider volunteering as research participants in two supervision-research groups in the Fall 2017. This means that both of the supervisors, and each of the supervisees would volunteer to participate in the research as well as the supervision.
  2. Provide information about the opportunity to participate to the community through email, newsletters, information on our website, and informational calls. You will provide the text and context for each of these communications, you will conduct the informational calls and we will provide the distribution through email and the links on our website.
  3. We will develop, and you will reimburse us for the costs incurred, in setting up a "microsite" on our website, or the incremental costs of using Coach Logix as a "microsite" for the research participants. The content will be discussions initiated by participants and you will be responsible for managing their comments and responding as appropriate.
  4. We will organize, invoice and send the standard pre-work to all supervisee-participants, collect the fees and pay the supervisor-participants at our standard commercial rates. We will provide the Zoom technology for each of the supervision groups, standard calendaring and logistical support.
  5. We will collaborate on the selection of participants, and I will provide the Informed Consent to each participant, collect and store them. You will notify us when each of the two supervision research groups is ready to begin.
  6. You plan to meet with each supervision group 4 times during the year of research.
  7. We will provide you with the research participants' names and contact information. You will utilize this information only for purposes of the research project. You agree not to provide the names and contact information to any others, to keep them confidential and to delete them following the conclusion of your research.
  8. We agree that you may disclose that the research was conducted within the [REDACTED] community in sharing your research, the research process, the results, in your dissertation, publications, in workshops and other communications. You must state that this does not imply concurrence, approval or endorsement by us.
  9. All research results and the corresponding intellectual property rights will be owned solely by you. You agree to respect, and give proper reference, to all intellectual property and assets of the [REDACTED].
  10. We will sign the appropriate confidentiality and operational agreement consistent with the provisions in this letter.

Kathryn, all of us at [REDACTED] look forward to supporting you on this journey.

Warm regards,

[REDACTED]

[REDACTED]

Relationships with the Sponsor 2017-present

<b>Activity</b>	<b>Compensation</b>	<b>Contract With Sponsor</b>	<b>Paid by</b>
External Mentor Coach - Coach certification program - ongoing	Yes	Yes - verbal	Sponsor
Supervisor – Supervision Center- ongoing	Yes	Yes - verbal	Sponsor
Participate in monthly group supervision of my supervision with other members of the Supervision Center.	No	Yes- verbal	Sponsor pays the supervisor who supervises the group
Leadership Team - ongoing	In kind	No	Sponsor
Subcontractor – executive coaching - ongoing	Yes	Yes- written	Sponsor
Subcontractor – supervisor - ongoing	Yes	Yes- written	Sponsor
Coaching – participants in coaching certification program - ongoing	Yes	No	Participants
Pre-conference workshop – one time	Yes	Yes, written	Sponsor

## Appendix 2: Positionality and Focus Groups

### Findings about research process

In addition to the findings set out in the thesis, about the supervision experiences, I discovered two additional findings, both about the research process. The first was that I was not in an insider position with respect to the three groups supervised by my colleagues. The second was that my meetings with those groups, were not action learning meetings; rather they were focus groups. I explain both of these findings in the following sections.

### My positionality – am I an insider-researcher?

A qualitative researcher's positionality, her relationship to the participants and whether they have shared experiences or communities is an important disclosure in order to identify and articulate bias, prejudices, mingling of our own stories, etc. (Costley, Elliott and Gibbs, 2010; Gray, 2018). "It is critical to articulate a researcher's positionality as an 'insider' by looking at 'others' (participants) similar to oneself" (Qin, 2016, p.2).

I was in relationship with my own supervision groups where I was an insider as a member of the group, and as the facilitator and supervisor. Where I was with the other groups was less clear—it increasingly felt that I was outside the groups, yet not a complete outsider. I went to the literature on insider-researcher to explore.

While the discussions in the literature are often framed with the dichotomy of insider vs outsider (Costley, Elliott and Gibbs, 2010; Coghlan and Brannick, 2014; Gray, 2018, p 321), Dwyer and Buckle (2009) building on the work of Acker (2001) and Banks (1998, cited in Dwyer and Buckle, 2009) make the case for "the space in between" (p.60). They identified a number of perspectives on the researcher's status as inside, outside, and on the continuum between those two points. The ability to build rapport with the participants, to understand their language and professional context and to be doing the research in service to their groups are important indicators of where the researcher inhabits the continuum (Acker, 2001). Considering those elements, I am closer to the

insider end of the scale as I have shared language, familiarity with the supervision context, with the practices of executive coaches and am motivated to explore the process of supervision. Yet I could also put myself closer to the outsider end of the scale as my enthusiasm for the use of recordings and transcripts in supervision had me taking “a different view than those fully encapsulated within the category” with the participants potentially viewing me as a “partial outsider” (ibid., p.11). Qualitative researchers may be part of the community of the participants, but because we are not homogeneous, we will not share all the characteristics of the participants, and similarly while we may be on the outside, we have the capacity through our research to understand and comprehend the experiences of others (Dwyer and Buckle, 2009).

My relationship to the three groups was in-between

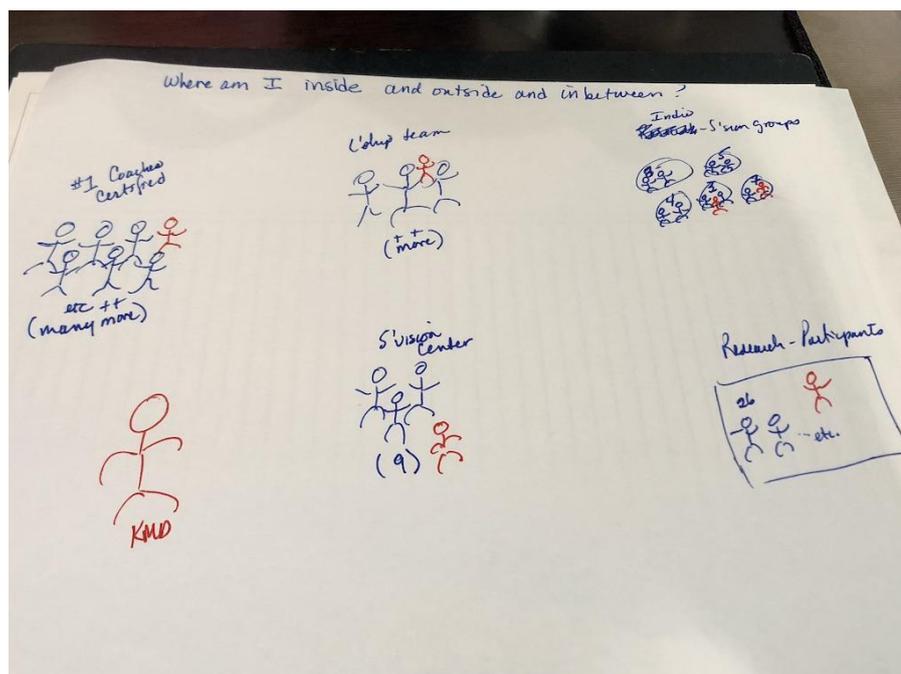


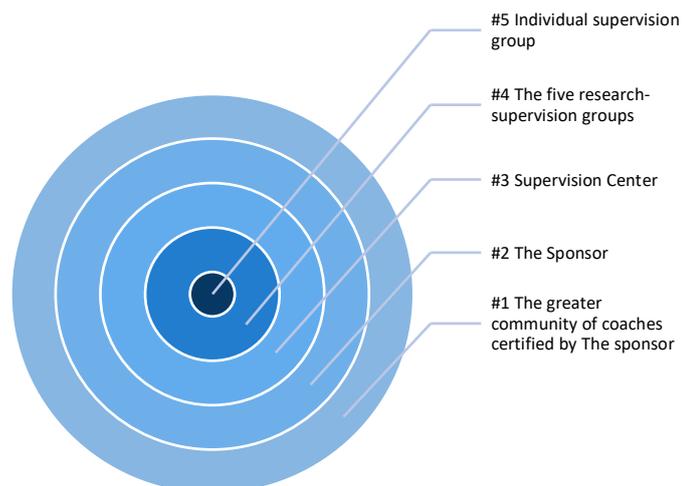
Illustration 1 Doodle in 2018

What I discovered was that the definition of my insider status was defined by my relationship with the participants in their respective groups. It was only several months into the data collection that I realized the inquiry of my positionality as insider, outsider, or other places on the continuum needed to be modified. The relationships among us as

participants in the research, in my two groups, and as researcher with all the participants throughout the data collection process must be made explicit to the reader (Clandinin and Connelly, 2000, pp.94-95). The three supervisors and I are colleagues and have an insider relationship as described above. However, they were participating as the supervisors of the research groups, not as individual participants. The coaches in the groups were coaches participating in supervision of their own coaching practices. They came to the research as a group member, and the group function was for each of them to personally and professionally develop their practices. Their focus was on their relationships and work with their clients; while this work was informed by our shared training as coaches that was not their focus. They had unique practices, many as executive coaches providing services to organizations, and some as executive coaches internal to an organization. They agreed to participate to consider their processes in their group whose purpose was supervision; to consider if the use of observational experiences would be useful.

I discovered two important perspectives I had not anticipated in my relationships with participants. The first is that I would be interacting with them in groups they belonged to—my inquiries would be with each of the supervision groups; it would not be with them individually. Secondly, the literature on insider and outsider has a particular focus on the culture, issues and desire for improvement (Coghlan and Shani, 2015) and on the relationship between the researcher and the individual participants (Qin, 2016; Dwyer and Buckle, 2009; Acker, 2001). Whereas our shared training and experiences were useful in my building rapport, and understanding a bit about their context, I had no familiarity with the sponsors and individuals with whom they engaged. I was interacting with them individually in their journaling, and with them as a group in the debriefing meetings. This impacted my locations on the continuum between insider and outsider.

The participants were more focused and interested in their own group than on the research I was conducting. Using this lens, as the supervisor-participant, I was an insider-researcher in the Daring Group and the Creating Community Group because I belonged. I was on the continuum toward being an outsider-researcher in the other groups.



What makes an insider as contrasted with outsider, per Dwyer and Buckle (2009), is a shared set of experiences. In their case, being an insider as an adoptive parent and doing research with adoptive parents; and an outsider - doing research with parents who had lost a child, and not having experienced that tragedy. I could frame myself as an insider under this analysis as I have been a supervisee, and a supervisor and I am within the supervision center. An insider without the exact same experiences as they have had, yet with a shared learning community all trained through the same coaching certification program and therefore sharing common models, methods, approaches, language and colleagues. I could also frame myself as an outsider in that I am not in their group and have not experienced the ways, approaches, relationships and process they use. Or perhaps, as Dwyer and Buckle (2009, p.60) propose there is the “space in between”. We have some commonality, and some distinctions and those vary depending on the group, the coaches and the supervisors. My “space in between” is as an insider who was not a member of their supervision group and not fully an outsider.

The implications of this positionality are woven throughout and influenced my choice of the primary case study that I write about. In this group I was the supervisor, I was the insider-researcher. The data from the three groups supervised by colleagues provided different perspectives for challenging my own stories as an insider. By standing as more of an outsider of those groups, I could see more of my assumptions, beliefs, projections and values as an insider.

## Positionality in participants' communities of practice

Another view of insider, outsider or in-between is to consider which communities of practice (Wenger-Trayner, 2014) I was a member. In writing my research proposal I was using the phrase “practice community” in its common usage – to represent that I am most engaged, as an executive coach and coaching supervisor, with the institute where I trained and was certified, and other coaches and supervisors also certified by them. We come together in a number of configurations, for a variety of purposes, throughout the years. I consider these my practice communities. I was unaware of the academic literature on “communities of practice” (Wenger, 1998) until a deeper dive into Theory U (Scharmer, 2009, p.107) referenced Wenger (1998) and Lave’s (1991, cited in Scharmer, 2009) “concepts of situated learning”.

Wenger-Trayner *et.al.*, (2015) describes a landscape of learners having multiple communities of practice, providing opportunities to learn across a variety of knowledge areas. My relationships within the Sponsor include working toward a common objective or result, e.g., as a mentor coach for the coach training program and in group supervision as supervisees. Across the landscape, we have many practice communities that do not include each other, e.g., as a supervisor, each of us is in a community of practice with each of our supervision groups. I discerned the sanctity of the individual supervision groups only mid-way through the research.

These distinctions are important to the context of the research. Which ones was I included in? I was in a community of practice with my two groups where I was invitational, inclusive and open. We had come together to learn about ourselves as coaches, about ourselves in supervision and in service to the research. We created two overlapping communities of practice – one focused on learning about ourselves as people and as coaches and one focused on learning about the process of our supervision in service to the research. We danced between these communities.

With respect to the other three groups the context was different. They were engaged in their mutual learning in service to their coaching, and to their processes of supervision.

The requirements of experimenting with observational experiences were not as consistent with a core principle of action research as I had not invited them to “co-define” the inquiry and offered only limited ability to “co-design” (Bradbury, 2015, p.2). With my initial proscriptive stance, set out in the Informed Consent, was I researching “on” them, not with them? Did this start preclude me as a member of their community of practice? Was I the observer collecting data? Was I invited in to the “social process of negotiating competence” in their process of supervision (Farnsworth, Kleanthous, and Wenger-Trayner, 2016)? I came to see we were not in a community of practice.

### Critical reflections – “action learning” meetings or focus groups?

What was I engaging in as I met with them to consider what was transpiring in their groups? Were we in action learning cycles? Was it less? Was it actually action research? Fundamentally, was our collective stance “with” each other, was it a “democratic partnership” (Coghlan and Brannick, 2014) or was I more of the facilitator of a focus group?

Focus groups are significantly different from action learning sets— focus groups are used to collect views, values, viewpoints of the attendees (Gray, 2018, p.460). The format is typically one or more facilitators, in a group setting, seeking to gain an understanding of the participants’ experiences, opinions and perspectives.

Action learning sets are defined as small groups meeting to put into action Revans’ (2011) learning formula:  $L=P+Q$ , where the “L” represents learning that happens through the combination of prior learning and Q which represents “questioning insights”, the use of inquiry as the “simple device” for tackling problems (ibid., pp.2-3). Revans focused on the inquiring into the task and reflecting, he called for “leaders who must be aware of their own value systems...and of influences of their past personal experiences” (ibid., p.4), and learning with peers in an ongoing quest to learn about themselves through taking actions, evaluating, reflecting, and re-designing (ibid., pp.13-14). He adopts the principles of adult learning (Knowles, Holton and Swanson, 2015) noting that all learning is voluntary (p.5) and that there must be risk involved to motivate the learning (p.6).

As Pedler and Burgoyne (2015) sampled UK practitioners about action learning, there was the greatest agreement on a number of elements, including that there were “actions on real tasks or problems at work and the tasks/problems were individual rather than collective” (p.180). “Whenever someone speaks, it is important to *listen twice*, once to the content of what was said, and second, to what this content invites or suppresses in terms of the actions that follow” (italics in original) (Gergen, 2015, p.76).

With these principles in mind, I considered my interactions with the groups.

### The three groups supervised by others were focus groups

The meetings with the three other research groups did not feel as though we were learning together. Participants were responsive to my questions, but it felt (Gendlin, 1978) more like a series of my questions and their answers, as focus groups would be constructed (Gray, 2018) rather than as mutual collaboration. Statements made in the meetings included:

- “we didn't actually do some of the things that you were hoping that we would do”
- “if it's helpful to you, Kathryn, and we're doing what we're supposed to be doing...”
- “I didn't have anything. I mean, I think that I was just thinking of how to be helpful to you, but that's probably it for me”.

What was missing?

These were not action learning meetings in the traditional definition; they are more accurately characterized as group interviews, i.e., focus groups for two reasons. The first, I brought the tasks and problems to the group. They were my inquiries, not theirs. Second, in our meetings there may have been an embodiment by some of what Revans (2011) describes as “new ideas suggesting new behaviors may be soberly and deliberately suppressed because they contradict established values and accepted traditions” (p.74). Many of the coaches shared that the use of recordings was extremely challenging, that no clients would agree, or they did not want to shift the relationships with them. They also shared that they were satisfied with their experiences, in the past, with supervision

and did not want to risk any interference with the relationship with their supervisor. One coach asked “Does this kind of possibly take away from what we get from [supervisor] now?” Or perhaps the learning is just what they shared and, for example, that they did not use recordings is important to the understanding of their use in supervision.

### The groups I supervised were action learning sets

I held the same inquiry about my two groups – were we engaged in action learning or action research? The distinctions between action research and action learning are muddy, some writers argue they are different (Coghlan and Brannick, 2014, pp.55-56) others wonder if it is a “false dichotomy” (Pedler and Burgoyne, 2015, p. 182) and Rigg and Coghlan (2016) highlight the key distinctions based on the purpose of the learning endeavors.

*AL [action learning] is principally committed ...to learning for those directly involved and not particularly interested in whether such learning goes beyond the specific group or organization, whereas, AR [action research] is concerned that wider knowledge be distilled from the specific issue, to be shared with a wider (third person) audience (p.202).*

More recently, Whitehead (2019) articulated the differences as: “What distinguishes action learning from action research is the requirement of research that the systematic enquiry is made public in the sense of being open to criticism” (p.55).

I find these distinctions strained; I conclude that we engaged in action learning sets. I consider the full arc of the meetings including the supervision sessions and the meetings in-between where we considered what we were experimenting with and our overall processes in supervision were action learning. Our reflective practices were consistent with Revans (2011) formula  $L=P+Q$ , where L stands for learning, P stands for our theoretical instruction and Q stands for inquiry:

- Coming together with a shared purpose for our personal and professional development, with agreed upon group processes (L).
- Inquiring together about ourselves and our practices, based on individual's clients, issues and themes (Q).
- Certified coaches considering what they have formally learned with their experience in their day-to-day practice (P)

In our four meetings, we paused our supervision work and moved into a shared inquiry about our purpose and group processes, we explored what we were learning about our processes, from each individual's perspectives, and how we wanted to re-design our work going forward. These meetings were collaborative inquiries, evaluating what had happened in our work since the last process meeting, and exploring how to go forward based on all that we were learning. The setting was distinct from the other three groups because I was both supervisor and researcher; everything we did, we did collaboratively and in service of our individual and group learning. These were action learning sets.

