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Project Title
Towards a Theory of Supervision
for Coaching: An Integral Vision

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Executive Summary

This research project was undertaken as a response to the compelling need for coaching to firmly establish itself as a profession of the highest standing. Supervision has been a way of ensuring best practice for the helping professions since the beginning of the twentieth century. The practice of coaching supervision is a new field of application