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## Appendix 3: Informed Consents

### Informed Consent – Supervisor-Participants

The purpose of this document is to set forth the roles and responsibilities of Kathryn M. Downing as the researcher, and you as the research participant in order to ensure that you are aware of and agree to the terms of this arrangement and record your agreement by your signature.

Kathryn is an enrolled student in the Doctorate of Professional Studies (Coaching Supervision) Program at the Work Based Learning Institute of Middlesex University, London, UK. This Informed Consent is required by Middlesex University, the laws and regulations of the US regarding human subject research and the ICF Code of Ethics. This research study has been presented to and received formal approval to proceed from the Project Approval Panel and Research Ethics Subcommittee of the Institute for Work Based Learning at Middlesex University, London.

**The purpose of the research:** To explore three modalities and the usual practices within supervision groups in service to the supervisee's development as coach.

#### The research process:

- As a supervisor-participant you agree to engage as a supervisor of a small group, to start in September or October 2017, for 10 supervision sessions over 12 months.
- You agree to engage through the [REDACTED] of Coaching Supervision Center with the usual financial and logistical arrangements.
- You agree to use live-action coaching, transcripts and recordings of client sessions in selected supervision sessions. Each modality will be experimented with at least once during the course of the 10 group supervision sessions.
- You agree to participate in four Zoom meetings with Kathryn over 12-18 months, which will be recorded, and submit monthly journal reflections electronically to [REDACTED] which will be shared with Kathryn as part of the research data collection.
- You agree to abide by the [REDACTED] Code of Conduct and the ICF Code of Ethics.

#### Potential Benefits to Participants:

Your participation will give you:

- the opportunity to learn within the supervision and from the approaches being explored,
- the ability to incorporate your learnings into your individual practices, and
- the opportunity to contribute to research for our profession.

#### Potential Risks to Participants:

Potential harm is anticipated to be generally no more than you would encounter in engaging as a supervisor, or in supervision and/or reflection, and getting together with colleagues to discuss approaches for personal and professional development.

Given your training and practice as a coach and a supervisor, it is recognized that you have significant experiences in dealing with emotions, feelings, reactions, and personal and professional development. This agreement recognizes that you are trained and skilled in creating safe and non-judgmental space for yourself, your colleagues and your clients.

If at any time, you are experiencing difficulties as a research participant, you may reach out to Kathryn who will work with you to resolve or mitigate any difficulties.

#### Confidentiality, Data Collection and Storage, and Privacy Provisions:

##### Confidentiality:

- The supervision sessions with your group and the group meetings with Kathryn will be confidential among the supervisor, the supervisees and Kathryn.
  - This requires that no one disclose to others outside the group, what occurs in the

- sessions, and
- provides permission for Kathryn, for research purposes only, to record the group meetings with her, and collect and use the written reflections of the participants.
- Journal prompts will be sent electronically to participants from the [REDACTED] Supervision Center. Participants are asked to respond electronically to the prompts, which will be confidential among the participant, the Supervision Center administrator ([REDACTED]) and Kathryn. The Supervision Center administrator will sign an Informed Consent agreement.
- If the supervision group selects part or all of recordings of the supervision sessions to provide to Kathryn, these may also be used in the research. The recordings submitted to Kathryn will be confidential.
- Any data collected for the study, once it is de-identified, may be reviewed by Kathryn's academic advisors, doctoral research consultants and transcription services as part of the research process for purposes of framing, reviewing, coding, analysis and writing. You will not be identified in any transcript except with a speaker number. Any data shared electronically will be transmitted over secure internet lines.
- You will contract with participants directly for permission to bring your supervision experiences with the research-supervision group to your own supervision.

#### **Privacy:**

- Quotes, without attribution, may be used in the study results unless the participant specifically requests otherwise.
- In any publication or presentation of the research, only de-identified information will be included in the data analysis and in the results.
- You, and each participant, agree that you will not disclose you were a participant nor will you disclose the other participants or any client identifying information.
- It is not possible to guarantee anonymity of the participants except to the extent that all group members honor the confidentiality and privacy provisions.

#### **Data Collection and Storage**

- Electronically collected data will be stored within a password protected DropBox account, a password protected iCloud account and in a separate password protected thumb drive located at a locked storage facility. Paper data (including Informed Consent agreements, hard-copy notes, printed transcripts, etc.) will be stored in Kathryn's office, and may also be stored in a locked storage facility. Paper data will be shredded.
- The recordings, transcripts and journaling will be kept confidential by Kathryn and destroyed 3 years after the completion of the research. All electronic email and file transfer links will be deleted. Paper data will be shredded.

#### **Voluntary Participation**

- Your participation in this study is voluntary and may be withdrawn, in writing, at any time during the research process. Your withdrawal will be effective immediately upon written notification to Kathryn. No approval is required. Your withdrawal would mean the withdrawal of the full supervision group.
- If you withdraw, your data provided up to your withdrawal date will continue to be part of the research. No other data will be collected.
- Supervision of your group, under the [REDACTED] Supervision Center, would continue following your withdrawal.

#### **Intellectual Property Rights**

- The research results, conclusions, and content of the dissertation are the intellectual property of Kathryn.
- You will receive a pdf copy of the final dissertation upon request.
- You may incorporate your experiences into your coaching and supervisor practices, without formally acknowledging your participation in this research.

#### **Concerns, Questions or Complaints Regarding the Research Study**

You are encouraged to explore any concerns, questions or complaints regarding the research study with Kathryn. You may also raise any of these with the academic advisor and point of contact for Middlesex University, Dr. David Adams.

By signing below, you are acknowledging that you have reviewed this document, you agree to its provisions and you are voluntarily participating in the research study. Please retain a copy of your signed agreement and return one to Kathryn by email.

I agree that you may use de-identified quotes from me in the dissertation, other publications, presentations or workshops. \_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Email

<b>Principal Investigator:</b>	<b>Her academic advisor is:</b>
Kathryn M. Downing	Dr. David Adams
Researcher, Candidate for Professional Doctoral (Coaching Supervision)	Senior Lecturer, Institute for Work Based Learning
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<a href="mailto:KathrynGalileo@gmail.com">KathrynGalileo@gmail.com</a>	<a href="mailto:d.adams@mdx.ac.uk">d.adams@mdx.ac.uk</a>

## Informed Consent – Supervisee-Participants

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**The purpose of the research:** To explore three modalities and the usual practices within supervision groups in service to the supervisee's development as coach.

### The research process:

- As a supervisee-participant you agree to engage in supervision in a small group, to start in September or October 2017 for 10 supervision sessions over 12 months.
- You agree to engage through the [REDACTED] Coaching Supervision Center with the usual financial and logistical arrangements.
- You will be asked, as a group, to experiment at least once with each of three observational approaches: the use of live-action coaching, transcripts and recordings of actual client sessions. Kathryn will reimburse you for any fees incurred for transcription services.
- You agree to participate in three group meetings with Kathryn over 12-18 months, which will be recorded, and submit monthly journal reflections electronically to [REDACTED] which will be shared with Kathryn as part of the research data collection.
- You agree to abide by the [REDACTED] Code of Conduct and the ICF Code of Ethics.

### Potential Benefits to Participants:

Your participation will give you:

- the opportunity to learn within the supervision and from the approaches being explored,
- the ability to incorporate your learnings into your individual practices, and
- the opportunity to contribute to research for our profession.

### Potential Risks to Participants:

Potential harm is anticipated to be generally no more than you would encounter in engaging in supervision and/or reflection, and getting together with colleagues to discuss approaches for personal and professional development.

Given your training and practice as a coach, it is recognized that you have significant experiences in dealing with emotions, feelings, reactions, and personal and professional development. This agreement recognizes that you are trained and skilled in creating safe and non-judgmental space for yourself, your colleagues and your clients. If at any time, you are experiencing difficulties as a research participant, you may reach out to Kathryn who will work with you to resolve or mitigate any difficulties.

### Confidentiality, Privacy and Data Collection and Storage Provisions:

#### Confidentiality:

- The supervision sessions with your group and the group meetings with Kathryn will be confidential among the supervisor, the supervisees and Kathryn.
  - This requires that no one disclose to others outside the group, what occurs in the sessions, and
  - provides permission for Kathryn, for research purposes only, to record the group

- meetings with her, and collect and use the written reflections of the participants.
  - Journal prompts will be sent electronically to participants from the [REDACTED] Supervision Center. Participants are asked to respond electronically to the prompts, which will be confidential among the participant, the Supervision Center administrator ([REDACTED]) and Kathryn. The Supervision Center administrator will sign an Informed Consent agreement.
  - If the supervision group selects part or all of recordings of the supervision sessions to provide to Kathryn, these may also be used in the research. The recordings submitted to Kathryn will be confidential.
- Any data collected for the study may be reviewed by Kathryn's academic advisors, doctoral research consultants and transcription services as part of the research process for purposes of framing, reviewing, coding, analysis and writing. You will not be identified in any transcript except with a speaker number. Any data shared electronically will be transmitted over secure internet lines.
- You agree that you will have the permission of your clients for discussion of your work with them
  - for supervision and for participating in the research, and
  - for the recording and/or transcription of any actual coaching sessions brought to the supervision group.
- All clients' identifying information, including their organizations, will be masked in the supervision session which means that you will not use their name, position or organizational affiliations.

#### **Privacy:**

- Quotes, without attribution, may be used in the study results unless the participant specifically requests otherwise.
- In any publication or presentation of the research, only de-identified information will be included in the data analysis and in the results.
- You, and each participant, agree that you will not disclose you were a participant nor will you disclose the other participants or any client identifying information.
- It is not possible to guarantee anonymity of the participants except to the extent that all group members honor the confidentiality and privacy provisions.

#### **Data Collection and Storage**

- Electronically collected data will be stored within a password protected DropBox account, a password protected iCloud account and in a separate password protected thumb drive located at a locked storage facility. Paper data (including Informed Consent agreements, hard-copy notes, printed transcripts, etc.) will be stored in Kathryn's office, and may also be stored in a locked storage facility.
- The recordings, transcripts and journaling will be kept confidential by Kathryn and destroyed 3 years after the completion of the research. All electronic email and file transfer links will be deleted. Paper data will be shredded.

#### **Voluntary Participation**

- Your participation in this study is voluntary and may be withdrawn, in writing, at any time during the research process. Your withdrawal will be effective immediately upon written notification to Kathryn with a copy to your supervisor. No approval is required.
- If you withdraw, your data provided up to your withdrawal date will continue to be part of the research. No other data will be collected.
- Withdrawal will have no negative ramifications within [REDACTED]. Your participation within the supervision group would continue.

#### **Intellectual Property Rights**

- The research results, conclusions, and content of the dissertation are the intellectual property of Kathryn.



## Informed Consent – Supervisee-Participants

The purpose of this document is to set forth the roles and responsibilities of Kathryn M. Downing as the researcher, and you as the research participant in order to ensure that you are aware of and agree to the terms of this arrangement and record your agreement by your signature.

Kathryn is an enrolled student in the Doctorate of Professional Studies (Coaching Supervision) Program at the Work Based Learning Institute of Middlesex University, London, UK. This Informed Consent is required by Middlesex University, the laws and regulations of the US regarding human subject research and the ICF Code of Ethics. This research study has been presented to and received formal approval to proceed from the Project Approval Panel and Research Ethics Subcommittee of the Institute for Work Based Learning at Middlesex University, London.

**The purpose of the research:** To explore three modalities and the usual practices within supervision groups in service to the supervisee's development as coach.

### The research process:

- As a supervisee-participant you agree to engage in supervision in a small group, to start in September or October 2017 for 10 supervision sessions over 12 months.
- You agree to engage through the [REDACTED] Coaching Supervision Center with the usual financial and logistical arrangements.
- You will be asked, as a group, to experiment at least once with each of three observational approaches: the use of live-action coaching, transcripts and recordings of actual client sessions. Kathryn will reimburse you for any fees incurred for transcription services.
- You agree to participate in four group meetings with Kathryn over 12-18 months, which will be recorded, and submit monthly journal reflections electronically to [REDACTED] which will be shared with Kathryn as part of the research data collection.
- You agree to abide by the [REDACTED] Code of Conduct and the ICF Code of Ethics.

### Potential Benefits to Participants:

Your participation will give you:

- the opportunity to learn within the supervision and from the approaches being explored,
- the ability to incorporate your learnings into your individual practices, and
- the opportunity to contribute to research for our profession.

### Potential Risks to Participants:

Potential harm is anticipated to be generally no more than you would encounter in engaging in supervision and/or reflection, and getting together with colleagues to discuss approaches for personal and professional development.

Given your training and practice as a coach, it is recognized that you have significant experiences in dealing with emotions, feelings, reactions, and personal and professional development. This agreement recognizes that you are trained and skilled in creating safe and non-judgmental space for yourself, your colleagues and your clients. If at any time, you are experiencing difficulties as a research participant, you may reach out to Kathryn who will work with you to resolve or mitigate any difficulties.

### Confidentiality, Privacy and Data Collection and Storage Provisions:

#### Confidentiality:

- The supervision sessions with your group and the group meetings with Kathryn will be confidential among the supervisees and Kathryn in her role as supervisor and as researcher.
  - This requires that no one disclose to others outside the group, what occurs in the sessions, and
  - provides permission for Kathryn, for research purposes only, to record the group

- supervision sessions and the research meetings with her, and collect and use the written reflections of the participants.
- Journal prompts will be sent electronically to participants from the [REDACTED] Supervision Center. Participants are asked to respond electronically to the prompts, which will be confidential among the participant, the Supervision Center administrator ([REDACTED]) and Kathryn. The Supervision Center administrator will sign an Informed Consent agreement.
- The recordings of the supervision sessions may be used in the research.
- Any data collected for the study may be reviewed by Kathryn's academic advisors, doctoral research consultants and transcription services as part of the research process for purposes of framing, reviewing, coding, analysis and writing. You will not be identified in any transcript except with a speaker number. Any data shared electronically will be transmitted over secure internet lines.
- You agree that you will have the permission of your clients for discussion of your work with them
  - for supervision and for participating in the research, and
  - for the recording and/or transcription of any actual coaching sessions brought to the supervision group.
- All clients' identifying information, including their organizations, will be masked in the supervision session which means that you will not use their name, position or organizational affiliations.

#### **Privacy:**

- Quotes, without attribution, may be used in the study results unless the participant specifically requests otherwise.
- In any publication or presentation of the research, only de-identified information will be included in the data analysis and in the results.
- You, and each participant, agree that you will not disclose you were a participant nor will you disclose the other participants or any client identifying information.
- It is not possible to guarantee anonymity of the participants except to the extent that all group members honor the confidentiality and privacy provisions.

#### **Data Collection and Storage**

- Electronically collected data will be stored within a password protected DropBox account, a password protected iCloud account and in a separate password protected thumb drive located at a locked storage facility. Paper data (including Informed Consent agreements, hard-copy notes, printed transcripts, etc.) will be stored in Kathryn's office, and may also be stored in a locked storage facility.
- The recordings, transcripts and journaling will be kept confidential by Kathryn and destroyed 3 years after the completion of the research. All electronic email and file transfer links will be deleted. Paper data will be shredded.

#### **Voluntary Participation**

- Your participation in this study is voluntary and may be withdrawn, in writing, at any time during the research process. Your withdrawal will be effective immediately upon written notification to Kathryn. No approval is required.
- If you withdraw, your data provided up to your withdrawal date will continue to be part of the research. No other data will be collected.
- Withdrawal will have no negative ramifications within Hudson. Your participation within the supervision group would continue.

#### **Intellectual Property Rights**

- The research results, conclusions, and content of the dissertation are the intellectual property of Kathryn.
- You will receive a pdf copy of the final dissertation upon request.



## Informed Consent – Supervisor-Participant

The purpose of this document is to set forth the roles and responsibilities of Kathryn M. Downing as the researcher, and you as the research participant-supervisor in order to ensure that you are aware of and agree to the terms of this arrangement and record your agreement by your signature.

Kathryn is an enrolled student in the Doctorate of Professional Studies (Coaching Supervision) Program at the Work Based Learning Institute of Middlesex University, London, UK. This Informed Consent is required by Middlesex University, the laws and regulations of the US regarding human subject research and the ICF Code of Ethics. This research study has been presented to and received formal approval to proceed from the Project Approval Panel and Research Ethics Subcommittee of the Institute for Work Based Learning at Middlesex University, London.

**The purpose of the research:** To explore three modalities and the usual practices within supervision groups in service to the supervisee's development as coach.

### The research process:

- As a supervisor-participant you agree to engage as a supervisor of Kathryn, to start in July 2017, and to continue periodically through the duration of the research project.
- You agree to engage with the usual financial and logistical arrangements.
- You agree to use transcripts and recordings of client sessions in selected supervision sessions. Each modality will be experimented with at least once during the course of the supervision sessions.
- You agree to participate in four Zoom meetings with Kathryn over 12-18 months, which will be recorded, and submit journal reflections electronically following the supervision sessions which use recordings and or transcripts as part of the research data collection.
- You agree to abide by the EMCC or the ICF Code of Ethics.

### Potential Benefits to Participants:

Your participation will give you:

- the opportunity to learn within the supervision and from the approaches being explored,
- the ability to incorporate your learnings into your individual practices, and
- the opportunity to contribute to research for our profession.

### Potential Risks to Participants:

Potential harm is anticipated to be generally no more than you would encounter in engaging as a supervisor, or in supervision and/or reflection, and getting together with colleagues to discuss approaches for personal and professional development.

Given your training and practice as a coach and a supervisor, it is recognized that you have significant experiences in dealing with emotions, feelings, reactions, and personal and professional development. This agreement recognizes that you are trained and skilled in creating safe and non-judgmental space for yourself, your colleagues and your clients.

If at any time, you are experiencing difficulties as a research participant, you may reach out to Kathryn who will work with you to resolve or mitigate any difficulties.

### Confidentiality, Data Collection and Storage, and Privacy Provisions:

#### Confidentiality:

- The supervision sessions with Kathryn will be confidential among the supervisor.
  - This requires that you not disclose to others what occurs in the sessions, and
  - provides permission for Kathryn, for research purposes only, to record the supervision sessions and meetings with her, and collect and use your written

journal reflections.

- Any data collected for the study, once it is de-identified, may be reviewed by Kathryn's academic advisors, doctoral research consultants and transcription services as part of the research process for purposes of framing, reviewing, coding, analysis and writing. You will not be identified in any transcript except with a speaker number. Any data shared electronically will be transmitted over secure internet lines.
- You have Kathryn's permission to bring your supervision experiences with the research-supervision sessions to your own supervision.

#### **Privacy:**

- Quotes, without attribution, may be used in the study results unless the participant specifically requests otherwise.
- In any publication or presentation of the research, only de-identified information will be included in the data analysis and in the results.

#### **Data Collection and Storage**

- Electronically collected data will be stored within a password protected DropBox account, a password protected iCloud account and in a separate password protected thumb drive located at a locked storage facility. Paper data (including Informed Consent agreements, hard-copy notes, printed transcripts, etc.) will be stored in Kathryn's office, and may also be stored in a locked storage facility.
- The recordings, transcripts and journaling will be kept confidential by Kathryn and destroyed 3 years after the completion of the research. All electronic email and file transfer links will be deleted. Paper data will be shredded.

#### **Voluntary Participation**

- Your participation in this study is voluntary and may be withdrawn, in writing, at any time during the research process. Your withdrawal will be effective immediately upon written notification to Kathryn. No approval is required.
- If you withdraw, your data provided up to your withdrawal date will continue to be part of the research. No other data will be collected.

#### **Intellectual Property Rights**

- The research results, conclusions, and content of the dissertation are the intellectual property of Kathryn.
- You will receive a pdf copy of the final dissertation upon request.
- You may incorporate your experiences into your coaching and supervisor practices, without formally acknowledging your participation in this research.

#### **Concerns, Questions or Complaints Regarding the Research Study**

You are encouraged to explore any concerns, questions or complaints regarding the research study with Kathryn. You may also raise any of these with the academic advisor and point of contact for Middlesex University, Dr. David Adams.

By signing below, you are acknowledging that you have reviewed this document, you agree to its provisions and you are voluntarily participating in the research study. Please retain a copy of your signed agreement and return one to Kathryn by email.

I agree that you may use de-identified quotes from me in the dissertation, other publications, presentations or workshops. \_\_\_\_\_ Yes \_\_\_\_\_ No



## Appendix 4: Original Project Plan

Calendar timeline	Project Stage	Resource Requirements	Control or Access	Contingencies
Dec 14, 2016	Submit written project proposal for DPS 4561	Self, Advisor, Consultants	Have agreements with them to meet this timeline Need letter of support from Hudson Institute	Later submission date
January 19, 2017	Project proposal presentation to review board. Set up technology needed to support research project including Zoom account and Coach Logix account.	Self, Advisor, Consultants	Need to confirm US supervision-expert as MDX consultant for research process	Request approval subject to confirmation of US Supervision-expert as MDX consultant
March 1, 2017	Project proposal revised per input from review board and review board approves - estimated	Self, Advisor, Consultants and review board	Review board schedule is outside of my control	Later approval date
March-April 2017	Subject Matter Expert interviews Pilot action learning circles on use of these interventions with volunteer supervisors	Self, subject matter experts, volunteer supervisors	Access through Hudson Institute has been agreed. Responsiveness of potential participants and subject matter experts beyond my control	Run pilot in conjunction with interviews and beginning recruitment of participants.
May-July 2017	Begin recruitment of participants.	Self, Hudson Institute, Potential participants to apply, Responsiveness from subject matter experts on scheduling discussions	Access through Hudson Institute has been agreed. Responsiveness of potential participants beyond my control	Longer time to recruit and select participants
August 2017	Finalize participant selection and contracting. Schedule first meetings and action learning cycle. Record and transcribe notes from action learning meeting. Collect regularly the reflective journals from participants following each monthly supervision session.	Self, participants and Hudson Institute	Participants outside my control. Hudson Institute has agreed to schedule.	Later start to actual research engagement. Alternative could be to decrease number of desired participants.
August – September 2017	Kick off of 12 months of supervision	Participants, self	Participants outside my control except as I may influence and encourage them	Later start. Alternatives could be fewer sessions or compressed timeframe for the 10 sessions.
September-December 2017	Second action learning meetings. Record and transcribe notes from action learning meeting. Collect regularly the reflective journals from participants following each monthly supervision. Begin to develop coding. Meet and review with critical colleagues, advisor and consultants on the process to date and my learning as a researcher.	Participants, self	Participants outside my control except as I may influence and encourage them	Alternatives could be fewer sessions or compressed timeframe for the 10 sessions.
Jan – April 2018	Third action learning meetings. Record and transcribe notes from action learning meeting. Collect regularly the reflective journals from participants following each monthly supervision. Continue to develop coding. Meet and review with critical colleagues, advisor and consultants on the process to date and my learning as a researcher.	Participants, self	Participants outside my control except as I may influence and encourage them. Advisor and consultants likely to be responsive.	Alternatives could be fewer sessions or compressed timeframe for the 10 sessions.

April – June 2018	Fourth action learning meetings. Record and transcribe notes from action learning meeting. Collect regularly the reflective journals from participants following each monthly supervision. Continue to develop coding. Meet and review with critical colleagues, advisor and consultants on the process to date and my learning as a researcher.	Participants, self	Participants outside my control except as I may influence and encourage them. Advisor and consultants likely to be responsive.	Alternatives could be fewer sessions or compressed timeframe for the 10 sessions.
June – July 2018	Supervision sessions conclude. Collect regularly the reflective journals from participants following each monthly supervision. Continue to develop coding. Meet and review with critical colleagues, advisor and consultants on the process to date and my learning as a researcher.	Participants, self	Participants outside my control except as I may influence and encourage them. Advisor and consultants likely to be responsive.	
July 2018 – Dec 2018	Coding, analysis, reviews for quality assurance, finalize literature review.			
Dec 2018- Dec 2019	Write, write, write. Develop workshops or journal articles.			
Jan 2020	Submit thesis			

## Appendix 5: Video Transcripts and FAQ

### Transcript of first video: Information on Research

Kathryn Downing: Hello, I'm Kathryn Downing, I'm a certified [REDACTED] coach, and I'm a certified supervisor in the [REDACTED] Supervision Center. I'm delighted to have this opportunity to share with you a little bit about my doctoral research and invite you to join us. Let me do that by sharing the screen and pulling up the power point, so that you can follow along.

There we are. So, I'm going to try to do this in four minutes. Just to let you know what's up and what's going on, I'm a student working on my doctorate at Middlesex University in London, and my doctorate is going to be in coaching supervision. And Pam and the [REDACTED] Institute are supporting this work, and I'm delighted that we're doing it through the Supervision Center.

Who can participate? So, if you're interested, if you, and your supervision group, and your supervisor want to engage in normal supervision, plus as a research participant, then you would agree to do that. So that's all it takes. You just have to be entering supervision this fall, with a group and a supervisor who want to be research participants, and you can participate. And what do you get out of it? You get out of it a major contribution to the profession, because this is original research that will inform not only coaching supervision, but executive coaching. And of course, anything you learn you can apply in your actual practice.

The purpose of my research is to see, is there a way to enhance, is there any reason to enhance how we do supervision. So, as you know, it's case study reporting, we bring our cases, sometimes we write them up. And I'm curious if in addition to that, on occasion, we bring a recording, or part of a recording, of one of our sessions, or a transcript, or part of our transcript, or if we coach each other and then debrief it. How that would impact, if at all, our learning about ourselves, and ourselves as coaches.

So, it's about being experimental, experiential, playful. Just noticing, as you experiment a little bit during the 12 months, the 10 sessions, what do you learn? What impacts your learning? What gets in the way of your learning? And that's it really is about. The time involved is to journal each month, about 15 minutes after each of your monthly supervision sessions and return those journal entries to us. It's about my coming to meet with you and your group, three times during the research process. The first time about halfway through, so around four to six sessions in, just to say, "Hey, what are you learning, what have you noticed? What's kind of working, what's not kind of working?" To come together with you again at the end of the supervision period and say, "Hey, so what did you notice, what did you learn? What do you think?"

And then, because we all process things over time, and experiment and practice, to come back and meet with you again, four to six months later, and say, "So, now what do you think?" And then of course there would

be some of your time to get permission from your clients for the recordings, and send them out for transcription, and then figure out how you want to use them in the Supervision Center. So that's the time commitment.

It's important just to know at this point, all information is confidential and private, so no one will be named in the write up of the research results. It won't be shared, no one will know that you were involved in it; in fact, you'll be asked to keep confidential your involvement, and the involvement of your clients and the rest of your group. And that's really what it is. Are you interested in participating in a little doctoral research? It would be great if you are. There's additional information on the website, and there's a next steps video as well. Thanks.

#### Transcript of second video: What makes a good research participant.

Kathryn Downing: Hello, everyone. I'm Kathryn Downing, I'm a [REDACTED], a member of the [REDACTED] Leadership Team, and I'm delighted to talk to you very briefly about what makes a good research participant. Let me pull up the screen so you can follow along. Here we are, and this will be quite quick. It comes out of the question that I've been getting about, "What qualities and capacities are necessary in a research participant?" The short answer is the same as what you need to be in supervision as a coach.

Let me just share this with you, of course as you know my research is being done under the auspices of Middlesex University in London. Here are the things that will really make you an effective supervisee in supervision with your group and a research participant. Your commitment to personal and professional growth and to the profession as well. Actively coaching so that you have cases and situations to bring. The ability to observe yourself and to have curiosity, and perhaps suspend some judgment about what's going on for you. A willingness to be vulnerable and the courage to share what you notice in your thoughts, your emotions, resistance, whatever is coming up for you.

I'm undertaking this research because I don't know if it's a good idea to try to bring observational information into supervision, and I'm really curious about it and I don't have a foregone conclusion about it. I want to know how it is for each of you. The last thing that you need to be a good research participant is the same thing, again that you need to be in supervision, which is the time to commit.

A quick reminder on the time commitment for the research piece, it's about 15 minutes a month to journal. It's three one-hour meetings with me and your group with your supervisor to talk about the process. Then it's the time that it may take for you to reach out and ask a client for permission to record or to make a transcript of the session and get their permission to share it within the context of supervision and of research.

To that end, I have drawn up a document that's a consent to record for the client and I encourage you to use it because it gives the client the same important research protections, research process protections that you get as a research participant. As you may recall, this is just required by Middlesex University, by the US laws, the UK laws, and by the ICF and [REDACTED] Codes. It's important that we all have agreement and understanding on what's going to happen in the research with our clients as well.

That's it, thank you very much for coming to this point. I hope you're excited. I hope you're willing to participate. If you need more information just reach out to Olivia, to your supervisor, to the website, to me, whatever is helpful to you so you could make your final decision. I look forward to seeing you soon. Thanks.

### Transcript of third video: Next steps to volunteering to participate

Kathryn Downing: Hello, this is Kathryn Downing again, back for video part two. As you know from the first video, I'm a [REDACTED] Certified Coach. I supervise in the [REDACTED] Supervision Center, and I'm a Doctoral student at Middlesex University doing research on coaching supervision. I assume you're here because you're ready to go, you want to participate in the research, and you're wondering what the next steps are. Let me pull up the PowerPoint so that you can follow along as I talk about it. And I'm really excited to have this opportunity to have you as part of the research.

As I mentioned in the last video, this is all approved through Middlesex University in London, where I'm a student working on my professional Doctorate. Here's what you do to join. Take these steps. Let your supervisor know that you agree because then she'll make sure that the whole group agrees. As that happens, you'll be asked to sign the informed consent, which I'll talk more about in just a moment, and return it to Olivia at the [REDACTED] Supervision Center. Olivia will then go through her normal process of invoicing you for the supervision engagement, standard [REDACTED] Supervision Center rates, and send you the pre-work. And your supervisor will work with you and your group on scheduling not only your 10 session over 12 months, but also scheduling the three meetings with me.

As you might remember, the time commitment is about six to eight hours in total. We'll ask you to journal monthly following your supervision session. Olivia will send out the journal prompts. You'll just complete them and return them to us electronically. I'll meet with you three times, once halfway through your supervision session. So about four to six sessions in, I'll join you just to learn what are you noticing, what are you learning? Have you played around and experimented with a piece of a recording or a transcript, or coaching each other?

Then I'll meet with you again at the end of the supervision engagement, which will be sometime in the mid-summer next year and have the same questions. What happened? What did you learn? What did you notice? What do you think about these experiments? And then again four to six months later because we all tend to have different opinions as we sit with something and reflect on it. Then of course there's some incremental time if you decide to record one of your coaching sessions or have a transcript done. And getting the client's permission, and then actually doing it. That's the time.

As I mentioned, as you know at this point, I'm sure, the information is confidential, it's private, everything will be anonymized so that no one can identify you or your client as a result of my research. To ensure that that happens and that we all agree, there's a document called the informed consent document. The research is governed by a number of entities in order to ensure that it's done appropriately, ethically, and doesn't in any way endanger you as a participant. The informed consent document, which needs to be signed by each of you, just sets forth that you understand what the research is about, what I agree to do to keep it confidential and private, what you agree to do to keep it confidential and private. It's just a pretty fairly straight forward document.

Let your supervisor know, review and sign the informed consent, let [REDACTED] know that you're in and she'll invoice you. Then we'll be good to go. We'll start. And I really look forward to being part of this with you, and I thank you very much.

## Frequently Asked Questions

### Kathryn M Downing's Research on Coaching Supervision

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#### What is this all about?

Kathryn M. Downing is a Hudson certified coach, a member of the Hudson Leadership Team, an External Mentor Coach and a certified coaching supervisor in the Hudson Supervision Center. Kathryn is also an enrolled student in the Doctorate of Professional Studies (Coaching Supervision) Program at the Work Based Learning Institute of Middlesex University, London, UK. She is undertaking original research in coaching supervision. Hudson is supporting this research by providing the opportunity for members of the Hudson community to participate while engaged in coaching supervision.

This research study has been presented to and received formal approval to proceed from the Project Approval Panel and Research Ethics Subcommittee of the Institute for Work Based Learning at Middlesex University, London.

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## What are the details of the research study?

The **PURPOSE**: To explore three observational approaches within the usual practices of supervision in groups:

- recordings
- transcripts
- live-action coaching

The **TONE**: For the research:

- Experimental
- Experiential
- Playful
- Noticing **what impacts one's learning**

The **OUTCOMES**:

- **Anything is possible**
- There is no right or wrong answer
- **Whatever happens are the data**
- There is no drive to reach any specific outcomes
- Surprises welcome
- Candor and transparency essential
- About participants' actual experiences, feelings, noticing, **learning**, resistance....

## Who can be a supervisee-research participant?

To be a supervisee-research participant, you need to be:

- A Hudson certified coach
- Be able to bring active coaching cases to supervision
- Be willing to make a 12-month commitment through the Hudson Institute of Coaching Supervision Center as standard prices
- Be willing to commit to group supervision
- Be willing to participate as a research participant
- Agree to abide by the Hudson Institute Code of conduct and the ICF Code of Ethics, and
- Sign the Informed Consent required by Middlesex University, US Law and the ICF Code of Ethics.

## What qualities and capacities do I need to be a research participant?

If you are a coach engaging in supervision you have the qualities and capacities needed to be a research participant

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- **Commitment to your professional and personal development**
- **Actively coaching with cases to bring to the group**
- **Ability to observe yourself**
- **Curiosity**
- **Willingness to be vulnerable**
- **Courage to share what you are noticing your thoughts, emotions, stirrings, actions, resistance...**
- **Time – for supervision and for the research components**

How do I volunteer?

There are three **steps to volunteer to be part of the research while engaged in paid supervision.**

To join as a participant take these steps:

- **Let your supervisor know that you agree**
- **Your supervisor will let you know when everyone in the group has agreed**
- **Sign the Informed Consent and return to Olivia at the Hudson Supervision Center.**
- **Olivia will invoice you for the supervision engagement at the standard Hudson Supervision Center rates.**

Your supervisor will work with you and your group on scheduling

What are the commitments I must make if I am selected to be a research participant?

Each of the supervisee participants must agree to the following commitments:

1. **To register, through the Hudson Supervision Center, for supervision in one of the supervision-research groups starting in Fall 2017 at the standard costs.**
2. **To be willing to engage and experiment within the supervision sessions with interventions and practices that may expand the potential of the supervision.**
3. **To attend and participate in three meetings over 18 months with Kathryn and your supervision group to explore and share learning, insights, challenges and suggestions. These 60 minute meetings will be conducted over Zoom.**
4. **To respond to specific research prompts following each supervision session electronically. It is anticipated this will involve about 10-15 minutes each month.**
5. **To agree to and sign the Informed Consent agreement.**
6. **The total time for the research components is 6-8 hours in addition to the supervision.**

Can you describe the overall process between what is supervision and what is research?

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In supervision, you will participate in the standard 10 sessions of supervision over 12 months and are encouraged to meet bi-weekly between supervision sessions with your peer group. This is the standard engagement for coaching supervision.

In addition, as a researcher you agree to:

- **Monthly Journaling** - about 15 Minutes per month
- **Three hours between February '18 – Jan '19 for Zoom meetings:**
  - 60 minutes (Feb-Mar 2018) KATHRYN, SUPERVISOR AND GROUP
  - 60 minutes (June-July 2018) KATHRYN, SUPERVISOR AND GROUP
  - 60 minutes (Oct 2018-Jan 2019) KATHRYN, SUPERVISOR AND GROUP
- **Preparation for the supervision sessions – recordings, transcripts, permissions.**
  - **Note:** Any transcriptions costs will be reimbursed.

What is the timeline?

Timeline:

- **September or October 2017:** Supervision sessions begin
- **Throughout the 12 months:** Monthly journal prompts will be sent to you following each supervision session, for you to complete and return electronically.
- **February or March 2018:** First 60-minute Zoom meeting with Kathryn and your supervision group to review what you have noticed, experienced and learned in experimenting, or not, with recordings, transcripts and live-action coaching.
- **June or July 2018:** After your 10 sessions of supervision, a second 60-minute Zoom meeting with Kathryn and your supervision group to review what you have noticed, experienced and learned in experimenting, or not, with recordings, transcripts and live-action coaching.
- **October 2018 or later:** Third 60-minute Zoom with Kathryn and your supervision group to review what you now, with reflection time, have noticed and learned in experimenting, or not, with recordings, transcripts and live-action coaching. The second purpose of this meeting is for sharing the data analysis Kathryn has begun for fidelity and accuracy to your experiences.

What are the specific terms of the Informed Consent?

There are many requirements for the protection of those who participate in research. Meeting these requirements is important to ensure the confidentiality and privacy of the participants, to provide assurances from the researcher that all data collected will be handled appropriately and to identify the potential benefits and risks with the goal that individuals may make informed decisions. The requirements are set by Middlesex University, the laws and regulations of the US regarding human subject research and the ICF Code of Ethics.

The Informed Consent contains provisions for your protection and the protection of the research. Provisions include agreements to:

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- protect your identity and contact information and that of your clients
- protections for confidentiality of your participation
- protections for the confidentiality of the research
- provisions that you may withdraw at any point in the research process

The Informed Consent form for coaches who participate is available on the Hudson website.

If I participate will that improve my standing within the Hudson community?

The Hudson Institute is pleased to support Kathryn's research and respects everyone's decisions about whether to participate or not. There will be no rewards directly from Hudson if you participate and no penalties if you do not, or if you withdraw.

What consents and permissions are needed from clients? How are my clients' identities protected?

There are many requirements for the protection of those who participate in research. Meeting these requirements is important to ensure the confidentiality and privacy of the participants, to provide assurances from the researcher that all data collected will be handled appropriately and to identify the potential benefits and risks with the goal that individuals may make informed decisions. These protections are being extended to your clients who agree to be recorded and/or transcribed. The requirements are set by Middlesex University, the laws and regulations of the US regarding human subject research and the ICF Code of Ethics.

- The required client consent form is available on the Hudson website.
- Consent to record includes consent to share with the researcher as well as supervision group.
- This provides your clients with important protections and is a benefit to them.

What if I become uncomfortable with the experimental nature of the supervision sessions?

At the heart of the supervision process is the relationship between the supervisor and the supervisee. If you are not comfortable with the experimental processes in the supervision sessions, the recommended first step is to discuss it with your supervisor and perhaps, with the full supervision group. If those discussions do not resolve your concerns, then please reach out to Kathryn for a discussion. If at any time, you decide you want to withdraw from the research, you may do so. See the Q and A immediately below for the possible ways of withdrawing.

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What if I change my mind mid-way through and no longer want to be a research participant?

You may withdraw in at least 3 ways:

- a. **Remain in supervision and withdraw privately from the research.** You may notify Kathryn in writing, and not your supervision group. You continue to be supervised within the group, but not the research. This means you would not submit any further learning journals, attend any additional meetings with Kathryn or participate in the end of research survey. Any journals you have submitted will be part of the research. In addition, when you present a case or situation in the supervision group going forward, you will notify Kathryn so she excludes any learning journal entries related to your case or situation.
- b. **Remain in supervision and withdraw from the research.** You would share with your supervisor and co-supervisees and notify Kathryn in writing. You continue to be supervised within the group, you do not submit any further learning journals, or attend any additional meetings with Kathryn. You would not participate in the end of research survey. Any journals you have submitted prior to withdrawing will remain part of the research. Going forward, when you present a case or situation in the supervision group, you will notify members of the supervision group to exclude any entries related to your case or situation from their learning journals.
- c. **Withdraw from both supervision and from the research.** You would share with your supervisor, co-supervisees and Kathryn that you are withdrawing from supervision and from the research. You will not participate any further. Any journals you have already submitted will be part of the research. [What happens from HI's point of view?]

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## Appendix 6: My Supervision Philosophy



### Coaching Supervision Philosophy

In coaching “super-vision” we come together to create a sacred space for you to reflect on and about your body of work as a coach. A core value in this work is that deepening your personal understanding will enable you to deepen your professional understanding. We believe in holistically approaching this work together because we are the instruments of our work, considering your whole self is an essential part of considering your professional self.

In co-creating our experience, we will learn from each other, challenge our assumptions and views of the world, wonder about what is in the energy fields between you and your clients, and you and this group, consider your needs and your clients and the systems they are in, hold curious and inquiring minds, and share our intuition, compassion, stirring, feelings and knowledge. At all times we will strive for unconditional positive regard among us.

My goals for you are your goals. Your learning objectives, overall and in each session will set our agenda. Our work will be permission based.

I encourage you to experiment with what preparation and follow through helps you to get the most from our sessions. Do you find it helpful to refer to your learning objectives, to reflect and have in mind themes across clients or with one particular client, to write a brief description of the client you wish to bring to that day’s session, to take time after our session to journal on insights and questions, to pursue potential readings or ways of working with a client or clients? What metaphors come to mind about your work? What visuals or poems or songs remind you of a client? I offer these as ideas.

Occasionally we may pause and ask what we are not talking about, what might you be hesitant to bring forth and how might we create a safe way for you to give voice to what is unsaid.

My intention is for you to have experiences in supervision that are joyful, fun, contemplative, challenging, nurturing, stimulating, awakening, explorative, reflective and sometimes without immediate answers. To tune how we engage, I will invite you in the last few minutes of each of our sessions to share what worked well for you and what was not as helpful. This will let us shape our endeavours to more ably serve your learning. I trust we collectively believe in the gift of feedback and that there is always a learning opportunity in every exchange.

In the event we are looking at potential ethical dilemmas we will consider relevant

Codes of Ethics including The International Coaching Federation, the European Mentoring and Coaching Council, the code of ethics in the organizations that contract with you and any other relevant codes or values.

I may on occasion ask for your permission to record one of our sessions for my own learning and reflection. I would use the recording to review my approach as a supervisor and to review with my supervision supervisor. Your identities and those of your clients would not be disclosed. The recording would be deleted as soon as the review was complete. You may grant me permission or decline as you feel in that moment.

I am delighted and grateful that we are engaging in this supervision of your body of work. Thank you for trusting me.

## Appendix 7: Pilot Group Contracting

### The Daring Group – Initial contracting for the Pilot

We agreed on the following process based on our prior year of supervision – elements that were specific to the pilot are in blue font.

1. Logistical planning:
  - a. Length and number of sessions: **We would have three session of 60 minutes.** In the larger group our sessions had been 90 minutes.
  - b. Virtual: The sessions would be conducted using the Zoom virtual meeting platform.
  - c. Scheduling: **We would calendar the sessions, in advance, based on our availability.**
2. Process ahead of supervision session: I would send an email which would contain three elements:
  - a. a reflection question for their consideration ahead of the session,
  - b. an inquiry as to what they have for the upcoming session including, a case, theme, recording or transcript, and
  - c. a request to send in advance, if it will serve their learning, a write up of the client situation.
  - d. **There could be “prework” for the supervision sessions when a recording or transcript was offered. The prework time would be to watch or listen to the recording and/or reading the transcript.**
3. Supervision session process:
  - a. Designed similar to our prior engagements
  - b. Check-in: we would each check-in at the beginning in response to the questions “How are you arriving” and “What do you have for us?”. The first question lets each of us get our voice in the virtual room and share how we are as we come into the session. It continues the connection thread among us. The second question opens the possibilities for our focus. A case that was written up in advance, the coach may indicate that continues to be their desired focus or that it is no longer relevant or there is a more important matter.
  - c. Initial contracting: based on what is shared during the check-in, I would propose an allocation of our time and the order of proceeding. We would agree, based on my offer and their responses.
  - d. Reflecting on, and exploring the matters raised by one or both of the coaches.
  - e. Closing: a reflection from each of us as to what we are taking from, or how we are leaving the session.
  - f. The sessions would be recorded and sent to the coaches following the session. They could review, and download, they agreed to keep confidential, and not to post any part of the video to social media.
4. **Post supervision session:**

- a. Administrative matters: Calendaring future sessions, or re-scheduling existing sessions, or arranging to meet in person outside of the supervision sessions, would be handled following the 60 minutes.
  - b. Journaling Prompts: The coaches would receive journaling prompts following the session, either from me directly or through a survey software (Qualtrics).
  - c. Reflection journal was provided by The Organization as a standard practice – would this journal still be useful if the coaches were responding to the journal prompts?
  - d. I would send an email shortly after the session containing the link to the recording of the supervision session, as well as any resources that were promised during the session.
  - e. The coaches would send via email any resources that they had promised to share during the session.
  - f. Submission of journaling: The coaches would complete their journaling and submit either directly to me or through Qualtrics.
  - g. Acknowledgment of receipt and “thank you” would be sent back to the coaches.
5. Data collection: The recordings of our actual supervision sessions, the action learning meetings, and their monthly journaling would be captured as data for the research.

## Appendix 8: Client Permission to Record

### **Client's Consent for recording, transcription and disclosure of session content for executive coach continuing professional development and for coach supervision doctoral research purposes.**

To continue with professional development as executive coach, I, \_\_\_\_\_ (coach) regularly engage in small group supervision of my coaching practice. My current small group is participating in a doctoral research project researching the efficacy of different modes of coaching supervision.

I am therefore requesting your permission for me, as your coach, to share in the supervision group and with the researcher: Kathryn M. Downing, (executive coach and doctoral student conducting research) the following:

1. Information about our coaching work from the perspective of my own exploration of how to continue developing in the profession
2. Permission to record and transcribe at least one of our coaching sessions for sharing part or all of the recording and/or transcription with those mentioned above (could be more than one session recorded since you as client will always have the option of declining at the close of a given session whether I may use the recording.)

✓ **Identity Confidentiality and Disposal of Research Materials:** Your name, identifying information, and organization will not be disclosed to the group, and will be kept confidential. The recording and transcript will be deleted within 14 days of the supervision session in which it is reviewed.

✓ **Potential Benefits to Participants:** Participation by the coach's client has the potential to provide an opportunity for the coach, to develop professionally, and the opportunity to contribute to research for the executive coaching profession.

✓ **Potential Risks to Participants:** Potential harm is anticipated to be generally no more than you would encounter in engaging in executive coaching.

### **Client Consent for Recording, Transcription and Disclosure of Session Content**

Your signature below signifies you agree to my request to use material from one of our sessions to further my professional development as executive coach and my participation in the research.

I, \_\_\_\_\_ (client) give you \_\_\_\_\_ (coach)

1. permission to record and transcribe the coaching session on \_\_\_\_\_ (date) including:
2. authorization to release all or part of the recording and transcription to the members of your supervision group, including your supervisor, and
3. authorization to release all or part of the recording and transcription to Kathryn M Downing, coach supervision project researcher.

I further understand that no identifying information, including my full name and organization, will be provided. This written consent will be retained by you, as coach, and by Kathryn M Downing the researcher. **Details of the research and commitments by Kathryn M Downing, researcher, are stated on the following page.**

By signing below, I acknowledge that I have reviewed this document, I agree to its provisions and am voluntarily participating.

\_\_\_\_\_  
Client Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Coach Signature

\_\_\_\_\_  
Date

### **Details and Commitments by Kathryn M. Downing conducting doctoral research on coaching supervision**

Kathryn is an enrolled student in the Doctorate of Professional Studies (Coaching Supervision) Program at the Work Based Learning Institute of Middlesex University, London, UK. This Informed Consent is required by Middlesex University, the laws and regulations of the US regarding human subject research and the ICF Code of Ethics. This research study has been presented to and received formal approval to proceed from the Project Approval Panel and Research Ethics Subcommittee of the Institute for Work Based Learning at Middlesex University, London.

**The purpose of the research:** To explore three modalities and the usual practices within supervision groups in service to the coach's professional development.

### **Confidentiality, Privacy and Data Collection and Storage Provisions:**

#### **Confidentiality:**

- The supervision sessions with the group and the group meetings with Kathryn will be confidential among the supervisor, the coach-supervisees and Kathryn.
  - This requires that no one disclose to others outside the group, what occurs in the sessions, and
  - provides permission for Kathryn, for research purposes only, to record the group meetings with her, and collect and use the written reflections of the participants.
  - If the supervision group selects part or all of recordings of the supervision sessions to provide to Kathryn, these may also be used in the research. The recordings submitted to Kathryn will be confidential.
- Any data collected for the study may be reviewed by Kathryn's academic advisors, doctoral research consultants and transcription services as part of the research process for purposes of framing, reviewing, coding, analysis and writing. No coach or client will be identified in any transcript except with a speaker number. Any data shared electronically will be transmitted over secure internet lines.
- All clients' identifying information, including their organizations, will be masked in the supervision session which means that the coach will not use their name, position or organizational affiliations in describing their coaching sessions.

#### **Privacy:**

- In any publication or presentation of the research, only de-identified information will be included in the data analysis and in the results.
- You, and each participant, agree that you will not disclose you were a participant.

#### **Data Collection and Storage**

- Electronically collected data will be stored within password protected cloud accounts and in a separate password protected thumb drive. Paper data (including Informed Consent agreements, hard-copy notes, printed transcripts, etc.) will be stored in Kathryn's office, and may also be stored in a locked storage facility.
- The recordings, transcripts and journaling will be kept confidential by Kathryn and destroyed 3 years after the completion of the research. All electronic email and file transfer links will be deleted. Paper data will be shredded.

**Intellectual Property Rights**

- The research results, conclusions, and content of the dissertation are the intellectual property of Kathryn.
- You will receive a pdf copy of the final dissertation upon request.

**Concerns, Questions or Complaints Regarding the Research Study**

You are encouraged to explore any concerns, questions or complaints regarding the research study with your coach. If these discussions are not able to resolve your concerns, please ask your coach for the contact information of the researcher.

*Kathryn M Downing* (signed by font)      *July 22, 2017*

Researcher Signature

Date

## Appendix 9: Published Chapter

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### 6 A new dimension? Using observational data creatively in supervision

*Kathryn M Downing*

An invitation  
To experiment, and explore by  
Asking others to sit with you  
And observe your coaching  
With kindness, appreciation, grace  
Honesty, integrity and challenge.

#### **Introduction**

Reflective practice is at the heart of our continued development as coaches and supervisors. The purpose of the chapter is to stimulate consideration of occasional use of audio or video recordings in coaching supervision to formulate deeper reflective practices and increase coaching capabilities. Three methods of using recordings are explored: using a video that prompts reflection unrelated to a specific coaching session; using a video of a coaching session in which the coach is not part of the virtual supervision group; and using audio or video recordings of coaching by one of the coaches in the virtual supervision group. Any one or combination of these may be explored creatively in supervision.

I invite you to consider case studies and my own experiences using recordings as a supervisee and as a supervisor in the hopes of tickling your curiosity about the potential of utilising recordings for ongoing professional development. These cases suggest opportunities for developing greater self-awareness; seeing yourself from different perspectives; and with new insight, reflecting on how you might want to integrate the new awareness.

If you observed yourself in-the-moment utilising a recording, what more might you see, discover or learn? What if you invited others to observe recordings of your actual coaching? As R D Laing observes – we are “limited by what we fail to notice” (Seymour, Crain and Crockett, 1993, p. 53). Perhaps it’s possible that recordings will provide an opportunity for you to notice something new.

Through the cases, we will look at creatively using recordings within the supervision session; the vulnerability, courage and openness required for exposing our work to observation; and how our willingness to use recordings is influenced by a number of factors, including our relationships with our supervisor,

other group members and our clients, as well as our developmental maturity and experiences with feedback. Reflection questions follow each of the case studies and include the perspectives of supervisees and supervisors.

### **Why I extend this invitation to you**

I am enthusiastic about using observational data, including recordings, for reflective practices and for continuing to develop professionally and personally. As a doctoral candidate at Middlesex University (London), I have research underway on the use of observational data, including recordings, in virtual group supervision. The early experiences of the research participants are widely variable and raise a number of fascinating questions. I interweave elements of the research into the case studies in this chapter.

I developed, early on, a deep desire for feedback to fuel my learning and development. In my coach certification programme, I found the reviews of recorded coaching sessions with mentor coaches to be pivotal points in my learning. As a practicing executive coach and coach supervisor, I have continued mining recordings. In my own practices as a supervisee I routinely bring parts recordings to my supervisors. As a supervisor, I have used recordings with small groups.

As you consider the offerings and examples I share, I encourage you to sit back and reflect on what you see and feel, what resistance is stirred, what curiosity comes forward and what you notice that might contribute to your growth and development. One of the joys of supervision is it offers a space that is designed around adult learning principles (Knowles, Holton and Swanson, 2015). The elements of adult learning include being driven and designed by the adult, based on what is important and meaningful to them, and using experiential learning in the context of one's professional development. Applying these principles in the supervision context, a supervision process that is co-created among the supervisees and supervisor is ideal.

I am not advocating that recordings are essential, nor that they would be useful for every person or every coaching case. My stance, too, is invitational – inviting you to consider in what circumstances you might be drawn to experiment with or embrace their use. I describe possible processes for bringing recordings into supervision, and ask, how would you design a process that works for you?

### **Bringing your work to coaching supervision**

*The range of what we think and do is limited by what we fail to notice. And because we fail to notice that we fail to notice, there is little we can do to change; until we notice how failing to notice shapes our thoughts and deeds.*

R. D. Laing's quote in Seymour et al. (1993)

There are a number of ways to bring your work to supervision; overwhelmingly the preferred method is people talking about their coaching cases and

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relating what happened (Bird, Reilly, Wiggins, De Haan and Atter, 2014). This use of narrative, telling the story, can be in-the-moment during the supervision session, the coach sharing extemporaneously (de Haan, 2012) and trusting that learning will occur. The coach may also prepare for the session by reviewing their current clients and bringing forth a case, theme, pattern, concern or success to share, and, with one additional step, the coach may write up a brief of the case and share it in advance, using the write-up and their story in the session (Hodge, 2016, pp. 101–102). Hodge found the coach's preparation for the session, the actual session and the coach's reflections afterward enhance learning in coaching supervision. These narratives are shaped by what we remember, what we noticed, how we want to be seen and our self-awareness (Hay, 2007).

Another approach is one of emergence, trusting that what comes up in the session is just what needs to be there. For those who trust emergence, coming to supervision without a specific theme, case or situation on their mind, and accepting what emerges in the moment with their supervisor can result in learning (de Haan, 2012).

Alternatively, the coach may take time immediately following a coaching session to write down everything she remembers about the interactions between herself<sup>1</sup> and the client. This approximate transcript can be used as the basis for exploring the session (Ibid., pp. 91–92). Or the notes could be used to refresh the coach's memory before engaging in telling the story in supervision.

Storytelling approaches have advantages for the coach. We are biologically hardwired for stories. "Meaning making is in our biology and our default is often to come up with a story that makes sense, feels familiar, and offers us insight into how best to self-protect" (Brown, 2015). Telling our stories gives us greater control to select what we share and what we omit, and we are able to eliminate details to protect the confidentiality of the client and any facts or feelings that we find embarrassing or shameful. We can position ourselves in our stories as we prefer. For example, I have noticed in supervision that the act of sharing a story, in and of itself, becomes a tool for raising awareness about our biases and assumptions about the client's words or behaviour (Patterson, Grenny, Mcmillan and Switzler, 2002).

We know that we are inclined to view stories based on our own views and experiences. Karr (2015) is an author and memoirist who teaches about the writing of memoir. She recounts an exercise in her graduate classes where she stages a fight with a colleague and then asks the students to write about what happened. Each of the students writes their version of what happened, each from their own lens, background, beliefs and experiences, and their versions differ remarkably from each other. A month later their memories vary even more.

If we consider the limitations to storytelling, might they stir our curiosity to explore additional ways to learn about ourselves? Dunning (2005) found a

number of patterns in his research on self-insight. How we experience situations and interactions is viewed through our own worldviews and framed only by our awareness of what is going on. Self-insight is difficult to come by accurately. We are unaware of many aspects of who and how we are in the world and often misjudge or misinterpret our capabilities and impact on others. Perhaps surprisingly, it is especially hard to evaluate our own competency, especially when we are less skilled. “What others see in us also tends to be more highly correlated with objective outcomes than what we see in ourselves” (Ibid., p. 5). Our inner critic and threads of perfectionism can cause us to view ourselves more harshly, and fear of judgment can drive us, consciously or not, into nondisclosures (Brown, 2012) as well as “confabulations – lies, honestly told” (Gottschall, 2012, p. 110).

This raises interesting questions about what is in our stories, as well as what is missing from them. There are a number of factors that influence what one is willing to share in supervision. A selection of these factors with reflection questions are included at the end of the case illustrations.

Observational data is sometimes used in supervision and includes bringing a recording, a transcript of the recording or both (Sheppard, 2017), or through direct observation by the supervisor during a live coaching session (Hawkins and Smith, 2013). Using recordings in coaching supervision has been described as the “gold standard of preparation” (Clutterbuck, Whitaker and Lucas, 2016), and as providing a “contrast and compare” opportunity between the actual verbal and non-verbal information in the recording, and the coach’s experience (de Haan, 2012, pp. 91–92). Rogers has encouraged us to bring our actual coaching to supervision, saying, “[c]oach supervision only goes so far because essentially it is two people talking about work one has done when the other was not present. It depends critically on extraordinary levels of self-awareness and candor on both sides” (Rogers, 2011, p. 343).

Bird and her colleagues (2014, pp. 25–26) explored the use of audio recordings in one-to-one supervision, noting the following benefits:

- 1 An opportunity for the coach to discover or recognise feelings that may have been stirring for him or her in the session;
- 2 A shift in the working alliance between the supervisor and coach that was a “more collaborative, shared endeavor”;
- 3 Recognition of patterns including energetically what was happening in the session; and
- 4 An opportunity to fully observe from the balcony what was happening in the session.

The use of recordings may raise vulnerability and fear of judgment to a greater extent than storytelling. Coaches have shared with me a variety of reactions to recordings. For example, having recorded, some could not bring themselves to watch or listen. In other instances, the coach watched, and noticed that her inner

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critic was front and centre and she hated her voice and mannerisms. In that circumstance when a coach could bring themselves to view it a second time they found it was more possible to actually observe what happened in the session. Some coaches ultimately concluded it would be inappropriate to ask their client to record because of awareness of the client's organisational setting, sensitivity to the content of the coaching, fear of impacting the relationship with the client or disclosing that the coach is in 'supervision.' Still others had clients whom they were comfortable asking for permission to record; they recorded sessions, listened and observed themselves, and then shared part or all of the recording in group supervision.

Hay (2007, p. 7) shares her reactions to listening to tape recordings of her work as a transactional analyst:

I quickly saw the benefit of the process even though I had to steel myself to play the tapes to colleagues and my supervisor. I spent a lot of time noticing with horror how many significant aspects of the interaction with the client I'd missed. I was often shocked to realize that I had completed [sic] missed something the client had said, or I had failed to pick up at the time the tone the client used . . . I persevered and gradually learned to accept these insights and improve my competence for the future instead of beating myself up over my perceived inadequacies.

For coaches who are feeling reluctance in bringing a recording to supervision, perhaps the approach of recording a coaching session only for one's own learning and reflection is worthy of trying. Hay (2007, p. 8) describes using recordings to inform supervision in this way. The coach listens to the recording, noticing what might have been outside of his or her awareness. The coach may identify a pattern present in the interactions with this client. That pattern may also show up as the coach listens to other recordings. Having recognised a pattern either with this client or more broadly, the pattern becomes the exploration in supervision. Thus, the recording, although not brought literally into the supervision session, informs the coach's self-awareness.

Table 6.1 features reflection questions for you.

There is another possibility beyond self-recording. I invite my groups to use video recordings found online. This practice developed from my curiosity of how to balance four observations:

- Exploring ways to create safety with the use of recordings – where the stakes, for some coaches, might be lower risk than self-recording;
- Exploring opportunities for supervisees to strengthen their abilities to observe themselves in the moment;
- Developing an approach with recordings that is consistent with reflective practice as distinct from using recordings for competency assessments; and
- Using recordings as fun and playful learning elements.

Table 6.1 Reflection Questions about Recordings

<i>Potential key factors</i>	<i>Reflection questions for supervisees</i>	<i>Reflection questions for supervisors</i>
Client's willingness to be recorded	<ul style="list-style-type: none"> <li>*Do you have a client who might be willing to be recorded?</li> <li>*How might you explore this with a client?</li> <li>*What assurances would you give the client?</li> <li>*How would you explain the reason for your desire to record?</li> <li>*Would you share with the client this is for your continuing professional development?</li> <li>*How might you or the client modify their behaviour in the session if it was recorded?</li> </ul>	<ul style="list-style-type: none"> <li>*Having reviewed the recording, what do you notice in yourself as you consider the coach?</li> <li>*If the coach records the client and reviews the recording as part of their preparation for the supervision session, would you want them to share with you that they had used this approach?</li> <li>*What curiosities arise for you if you notice a difference between the coach's memory of the session, and the things they notice when reviewing the recording? How might you handle this with the supervisee?</li> <li>*What curiosities arise for you about recording one of your supervision sessions and reviewing it either by yourself or with your supervisor?</li> <li>*What expectations or principles do you have about seeking permission from a client?</li> </ul>
Asking the client for permission to record to inform your reflections	<ul style="list-style-type: none"> <li>*Would you ask verbally or provide a written Permission to Record document?</li> <li>*What provisions would you make for the client revoking their permission, e.g. in the session, after the session, at a later date?</li> <li>*What assurances would you make regarding the deletion of the recording?</li> </ul>	<ul style="list-style-type: none"> <li>*What else is stirring for you?</li> </ul>

### **Method 1: watching the Ruby video – an infant reaching for a toy<sup>2</sup>**

This experiment, with ways to introduce the use of recordings and build safety within the group, has been very interesting and not completely as I expected. I was introduced to this concept as an audience member when Guy Claxton, in a key note address,<sup>3</sup> invited the audience to watch a video of Ruby (Jane, 2013), an infant reaching for her toy. He asked us to notice what feelings we experienced

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as we watched. He invited us to notice if there was any congruence between the feelings that arose while watching Ruby and the feelings that might arise while working with clients. I have used this video with several of my small groups.

My approach has been to ask if the supervisees would be willing to watch the 3.5-minute video of Ruby. The group selects whether to watch it in the session or individually in advance. I invite them to notice their own feelings and stirrings as they watch. We then share our experiences. There is a lovely amount of fun, laughter, learning, lightness and curiosity with which we explore. The coaches notice any number of feelings including their impatience, their wanting to hand the toy to Ruby, their contentment in watching her strive, how she engages her full body as she learns, her lack of frustration and her determination, or the desire to be a cheerleader for her.

When we explored how these feelings show up in us, we identified some of our responses to clients. We identified areas for our potential development, e.g. more noticing of client's body language, or where we are impatient with a client. Other things that were noticed:

- Feeling judgment for not noticing everything and realising how trying to notice everything was really impacting presence in coaching sessions.
- Curiosity about one's level of cheerleading.
- Was goal orientation leading to driving clients?
- Was presence impacted by judging clients' speed of learning?
- Could the joy of watching Ruby learn be felt in watching clients learn?

This process has enabled supervisees to build their ability to observe themselves in the moment, to broaden what they might notice by hearing from their colleagues' noticing and to reflect on what they would like to cultivate in themselves.

There is a need to attend to safety in all supervision sessions. The relationships among the supervisor and supervisees in the group are an essential focus of attention given the multiple dynamics at work (Proctor, 2000): the sense of safety created by the supervisor and group participants; the sense of identity, inner critic and comparison gremlins arising in the coach; and the relationships among the coaches in the group. It is the creation of a safe space that invites supervisees to bring challenges and vulnerability into the session, providing the container for vulnerability.

As described earlier in this chapter, the use of the video of Ruby was free from the concerns of recording or sharing one's own coaching. The use of this kind of video for reflection is perhaps the safest place for most to experiment and build our skills as outlined earlier.

### **Method 2: using a recording of coaching by a person unknown to the group**

I had imagined that using a recording of a part of an actual coaching session where the coach and client were unknown to the members of the supervision

group might be a comfortable experience, more aligned with watching Ruby than bringing the coach's actual recording into a session. The group could experience reflecting on a recording without needing to bring their own work forward. You will see this is not a fair conclusion as you read the following cases.

I invited two of my supervision groups to explore the use of recordings by reviewing a YouTube session of a coach working with metaphor (TPC Leadership UK, 2012). Both agreed. One group, Group A, selected a flexible approach to watching the video, having the opportunity to watch in advance, if any member had the time, and to watch as a group in the session. The other group, Group B, selected to watch it individually, in advance.

Each group had its own characteristics, relationships and experiences; the responses of the coaches in the two groups varied.

***Case study – Group A – using a segment of a coaching session recorded by a coach unknown to the group and watching it together in the session***

In Group A, some of the coaches had watched in advance, and some had not. The coaches were invited to consider these questions: “What came up for you? What did you just notice? And if you watched it in advance, what, if anything, has shifted between then and today?” We watched the recording in the session. The group dynamics did not shift based on who had watched it in advance.

The coaches were curious, explored the process used by the coach on video and shared reflections on their own coaching. For example, one coach noticed:

- The coaching process – that the recorded coach asked his client to pick an image, and then at the end of the session asked her what the image had provided her. She saw this as an opportunity for the client to identify what she had learned.
- Reflections on her own coaching – she loves and uses metaphors, imagery and visuals often with her own clients.

Another coach noticed:

- The coaching process – that the client lit up with some of the coach's questions and seemed to uncover new learning.
- Reflection on his own coaching – he doesn't use metaphor, and the thought of doing so is very intimidating.

***Case study – Group B – using a segment of a coaching session recorded by a coach unknown to the group and watching it in advance of the session***

The group opted to use the recording by watching it in advance and as a case study. We discussed the recording as the final segment of the supervision

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session. As we started to explore, judgment, comparison and the inner critic entered immediately. The coaches noticed that they had a lot of judgment about the coaching session. Was it staged? Was it too easy for the client to use the metaphor? They then moved from negative judgment of the coach to judgment of themselves as they acknowledged feelings of inadequacy of their coaching. This led to a rich discussion of judgment of our clients and of our inner critic. The sense of why judgment was so front and centre in the use of this video, and not with the Ruby video, was expressed by one coach as, “put me with coaches, that is so close to what I do and how I serve the world, it feels, the word, threatening is coming up. What if they’re so much better and I figure out I really suck at this?” Looking from the balcony at the whole of the supervision session we could see the inner critic and comparison gremlins threading through from the moment we checked in until we concluded.

You may notice that this group has developed a depth of safety between them, and with their supervisor, that they dared to surface fears, inadequacies and the painful voice of their inner critics in service of the group and individual learning. As one coach shared, “What I have learned from supervision is that there is learning in everything. The power in becoming the observer is how it opens up access to choice.” Choice, to this coach, means the ability to recognise in the moment how she is feeling and choose how to proceed rather than reacting.

Table 6.2 features reflection questions for you.

Table 6.2 Reflection Questions about Group Dynamics

<i>Potential key factors</i>	<i>Reflection questions for supervisees</i>	<i>Reflection questions for supervisors</i>
Relationships within the supervision group and a sense of safety with colleagues (Proctor, 2000)	<ul style="list-style-type: none"> <li>*What influences your sense of safety in the group?</li> <li>*What would you need from your colleagues?</li> <li>*What explicit contracting would support you regarding how the recording will be debriefed, discussed, shared?</li> <li>*What are you noticing about your curiosity or about your concerns? How might this influence how you come to supervision?</li> </ul>	<ul style="list-style-type: none"> <li>*What do you notice as you consider the invitation and use of a recording in your supervision practice?</li> <li>*What explicit contracting would be necessary regarding how the recording will be debriefed, discussed, shared?</li> <li>*What group dynamics, if any, may need special care?</li> </ul>

**Method 3: using recordings of our actual coaching**

Let’s now look at experimenting with the use of recordings of our actual coaching. There are many factors that influence how each of us perceives the levels of risk, anxiety and courage necessary to bring our own work into supervision. Consider:

- Imagining the use of the recordings as a reflective practice, initiated and led by the coach, not an assessment led by the supervisor.<sup>4</sup>
- Impact on our relationship with the client. The relationship between the coach and the client is the most important determinant in the outcome of the coaching engagement (Rogers, 2008).
- Disclosure to clients that we are engaged in our own professional development.
- Performance anxieties and resultant impact on the way we or clients show up.
- Observing ourselves on the video.
- Shame – am I good enough? Will everyone see I am an imposter?
- Comparison and judgment to others in the group.
- Relationship with feedback.

Table 6.3 features reflection questions for you.

Table 6.3 Reflection Questions about Vulnerability

Potential key factors	Reflection questions for supervisees	Reflection questions for supervisors
Vulnerability – ability to be vulnerable and how that was shaped in our family of origin (Brown, 2012)	<ul style="list-style-type: none"> <li>*What is your relationship with vulnerability</li> <li>*When you were growing up how did your family view vulnerability? Who in your family, if anyone, openly showed vulnerability? What impact did that have on you?</li> </ul>	<ul style="list-style-type: none"> <li>*What are your beliefs and assumptions about the use of recordings?</li> <li>*How could you imagine using recordings to inform reflective practice as distinct from a mentoring process?</li> <li>*What feelings are you noticing?</li> </ul>
Self-compassion – how you manage your inner critic, and how you cultivate self-kindness (Neff, 2011)	<ul style="list-style-type: none"> <li>*What feelings, if any, of comparison and competitiveness do you notice in supervision?</li> <li>*How do you cultivate self-compassion?</li> <li>*How do you contextualise where you are on the learning journey towards mastery?</li> <li>*How do you manage your inner critic?</li> </ul>	<ul style="list-style-type: none"> <li>*What vulnerability and self-compassion issues might you want to explore?</li> </ul>

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## Two case illustrations

### 1 *My own struggles with clients – using partial recordings as supervisee*

The first case illustration looks at my own use of a segment of recordings with my supervisors. In the first one I am a coach supervisee. The second case explores the use of a full recording with a group that I was supervising.

#### *Supervision of my coaching*

I had entered into a coaching contract with an executive in a corporation who was highly motivated about coaching. Her goal was to learn to modulate her need for control as it was negatively impacting her work and family relationships. We entered the coaching relationship with a warm connection, and both expressed pleasure to be working together. My sense of her was one of openness, candour and an ability to observe herself and articulate what her feelings were in the moment.

By our third meeting I noticed I was not looking forward to working with her. I found my presence diminished in our session. I was aware that I had an emerging judgment of her with respect to one of her relationships. I brought this, as a supervisee, to my small group session. In exploring the case my descriptions were critical of the client's actions. My supervisor and the other coach wondered what these feelings of judgment were telling me about her and how they could inform our work. Was there an opportunity for her to learn about her impact on another? How might I shift my presence to move towards acceptance rather than judgment? I left the supervision session with new insights.

In our next two coaching sessions I was able to be more present, and to shift a bit out of judgment. However, I was beginning to dread working with her; my feelings were growing stronger. I took this back to supervision. We explored my 'judger' from the lens of compassion. What was going on for my client in her world? Where had my compassion gone? We had identified a potential parallel process that I was feeling inept with this client just as my client was feeling inept in one of her key relationships. I felt encouraged.

In my next coaching session with her, I had the clear sense I should not continue to work with her. Following the session, I was considering stepping back from the engagement. I called my supervisor to inquire if we could quickly arrange a one-on-one supervision session. She agreed.

I explained that I wanted to work through how to terminate this coaching relationship. I was accepting full responsibility. I brought a few minutes of the recording from my last coaching session. My client had agreed, in our initial contracting, that we would record all of our sessions, and that I could use any of these recordings in my own supervision. We agreed she could ask for any recording to be stopped, deleted or not used at any time whether in the session, at the end of the session or on reflection. I contacted her to confirm that I had her permission to use the recording of this particular session.

My supervisor and I contracted to watch a few minutes of it together at the start of the session. I knew that she would completely see why I could not work with this client based on the client's behaviour.

Something else happened. When I paused the recording, my supervisor shared that this client did not exhibit many of the behaviours I had been describing. She wondered if I had brought another client recording in by mistake. I was momentarily stunned. Feeling defensive, I took a deep breath, and then another. I felt the shame flooding my body. I may have sat silently for 5 minutes, grounding myself, letting go of my fierce inner critic and moving towards curiosity. My supervisor sat beside me, and I could feel her compassion. I was ready to move forward with our discussion.

As we explored, I came to realise that I had identified with a member of the client's family and aligned myself against my client. In feeling protective of the third party I had lost presence and unconditional positive regard. The breach I felt in our relationship and my wanting to flee the engagement were all about me. It had little to do with my client. I left the supervision session reeling in the excavation of this blindness. I was blind to two perspectives – firstly, that I was projecting on my client and her family member my own stories, and secondly, that I had aligned with a third party against her. I continued to reflect and consider the steps in this journey with the client. I could feel my heart open up to her and to myself.

Prior to sharing the recording with my supervisor, I had watched the video of my coaching session and could observe a number of things. What I couldn't notice was that my client was different than I was experiencing her. Eurich (2017) shares that we are unable to fully observe ourselves even on video. She encourages, as one step in learning more about ourselves, to seek feedback on our abilities and behaviours. For me, in this case, I was watching with the same view I had of my client in the session. It was the feedback from my supervisor, who saw the client with different eyes, that enabled me to 'see' her as she truly was.

The relationship between myself and my supervisor was honed over several years and the bond of trust between us solid. Bachkirova (2015, p. 11), in considering how self-deception may be addressed in the supervision experience, proposes a model that recognises the need for "an *atmosphere of safety* in order to feel increasingly capable to disclose any aspect of their work and thus develop greater awareness and self-understanding" (italics in original). I had that 'atmosphere of safety' with my supervisor. It may also be worth noting that shame appeared, in those initial minutes, after watching a few moments of the recording, even though I have a strong relationship with feedback and had control of the process, and a solid bond with my supervisor.

Table 6.4 features reflection questions for you.

## 2 Case illustration: using a full recording with the group

John, a new member of one of my existing supervision groups, shared he was eager to bring a recording. He asked the group if he could do so at the next session.

Table 6.4 Reflection Questions about Supervisory Relationship

<i>Potential key factors</i>	<i>Reflection questions for supervisees</i>	<i>Reflection questions for supervisors</i>
Relationship between supervisor and supervisee has been established as the most important factor in effective supervision. The level of safety that lets one bring mistakes, shadows, ethical concerns and self-judgment to allow the full exploration of one's coaching practice depends first and foremost on this relationship (Beinart and Clohessy, 2017).	<ul style="list-style-type: none"> <li>*What do you notice about your level of safety with your supervisor?</li> <li>*If you want to experiment with a recording, what additional contracting do you need?</li> <li>*What are you noticing about your curiosity or about your concerns? How might this influence how you come to supervision?</li> </ul>	<ul style="list-style-type: none"> <li>*How do you assess and manage the ebb and flow of safety with your supervisees?</li> <li>*What considerations of additional contracting elements might be useful?</li> <li>*What are you noticing about your curiosity or about your concerns?</li> </ul>
Elements of adult learning include: the level of interest in the new learning; expectation that the learning will be meaningful; and whether the new learning will assist development (Knowles et al., 2015).	<ul style="list-style-type: none"> <li>*What might you learn from any resistance to recording one of your sessions?</li> <li>*What might you learn using recordings?</li> <li>*How might the observations of others watching or listening to the recording be useful?</li> </ul>	<ul style="list-style-type: none"> <li>*How do you view the roles of the supervisee, the supervisor and the group?</li> <li>*What is the balance in the structure you provide for the group in what you initiate or require and what you invite or expect of the supervisees?</li> </ul>
How the recording will be used needs to be within the control of the supervisee (Ibid.).	<ul style="list-style-type: none"> <li>*What are your prior experiences, if any, using recordings? How might this influence you now?</li> <li>*Having read the different ways of using recordings described in this chapter, what process do you feel would be most useful to you?</li> </ul>	<ul style="list-style-type: none"> <li>*What are your prior experiences, if any, with recordings and their use? How does this influence you?</li> <li>*What requirement or expectations are you currently holding about how the recording may be used?</li> <li>*What additional time might be required if you use recordings, and how will that be handled with respect to your contracts and fees?</li> </ul>

When they agreed, he asked if they would be willing to listen, in advance, to a full hour session. He offered to provide a transcript. The group agreed they would strive to listen in advance. To include this preparation time was a significant addition to the group's contract. He sent a brief description of his work with the client, the recording and the transcript. He designated a few specific minutes of the recording for those who chose not to listen to the full recording.

When we came together for our group session, we had a diversity of preparation. I had reviewed the full recording and transcript, one group member had

reviewed most of it, one group member had read the full transcript and listened to a part of the recording and two had not received the e-mail with the recording and transcript. John presented his case as he normally would through narrative. The discussions included some comments and reflections based on having listened or read the transcript; and some comments were informed only by the story. John reported the dialogue served his needs and reflections.

One aspect that I noticed throughout was that the participation of the individuals who had not listened contained more hesitancy and apologies for not having listened. This shifted the dynamic in the session by placing individuals in different strata – those ‘in the know’ and those who viewed themselves as not. This difference in strata felt to me as though it significantly diminished the presence of those who had not listened as their numerous apologies and body stance suggested diminution. It raised contracting issues, questions about committing unexpected time to prepare and questions about the different levels of communication needed when transcripts or recordings were sent in advance. This also raised the question about how many containers were needed for this one group. I use the word ‘container’ here to describe the boundaries around the different elements that make up the whole holding of the group within the supervision context. For example, how does the supervisor hold a container for the person bringing the recording, for the part of the group that listened, for the other part of the group that read the transcript and for the part of the group that was using the narrative description only?

This case study raises a number of lines of inquiry, including:

- How will the supervisor charge for their preparation time to review and make notes in advance of the session?
- What contracting might be required at the onset of the group and/or at the point of request by the coach?
- If the request is made after initial group contracting what inquiry might be useful about boundary management?
- Will group members be able to commit to the advance preparation and watch or listen ahead of the session?
- How does the supervisor contract with the group in anticipation that there may be different levels of preparation?
- What feelings or fears related to the process may show up in the supervision session?
- How might the supervisor and the group embrace different levels of preparation as a part of their overall inquiry – valuing the ‘new’ observations and the prepared thinking as both valuable in the whole?
- How might the supervisor use all available data (request, process, recordings, feelings) to hold a wider inquiry into parallel process?
- How does this experience inform our work with our coaching clients?

The case study illuminates our ongoing inquiry into how we show up fully in supervision. The disparity among the group is not limited to whether one has

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listened to the recording. Disparity can show up in a number of ways – for example, a less experienced coach demurring to a more seasoned coach, a case reflection based on the use of an assessment with the client that another group member has no experience with or a coach working with a team in a group of coaches that engage in one on one coaching. What can we learn about ourselves as coach in these circumstances? If we are feeling less well prepared than the client, do we lose our voice? If we are not well versed in the organisational context, do we feel ‘less than’ our client? If our client arrives not having done their homework between sessions, to what extent do we take responsibility?

Notice also that, in this case, the coach was new to the group. He had just joined. He brought a recording. What does that say about him and how he is in groups? About how he joins groups? About group safety? This illustrates the point that the use of recordings is very individual – our own ability to be vulnerable, our relationship to the recording and our experiences with feedback are important determinants of our willingness to bring recordings into supervision. These may be acts of vulnerability and courage; they may be the easiest way for a participant to bring himself into the group.

### **Our relationship with feedback**

McLean (2012, p. 15) writes that learning about our self and therefore our ‘self as coach’ “requires us to be fiercely aware of our strengths, weaknesses and tendencies. It demands that we call forth our talents, address ever changing challenges and constantly self-correct.” To know ourselves is a life-long journey that requires robust opportunities for cultivating self-awareness, observing ourselves, reflecting, learning and, as importantly, receiving feedback. Being ‘fiercely aware’ is a challenge to us. In my own experience, using recordings takes a fierceness in facing my own vulnerabilities and ability to receive feedback. For others, it is as natural and comfortable as it was for the coach who brought a recording to his first group supervision experience.

In planning my research project, I assumed it would be fairly straightforward to recruit coaches and supervisors who were willing to experiment with recordings in small supervision groups. I was mistaken. I encountered a great deal of resistance; it was a more difficult task than I had imagined. The most frequent reaction was of fear of exposure – that we would not be seen as the coaches we want to be. The strong waves of fear, of imagining we might not be good enough, being discovered as an imposter or being seen as less than we hope to be were overwhelming. It was asking for vulnerability that was beyond what many coaches and supervisors were able to embrace (Brown, 2012). You, the reader, may have had some of these same feelings as you considered this invitation. Others of you may be quite ready to jump in and experiment. Some of you may be on the fence, leaning to one approach or another.

It is an intriguing set of circumstances. If, philosophically, we are curious about exploring the use of recordings, how do we overcome barriers related to our own vulnerabilities and relationships with feedback? Is there a sufficient

potential gift of learning about ourselves that might motivate us? How can it inform our work with our clients? What are the potential risks and harms? In answering these questions, we will open the door to learning something new.

## Notes

- 1 Pronouns 'he' and 'she' are used interchangeably.
- 2 The case studies in this chapter are composites and anonymised to protect the identities of the coaches, clients and supervisors. The examples of coach supervision groups are based on actual groups comprising North American based coaches who primarily work as external executive coaches or as internal coaches for organisations, with North American based supervisors.
- 3 Claxton, G. (2017). *The Coach: Directive, Maieutic, Addictive or Empowering?* The 7th International Conference on Coaching Supervision May 13, 2017. Oxford Brookes University, Headington, Oxford.
- 4 There are a variety of positions on the use of assessment in coaching supervision from almost universal agreement that ethical assessment is required; to the downsides of requiring assessment back to the organisation which has contracted for supervision of internal coaches; to regulatory bodies requiring statements of competence by the supervisor. It may be that some coaches will want to use the recordings as a competency review with their supervisors. While this is intriguing it is beyond the scope of this chapter.

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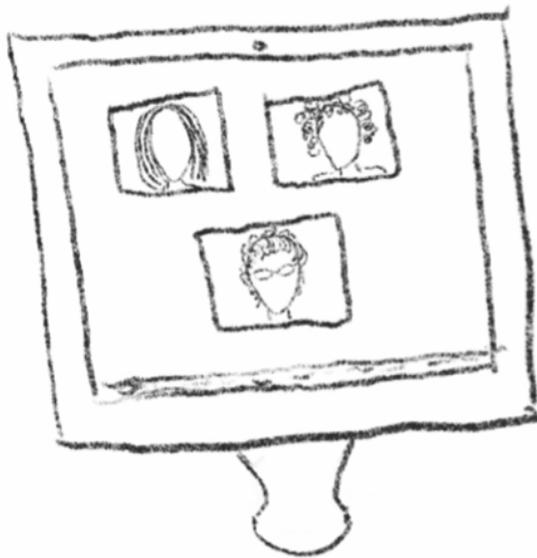
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Appendix 10: Storyboard Presentation

# Storyboard presentation of parallel process

Illustrated by Kelly Grogan Hudson.



**A SUPERVISION  
GROUP CALL  
STORYBOARD**



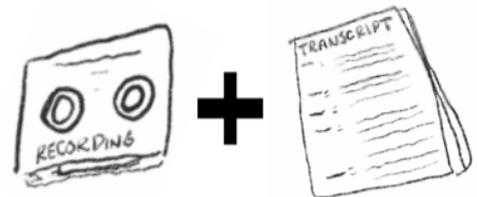
Check-In:  
**HOW ARE YOU  
ARRIVING?**



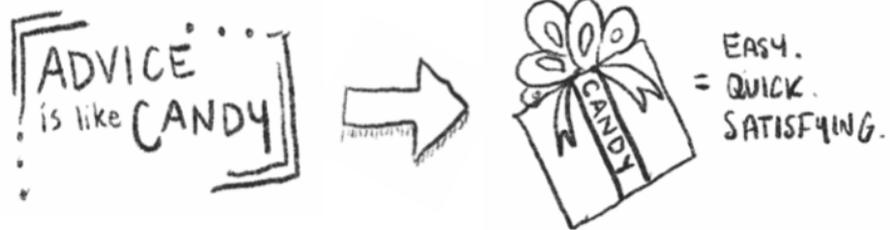
### The Coaching Case:

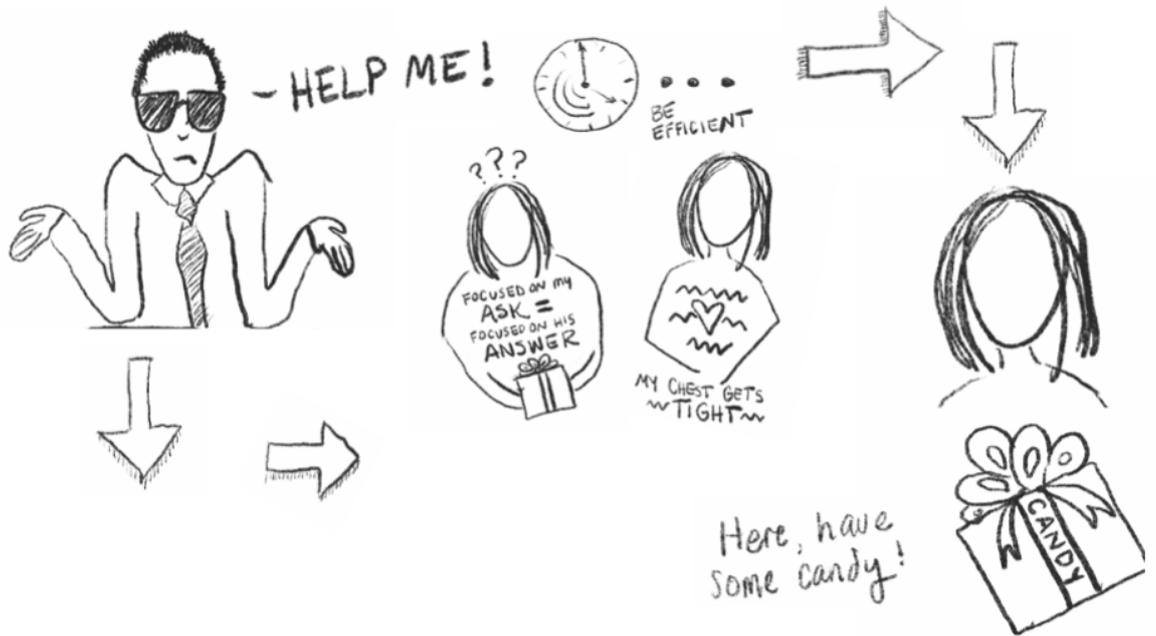


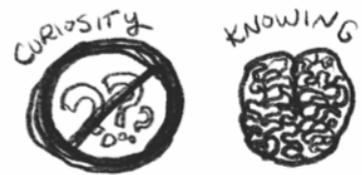
I want to talk about working with clients who seem less resourceful: i.e., they seem to have less access to their own reflections/intuition and/or other resources (role models, etc)



In coaching these types of clients, I find it harder to resist the temptation of telling...

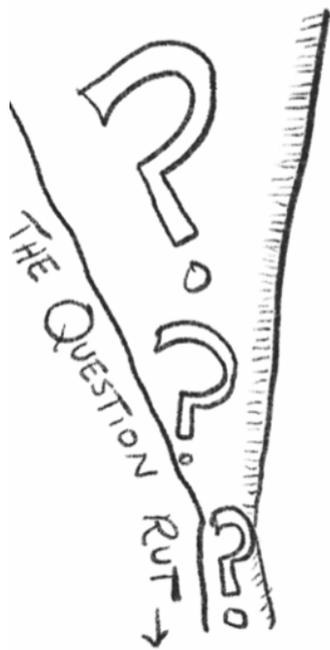






WHAT HAPPENS WHEN I MOVE FROM  
CURIOSITY TO KNOWING:

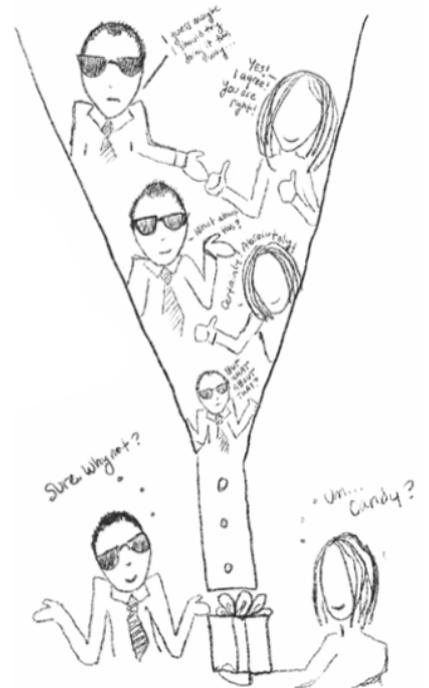
1. I have a very clear point of view on the issue we're talking about.
2. I want to be efficient with our time
3. I'm frustrated because I already asked and he doesn't know the answer



PP I ALREADY  
KNOW HOW MY  
CLIENT WILL  
ANSWER... 99

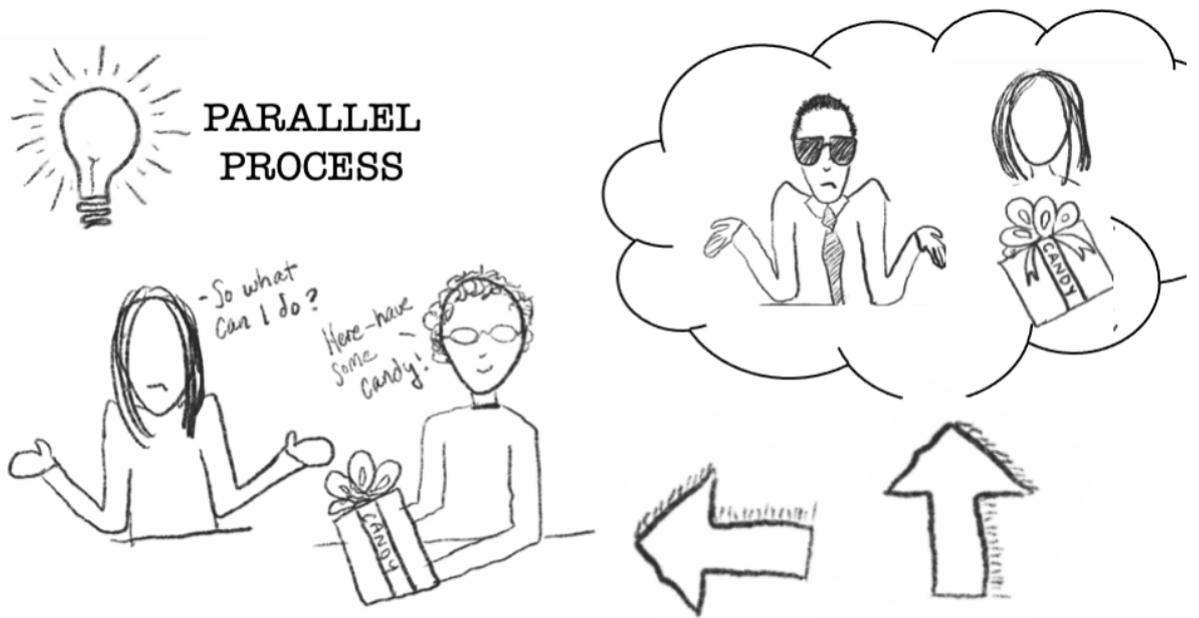
**MAYBE IT'S  
ME?**

**MAYBE I'M  
MAKING THE  
RUT?**



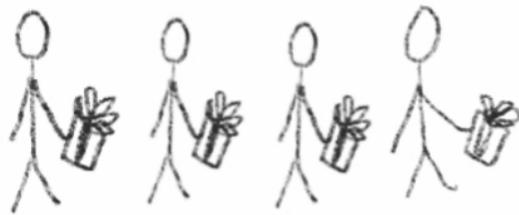


• • •  
Did you catch what just happened?





What if my  
Client is also in  
a parallel  
process?



DOWN THE CANDY LINE

## Appendix 11: Contracting Elements

### Essential elements of Level 2 Contracting

The essential elements of the group's processes and structure were contracted collaboratively; as a group we considered and decided on each aspect.

These were:

#### **1. Perspectives on supervision and articulating shared purpose**

- a. each member's expectations and hopes for supervision;
- b. any fears they were willing to share about engaging in supervision;
- c. the needs of each group member with respect to feedback, encouragement, challenge; and
- d. the expectations and needs of individuals for interactions with each other in the group.

#### **2. Confidentialities**

- a. commitment to not use client names or the name of their organizations;
- b. not to share what happened in the sessions outside of the group;
- c. members would ask clients for permission to bring their work to the group and which would disclose they were in supervision;
- d. members could share their personal learning with clients;
- e. members could disclose to others they were in supervision, and their supervisor; and
- f. members could share thematically what they were learning with colleagues and others but not any of the learnings of other group members.

#### **3. Recording of the supervision sessions**

- a. whether the sessions would be regularly recorded;
- b. if so, who would have access to those recordings;
- c. that the recordings were confidential, would not be shared or posted on social media;

- d. the recordings would be deleted when the coach had finished their review, or at the end of the engagement; and
- e. the Sponsor had access to the recordings through providing the Zoom accounts for the supervisors. The Sponsor would not access the recordings; all recordings, on the Zoom account, would be deleted no later than 60 days following the end of the engagement.
- f. [This is one of the cultural norms within the sponsor, in all five research groups, every session was routinely recorded. Following the session, the recordings were shared with either the full group, or those members who had missed the session. Each session was available to the supervisor.]

#### **4. Zoom**

- a. what were our collective expectations about using video or audio only;
- b. individuals' personal locations for the session; and
- c. expectations for levels of background noise.

#### **5. The process and structure**

- a. would one coach bring the primary case each month, with about 20 minutes reserved at the end of the session for anything urgent with another group member; or
- b. would we start each session asking who had something to bring and then allocate the time; or
- c. would each coach bring a situation each session;
- d. agreeing on the broad array of cases/issues/themes and the fullness of life matters that were within the arena of supervision;
- e. would we use observational experiences, and if so, which ones; and
- f. would we require write-ups in advance from the presenting coach or were they optional based on the coach's preferences.

#### **6. Reflection question**

- a. would I send a reflection question in advance;
- b. could the reflection question include a short video they would watch in advance; and
- c. if the reflection question did not resonate, we would not spend time reflecting on it.

**7. Rituals**

- a. would we start with “how are we arriving” or open in another way;
- b. would we incorporate a centering practice into our beginning, and if we did who would lead it;
- c. how much time would we allocate to the opening ritual;
- d. would we speak in the sessions as we were moved, or would we pass the baton to another group member when we had finished sharing; and
- e. would we would each offer a response each round.

**8. Ethics**—what codes of ethics would we reference.**9. One-on-one communications outside the group**

- a. did I have the group’s permission to meet virtually one-on-one with a coach if there was a relationship matter that we needed to consider and repair or resolve; and
- b. if yes, did the group agree that the coach would disclose the conversation and resolution in the next group session if it pertained to the group.

**10. Resources**

- a. would I send resources (website links, articles, book recommendations, quotes or poems) and other potentially relevant materials following a session;
- b. if that was desired by some, we would agree these were purely optional; and
- c. it was acceptable for any of the group members to disregard them.

**11. Rescheduling**

- a. how did we anticipate handling unanticipated rescheduling needs;
- b. if more than three members of the group of six could not make a session we would reschedule;
- c. if either coach in the group of two could not make a session we would reschedule;
- d. the supervisor intended to make every session; it would take a significant situation for the supervisor to ask to reschedule; and
- e. in the unlikely event that the supervisor could not make a session we would reschedule.

**12. Supervisor's supervision**

- a. would the group agree I could take themes and issues from the group sessions to my supervision; and
- b. what actions would I promise to ensure confidentiality.
- c. If they agreed, I committed to always give them a heads up that I was going to take my stirrings to my supervisor; and
- d. I would share my reflections from my supervision session(s).

**13. The research**

- a. confirmed the recordings of the sessions would be part of the data collected, would be retained on my system, but not the Sponsor's Zoom account;
- b. the coaches would submit their monthly journaling in response to the prompts; and
- c. I would have access to the journaling; neither the supervisor nor the Sponsor would.

## Appendix 12: Key Findings - Use of Technology

### Key findings virtual small group supervision

1. Participants, in diverse geographies were able to come together as a group.
2. Group sizes varied from 2 to 7 and all found the technology acceptable/desirable.
3. The supervisory relationship was impacted by the supervisor's ease with the technology – if the supervisor was at ease with the technology, the coaches experienced the environment as safer.
4. A calm acceptance by the supervisor of technology interruptions, which occurred in every session, was experienced by the group as acceptance of who and how they were.
5. Explicit contracting for enrolling in virtual small group supervision
  - a. Zoom technology required
  - b. Sessions were 90-minutes in length
6. Explicit contracting in the organizing session around the use of the technology
  - a. whether access to a camera to appear on video was required
  - b. whether and in what circumstances group members could select joining only by phone; contracting around one or more coaches on voice only, with others on video was important in establishing a group norm for the inevitable times when a participant had access only through a phone with no video capability.
  - c. a quiet background was preferred, participants asked to mute when not talking
  - d. sufficient bandwidth was assumed to enable video and voice
  - e. whether the sessions were to be recorded and if so, the distribution of the recordings, the limits to their use, and when they would be deleted
  - f. if a coach was coaching another coach in the session, the other group members muted and turned off their video camera while observing the coaching session; the only videos on the screen were the coach and the coach they were coaching.
7. Participants preferred the use of video technology, such as Zoom, over voice only:
  - a. Ability to see all of the group at once, using "gallery mode" in Zoom, that represents the circle which gives a sense of being in the group.
  - b. Ability to see facial and some body expressions which provides enhanced understanding of what is being said
  - c. Contextual information is conveyed by the physical surroundings of each participant
  - d. Enhances safety and connection for many participants
  - e. Groups who started their group using phone and have moved to Zoom highly prefer Zoom
8. Important caveats to using video technology
  - a. There were technology disruptions in almost every session, e.g., screens froze, voices were garbled, group members did not have access in the moment to the link to join session, one or more of the participants dropped unexpectedly and had to re-join.

- b. Acceptance of technology glitches - the messiness of the technology – when it froze, when the connections did not happen with ease, with disconnections, poor lighting, etc. – the calm, accepting response by the supervisor was a key element of creating and maintaining the safe container for the group. This acceptance transferred to what the coaches bring to the session – the messiness of their coaching.
9. Enables recordings
- a. Contracting – all of the groups in the research consistently recorded every session and this was contracted for at the start of each year’s engagement.
  - b. In some groups the recording was sent only to those coaches who missed the session; in some groups the recording was sent to everyone as participants wanted the opportunity to watch the recordings.
  - c. Coaches who missed the session often watched the recording to stay current with the group’s process and learning
  - d. Coaches occasionally watched the recordings
    - i. to observe themselves in the group
    - ii. to deepen their understandings from the session, or
    - iii. to refresh their memories on the discussion of their client case prior to the next session with the client
  - e. Two of the four supervisors routinely used the recordings to observe and reflect on their supervising, and to share parts or all of selected recordings with their supervisors.
  - f. Agreements on retention of recordings, and any other use of them (such as the supervisor using the recording or transcript with their own supervision supervisor) were explicit.
10. All of the supervisors were in virtual supervision of their supervision.

## Appendix 13: Sharing the Research

### Sharing the research

#### ICF (International Coaching Federation)

Converge19 Research Conference

October 2019

Prague, Czech Republic

#### *Reflective Practice in Virtual Small Group Supervision*

**Explore reflective practice as a critical component of ongoing professional development for executive coaches through the lens of small group supervision.** Five supervision groups, throughout North America, participated in a yearlong research project on reflective practice by bringing their cases, issues, and themes forward for exploration and discovery. What the coaches learned about themselves and their practice, what facilitated their leaning and the subtle art of being within a group is illuminated. The outcomes of this study have applicability to executive coaches' own reflective practice and provide a number of paths to increase one's learning about reflection and from reflection.

Learning Objectives:

- Define key elements of their reflective practice.
- Enhance their current participation in supervision drawing on the findings from the case study.
- Decide whether to engage in virtual small group supervision as part of their reflective practice.

#### Global Supervisors Network

November 2019

Webinar

#### *Virtual Small Group Supervision - building a safe container.*

Kathryn will share key learnings from her research on 5 virtual groups engaged for 12 months in small group supervision.

Kathryn Downing: As a coaching supervisor and executive coach, Kathryn comes with a joyous commitment to lifelong learning and her belief in the resourcefulness of the individuals and groups she works with. Kathryn primarily works virtually as a coaching supervisor with groups of 4-6 coaches. She is a member of the Leadership Team at Hudson Institute of Coaching and faculty for Coaching Supervision Academy – UK and Asia Pacific. She is based in Santa Barbara, California.” Turner, E., Nov 6 2019 email to members “Next week’s webinars on virtual group supervision – more spaces available”

#### AOCS Virtual Supervision Conference

March 2020  
Webinar

*Supervision Themes brought to Virtual Supervision Groups*

**APECS**  
April 2020  
Webinar

*Virtual Small Group Supervision - building a safe container*

Kathryn will share key learnings from her doctoral research on 5 virtual groups engaged for 12 months in small group supervision where we will learn to wake up more to what is happening, moment to moment, in the virtual space, and develop practical skills in how to become aware of and manage group safety virtually.

**The Henley Centre for Coaching: Supervision Series**  
September 2020  
Webinar

*Safety in Numbers: Reflective Practice in Small Learning Communities*

Thinking about small group coaching supervision? Wondering what structures and relationships you need to show up in a virtual setting with 3-6 coaching colleagues and truly share your challenges, worries and successes?

New research on creating safety in small group virtual coaching supervision will be shared that illuminates key elements for the supervisor and supervisees in co-creating a safe container – a supervision space where supervisees can be authentically themselves, able to move into vulnerability, risk being truly seen, and courageously challenge each other. The participative webinar will provide reflective space for participants to notice and articulate their own needs in small group supervision.

This webinar is primarily for coaches and supervisors who are engaged in or curious about virtual small learning communities for their personal and professional development. HR and L&D professionals who are sponsors or considering sponsorship of virtual supervision for internal coaches may benefit through learning about conditions that support safe space for learning through reflection.

**EMCC Global Provider Summit 2020**  
November 2020  
Webinar

*The Garden of Supervision: Reflective Practice in Virtual Small Group Supervision*

New research on reflective practice in small group virtual coaching supervision will be shared that illuminated possibilities for personal and professional development through experiential and transformative learning. This includes the first public presentation of a model for learning and development culminating from the research. The participative webinar will provide space for participants to explore their own practices in small groups.

Learning outcomes:

This is a session that combines the introduction to the reflective practice model, with time to reflect with colleagues. The learning outcomes for the session will come from the contrast and comparisons of your own practices with those of the research groups.

1. Expanding one's thinking about how to guide reflective practice virtually.
2. Understanding the elements of reflective practice
3. Understanding the additional elements present and possible in small groups
4. Cultivate curiosities about expanded possibilities for your own reflective practices and for your clients and students.

## Appendix 14: Reflection Questions

### Reflection questions sent in advance to Daring Group

Session	Reflection questions
#1	What are you noticing about being part of the research? Any connection to how you show up for any of your clients?
#2	It is the midst of summer; play and playful are on my mind. What do you notice about play and playfulness in your coaching?
#3	How if at all, you use metaphors in your coaching practice?
#4	What are you noticing triggers curiosity for you in your coaching? What kinds of things tend to move you out of curiosity?
#5	I am curious about endurance and resilience. I am wondering what is stirring for you, especially in light of running a marathon, or long travel and how does this infuse your own rejuvenation?
#6	<p>I have an idea and wonder if you would be willing to consider this. It is based on the following ideas:</p> <ul style="list-style-type: none"> <li>● the use of recordings in supervision is for reflection, not assessment.</li> <li>● we can learn about ourselves as coaches from case studies of the others in the group</li> <li>● Susan shared in the session when Laura shared the transcript that she learned about herself</li> <li>● In another group, a recording was shared, and the others learned from listening</li> </ul> <p>Those thoughts took me to the idea that one way to learn about ourselves through recordings in supervision is to use a recording from someone outside the group. So, I went to YouTube this morning to see if I could find a short recording of part of a coaching session that might be interesting for this experiment.</p> <p>One of the reflection questions that seemed to resonate with you both was about the use of metaphors. Here is a short (7 minute) portion of a coaching session exploring metaphors. <a href="https://www.youtube.com/watch?v=OI3Uqtdxs3I">https://www.youtube.com/watch?v=OI3Uqtdxs3I</a></p> <p>Here are the possibilities for us on Thursday -</p> <ol style="list-style-type: none"> <li>1, To use the recording as a reflection question - much like we did the Ruby video of the baby reaching for the rattle - to see what you notice about yourself as coach</li> <li>2. To use the recording as a case study - what came up for each of you about this portion of a coaching session, and perhaps your own use of metaphors</li> <li>3. To use it in some other way??</li> <li>4. To not use it at all.</li> </ol>

	I am open to your preferences.
#7	The reflection question is what are you noticing about your own learning? Is there anything you want to give yourself or the 3 of us permission for?
#8	I am wondering what is on your mind about your coaching practice – perhaps what is one surprise or new awareness have you had in the last few weeks?
#9	<p>For a reflection question, I wanted to share this passage from a book I love by Mary Catherine Bateson entitled <i>Peripheral Visions, Learning along the way</i>:</p> <p style="text-align: center;"><i>"Insight, I believe, refers to that depth of understanding that comes by setting experiences, yours and mine, familiar and exotic, new and old, side by side, learning by letting them speak to one another."</i> (p.14)</p> <p>What comes up for you as you read this? How does this show up, if at all, in your client work?</p>
#10	<p>For a reflection question Hetty Einzig (2017) in <i>The Future of Coaching</i> writes:</p> <p>“Initially this is one of the most useful roles of supervision: to help us recollect in tranquility and make sense of the fog of the session. As our body-mind becomes more attuned and adept, we are able to use our own experience in the moment to aid insight in the client.” (p. 19)</p>

### Reflection questions sent in advance to Creating Community Group

Session	Reflection questions
#1	Do you have in mind 1-2 areas of development as a coach that we could support?
#2	What are you noticing triggers curiosity for you in your coaching? What kinds of things tend to move you out of curiosity?
#3	What do you notice that moves you to judgment in a coaching session? What information might these feelings give you and how could you use this in your session?
#4	<p>As a reflection exercise, please watch this 3.5 minute video - and just notice what you observe in yourself while watching. You may want to make a few notes afterwards. The video link is: <a href="https://www.youtube.com/watch?v=5Q2cL-WteZk">https://www.youtube.com/watch?v=5Q2cL-WteZk</a></p> <p>The reflection question is: As you watched Ruby what did you notice about yourself that may be showing up in how you coach?</p>

#5	<p>As we discussed on our last call, I have a 7 minute video clip of a coach and client using metaphors. We can use this as an exploration of what it is like to get just a snippet of a recording session for us. My idea would be for us to listen to it as a group in the session - so <u>no pre-work for you</u>. Check-in will be how are you arriving and what do you have for us?</p> <p>We can just play with what we notice about ourselves in watching it - as we did the Ruby video - and what stands out for us. (I have attached the link just in case you want to watch it in advance, and for Julie who will not be able to make our session.)</p> <p>Here is the link to the video:  <a href="https://www.youtube.com/watch?v=QI3Uqtdxs3I">https://www.youtube.com/watch?v=QI3Uqtdxs3I</a></p>
#6	<p>I am attaching a mid-point questionnaire and would appreciate it if you would return to me before our session.</p> <p>The reflection question for check in is what, if anything, would you like to share from your mid-point reflections?</p>
#7	<p>What do you notice about how you are as a coach with the clients you look forward to working with as contrasted with the clients you may not look forward to as much or at all?</p>
#8	<p>For our reflection question - as we have been on this trip, I have been noticing how my sense of safety to be vulnerable ebbs and flows depending on the context, the interactions, the topics, the settings, my competitive and comparison gremlins, etc. This makes me curious about how that occurs within our group. I know overall we have a sense of safety with each other as demonstrated by the ongoing depth of sharing and reflection.</p> <p>I am wondering if you might want to notice, during our session, what makes you feel more willing to share, less willing, and everything in between. My guess is this is true for our clients as well - that they may feel more secure to be vulnerable with us in some parts of a session and perhaps less so in other parts. I know in my own supervision if I detect or imagine a whiff of judgment from a colleague or my supervisor, I can pull back.</p> <p>If you are up for this, we could save about 15 minutes toward the end of the session to explore what we noticed about ourselves and perhaps our interactions with our clients.</p>
#9	<p>the reflection question is about endings. What do you notice about your endings with clients? Do you have formal endings, do you or your client wander off or ??</p>
#10	<p>Based on our discussion in July here is how I imagine we might organize ourselves for this ending and our new beginnings.</p> <p>As we arrive and check-in, perhaps our check-in could include our own relationship with endings. We touched on this in our last call. It might be</p>

	<p>helpful to remind the group how each of us is coming into the session. Those feelings will likely be present and sharing will let us each notice what may arise as a result. For example I am not masterful at formal endings, so my inclination may be to say a few times - "we are all part of the Hudson community", "looking forward to how our paths cross again in the future", "who's going to the April 2019 conference"...etc.</p> <p>Then a conversation among us - about the ideas that came up in our previous session:</p> <p>Sharing examples of what we are taking forward from our time together - as a coach, leader, partner, parent, human, etc.</p> <p>Sharing what the group means and has meant to each of us.</p> <p>Using the metaphor of "opening up" what is coming up for each of us this Fall as you start new beginnings</p> <p>Considering the invitation in <i>The Art of Possibility</i> to give ourselves an A going forward and share how we want to see ourselves in the future - we may want to each designate how far in the future we are imagining.</p> <p>Let me know if I have missed anything from our discussion or if you have additional ideas.</p>
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### **Creating Community Action Learning Meeting Reflection Questions**

*Reflection questions for action learning meeting:*

*Thanks for agreeing that I may join you for your peer learning call on Friday. This will be the 60-minute meeting to debrief our supervision process so far, in order to inform the research. What matters the most for Friday is that you come as you always do - open, honest and transparent. I am not looking for anything other than understanding how this is going for you. The overall inquiry is how is this supervision working for you. Because the research is about using recordings, transcripts and live-action coaching in supervision I will have some specific questions about those.*

***A few reflection questions in advance of Friday's session:***

*I am curious about how this supervision process is working for you. What, if anything, do you want to add to the midpoint reflections?*

*Has being "part of the research" had any impact on you?*

*How would you describe any barriers, if you feel them, to using recordings? Transcripts?*

*What about the reflection questions for journaling following our sessions - do they resonate, are they getting stale, are things on your mind that are not being raised by the questions, would you recommend revising them?*

*How is it to be in the group of 6?*

*What recommendations, if any, do you have about the use of observational data in supervision?*

*Does it get in the way?*

*Does it have a place?*

*How is it as the one who brings it?*

*How is it for the others to experience it?*

*How would you describe or define the following terms - vulnerability, exposure, risk - in the context of our sessions?*

*These are the questions percolating for me. And I love emergence, and how we work with it in our sessions, so they are starting points only.*

#### **Appendix 14 References**

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Einzig, H. (2017) *The Future of Coaching Vision, Leadership, and Responsibility in a Transforming World*. New York, New York: Routledge.

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## Appendix 15: Acts of Love

Acts of Love—My theory of practice in a five-act play.

### My theory of practice

In Hamilton, The Musical<sup>20</sup> there is a song entitled “The room where it happened”. Borrowing a few lines of that song, the contribution of this research is to enable others to “really [know] how the game is played, the art of the trade, how the sausage gets made” by inviting the reader into the room “where it happened” (Miranda and McCarter, 2016, pp.186-187). That sentence applies to me, as much as to the reader. By stepping into the room as the supervisor-researcher, I had the opportunity to research on my practice, consider and observe my theory of supervision, compare and contrast it with my colleagues’ theories and practices, consider it in the context of the literature, continue to practice, and arrive at this point. Arrive as a supervisor-practitioner-researcher, on the perpetual journey toward mastery (Clutterbuck and Megginson, 2011), with a keen appreciation for the joys of being a curious and inquiring practitioner.

In this Appendix, I share my learning; my discoveries, and how my ways of supervising have changed. I share how my theory of practice has evolved (Boyd, 2008, p.89). There is a bit of irony that I set out to research if the use of observational experiences in supervision would provide the coach with new ways of seeing one’s self - “Insight—take a deep, clear look at how you coach<sup>21</sup>” and have arrived at the point that the insights are mine —I have taken a deep, sometimes murky, sometimes clear, look at how I supervise – and recognize that who I am becoming is embedded in the phrase “Acts of Love”. Using the metaphor of acts of a play, I have written five Acts about the embodiment of my learning. Following these Acts, I conclude with an illustration of the many aspects of virtual small group supervision.

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<sup>20</sup> Writers: Lin-Manuel Miranda The Room Where It Happens Lyrics © Warner/Chappell Music, Inc

<sup>21</sup> One of the early titles for this research.

*“Power that respects no one but includes everyone, that calls for the best in people, and that evokes great creativity, is love. Dialogue can unleash the power of love, not in a sentimental or moralistic sense but in the genuine sense of true creativity”.*

*(Isaacs, 1999, p.395)*

## Act One

### Contracting

The first session of a new season. I come downstairs first thing in the morning, and turn on my desktop computer, open the Zoom app to ensure I am signed in on the correct account, open the French doors to let in the breeze and the cacophony of bird songs. I am content, looking forward to the group, anticipatory feelings of engagement, more often now with no performance anxieties or deference. I notice how happy I am to be alone, having a cup of coffee and picturing the members of the group. Then I move to the breakfast room to enjoy a bite to eat, good music playing, and the sunlight coming in the windows.

10 minutes before 8 am, turning off the music, I go into the office, turn on the lights—both the overhead and the LED strip lights mounted on each side of my iMac. The lighting is precisely positioned so that I am not in the shadows, nor am I backlit which would create a silhouette with my face not visible. I am wearing professional attire from the waist up, and casual trousers, and fitness shoes. I stand—working at a stand-up desk—with note paper and 3 pens at the ready, my headset on with a noise canceling microphone to ensure high quality audio. I briefly review the proposed agenda I sent to the group in advance, smiling as it feels very resonant to have invited them to reflect about how they want to be together in the coming year, what they need as part of this group, what are their expectations, what do they want to share. It is the beginning of asking them to observe self, self in relationship and to share their needs and desires. I have explicitly labelled our session as one about contracting, calling their attention to the need for contracting in supervision just as with a coaching client.

I go into the virtual meeting room a few minutes before the top of the hour. It gives me an opportunity to chat with whomever has arrived, and to be promptly there at the starting time. The coaches arrive within a couple of minutes. I welcome them and share my delight at engaging with them to see what we can learn together. I am smiling, I feel the warmth emanating out to them. I ask them to share “how are they arriving in this very moment”, I do not call on them but rather ask them to speak when they are moved to do so. When they have each shared, I pull the themes from their check-ins—noting the disparities whenever possible in order to reinforce that we are not about conformity, we are about what is “true” for each of us. I then share how I am arriving—perhaps on this morning I am contemplative, having been immersed in writing for the past many weeks.

I notice in these early minutes of the session the configuration of our meeting room—the virtual space created by the collective images of all of us—in our squares. I have a large expanse of space behind me, with bookcases and favorite books, fresh flowers from the garden, and the office doors open to the rest of my home. The others are each in their homes, as we are in the safer-at-home stage of COVID. The array of personal space in each square brings an intimacy – we see glimmers of each of our homes, sometimes of family members and pets, a spouse bringing coffee; the normalcy of being with another in their home.

This session is starting significantly differently than my research sessions. I am content; my performance anxieties have dissipated with learning, experiencing and practicing. The contracting is explicit, detailed, rich with examples, more collaboratively reached—the infusion of the clinical supervision literature. The contracting includes how I will facilitate—a new aspect of contracting inspired by Proctor’s (2008) typology on group supervision. My groups start as participative groups and move to co-operative groups when they feel ready. There is no need to talk about how to be courteous on Zoom—muting one’s microphone is now an accepted cultural norm. There will be technical

glitches in every session, and I welcome them as I would an ambulance siren wafting in an open window if we were meeting in person. It is part of the landscape.

## Act Two

### Intentional Attention

I have a lightness in inviting the presenting coach to share their case with the group and in my contracting with him or her about what they want. The group responds and explores with them, appreciating the issues within the case, expressing gratitude the coach brought it, holding a mirror for the coach to see their own resourcefulness, sharing their own times of struggle with the same issue, offering different ways to think about or reflect. I add to themes or build on what they share. I can be playfully challenging—asking if they would play with me for a few minutes along another line of inquiry. The lightness is essential, as I am not expecting or demanding that they agree; rather I am hoping to pique their curiosity. As we conclude the case, I give them 2-3 minutes of quiet reflection time, to consider what they are each taking or sitting with. Then I go around the circle, starting with the presenting coach. I again pull themes and notice the multiple possibilities and challenges that have arisen. I share what I have learned, noticed, or am curious about in my own coaching work. I express gratitude to the presenting coach and the group. I briefly reference any resources that have come to mind during the case. We move to the next case.

The qualities of my attention are dramatically different. I am attending to multiple facets of what is going on in the session; I have developed greater capacities for the complexities within the space.

The attention on the presenting coach – what are they saying and not saying about this case, what is their energy, pace and inflection communicating that their words are not, am I detecting a disturbance in them such as shame, or possible ethical issue, to what extent can they identify what they need from the group, are they getting full—do they

have enough from the inquiry that there is no capacity to take in more. Are their life stories playing out in the case?

The attention on the other group members – who appears distracted, who is engaged, are their offerings responsive to the presenting coach’s ask of the group, has something been triggered by the circumstances of the case, what are the dynamics among the group—for example, is there a subset of the group in dialogue, not the full group, or have some of the members moved into judging. I balance letting the inquiry proceed with when to pause the group to highlight this, challenge the stance they are in, and explore what it means about their beliefs and values.

The attention on the quality of the dialogue (Isaacs, 1999)—what evidence that it is happening, how long does it last, which members of the group are in it, what facilitation might the group need to stay a moment longer in real connection.

The attention on the content of the case – what am I sensing that has not yet been offered? When and how should I offer it? I know that my sensing is typically very useful for the full group—an aspect that was out of their focus—which broadens possibilities. And sometimes it is not. I am quite willing to move into the unknown and share, without concern about whether it lands. This comes partially from my group supervision supervisor saying consistently “help may or may not arrive” (Murdoch, 2014a) and the embodiment of Theory U (Scharmer, 2009). It also comes from the articulation of the reflective practice model, described earlier in Chapter 9.

The attention on what is going on for me—what images are coming to the foreground, what am I sensing, how is my energy, have I been hooked by the content, or an interaction? Is it about me and if so, I need to self-regulate. Is it about the group and in service to their learning? If so, I will share. All of that decided in a micro-second. In my better days I do this increasingly well. In my less resourceful days, I can find myself three sentences into a triggered reaction and course correct. Occasionally I react, I don’t catch myself until after the session, I take it to my own supervisors, then repair with the group in the next or a subsequent session. What I have learned is that the repair strengthens

the container as my experience of being hooked, working it in my own supervision, and coming back to the client (the group) is doing just what the coaches are asked to do. My lack of perfection soothes their desires for perfection. My struggles illuminate our shared humanity.

### Act Three

#### Expansiveness of acceptance

Judgment has entered the field. The reflection questions, sent in advance, were “What do you notice that moves you to judgment in a coaching session? What information might these feelings give you and how could you use this in your session?” I offer that the reflections might provide an opportunity for us to wonder about our relationships with judgment, our beliefs about what is appropriate, to explore the excruciating standard of expecting ourselves to hold the client as competent, capable and able, unconditionally, when we are hard wired for assessing, comparing, contrasting, and judging. I sense the opening in one coach, she breathes deeply and shares how relieved she is to reframe her understanding of her judgment as a potential source of information. Another coach shares that cannot be “right”, moving to judgment. We notice, we may recognize all those feelings in ourselves, we appreciate the candor and difference.

As we proceed with the cases, there is the slightest shift in some of the group, a more curious inquiry. As we are closing the session I ask if they would be willing to do something differently in the next session—would they be willing to bring successful cases—where they were just the coach they wanted to be, and have us explore what they are doing in those moments. It is an invitation for us to pause and catch up with ourselves by affirming what we did or how we were when we felt in flow.

As I reflect on the thesis, I see my patterns of defining acceptance more in terms of one’s foibles, challenges, lack of presence or resourcefulness, one’s failings. What I hold now is the expansiveness of acceptance which includes: rigor and the direct and candid feedback

in service to another's growth and development; the resilience that is within us; that truth-telling creates safety—the willingness for us to inquire with a coach and say out loud what has not yet been asked; the courage to name and claim our own abilities, to celebrate our moves toward mastery. In all of my groups today, I invite the coaches to bring a wider variety of cases, issues and themes. This is the application of the learning with Aileen over the three times we explored her recordings and her ultimate ability to claim her strengths when we offered them. For many, it is harder to bring their “better” work than their struggles; for others not at all. For me, it is a letting go of prior frames of reference, a shifting of my beliefs and values.

## Act Four

### Listening and Inquiry

I ask the presenting coach if she would be willing to experiment with her case in a slightly different way. She agrees, and I ask the group as she shares the case, to listen, to notice what is coming up for them—an image, a metaphor, feelings, or body sensations. We go around the circle, the presenting coach takes in their images or feelings, as an offering of something that may or may not be useful.

A presenting coach is struggling in a relationship with one of the stakeholders in the client's organization. I offer we could play with the situation—perhaps she wants to assume the role of the stakeholder and have one of the coaches coach her in that role. There is lots of good exploration following the 15-minute coaching session.

The presenting coach is mired in the lack of coachability of his client. I might ask “in your most resourceful self as the coach, what do you want to say, that you have not yet said to the client” or “what is your stuckness with the client telling you about their stuckness”.

Listening and inquiry are the primary elements of dialogue. How these are cultivated in the sessions, as discussed throughout this thesis, is about the container that is vibrant

enough for self-disclosure, vulnerability, challenge, reflection and learning. It is about pace, tone and posture, facilitation, experimentation and being in service to each other.

The pace matters – slowing down to be very curious, to explore micro movements, small interactions in the client relationship, trying to imagine what was being felt going into the session, during and following the session. This cannot be a rushed process toward a destination. It is an exploration, a listening for what might emerge that was out of awareness, a collecting of possibilities and perspectives, but not necessarily in service to defining future steps. Collecting for reflection, for consideration, for experimentation, for holding up against our stories, values and beliefs, for challenging us to consider differently. There is no destination, no seeking a resolution, no need to fix. “Nowhere to go, nothing to do. Help may or may not arrive” (Murdoch, 2014b, quoting in part, Nepo, 2011, p.417).

The tone and posture of the group matters. If I, as the supervisor, or one of the group members moves into a teaching stance, or an advice-giving stance, we have moved into a space of knowing or of telling, which may close the inquiry down. Leaving all of us with “an answer” that may or may not be relevant. Inquiry from a stance of the resourcefulness of the coach is embodied in the offering—the invitation to consider—the quieter tone, not leaning into the screen but sitting back. I find maintaining the even tone and curious posture most challenging when I feel there is an ethical question lurking; I must be most mindful of my stance and posture in those moments.

My facilitation is about encouraging the addition of possibilities from the group - what else? What might be getting in the way? What stories are we hearing in the offerings? Have you moved to judging the client? What aren't you saying? What else could be going on? It is also, as mentioned above in the discussion of attention, to bring in perspectives that have not yet been brought in by the group members.

The experimentation, a variety of approaches, including the three described at the start of this Act, bring energy to the group, create a freshness in the explorations, and widen

the apertures. Any experiment is permission based with the group through in-the-moment contracting.

Isaacs (1999) tells us that the container is where we collectively hold “the intensities of [our] lives” (p.243). Receptivity to what each coach is holding, across their lives, calls on the abilities of the group to hold reflective space, not move to rescue or caretaking. The global pandemic has provided innumerable more opportunities for the holding of just this kind of space, in ways most of us would never have imagined.

## [Act Five](#)

### Reflective practice model

I use the model described in Chapter 9. I may present it overall in one of the early sessions, or I may notice and inquire about different elements through the early sessions, and then share the full model. The purpose is to provide one way of contextualizing what we are doing together—that this is a learning space, a reflection space, a noticing and observing space. The feedback has been that it is useful in making explicit what the opportunities are within the sessions. It provides a framework—another level of contracting about the coaches’ responsibilities and opportunities.

As I share the model, we explore aspects of coaching, including the power of staying in curiosity and not moving to judgment—the need to be willing to ask one’s clients questions when we don’t know the answer. I commit that I will role model these ways of being at different times in our sessions. My offering, when it does not work, gives me the opportunity to explore with them how it was for them to be on the receiving end of a curious question that fell flat.

I think in images, the model is my visual, and as mentioned in the introductory Chapter, I am not advocating it’s use or that it is generalizable. It has opened the possibilities of discovery and practice in my supervision groups.

## An ending and a beginning

I am living fully into “Who you are is how you supervise” (Murdoch and Arnold, 2013). My commitment is to offer love, in its purest form: the offer of attention, to the coaches in my groups. Below is an illustration that captures the many components of virtual small group supervision experiences.

# A

acceptance  
accountability  
attention  
action  
awareness  
awake-ness  
appreciation

# C

challenge  
compassion  
competency  
connections  
candor  
courage  
commitment

# T

transparency  
together  
trust  
teach  
time

# S

self  
service  
surrender  
support  
surprise  
shared  
humanity

# O

others  
offering  
open-hearted

# F

felt-sense  
feelings  
fears

# L

listen  
learn  
lightness

# O

observer  
open possibilities  
offer perspective

# V

vulnerability  
volunteer

# E

engagement  
experiment  
energy  
empathy  
exchange  
expectation  
ethics

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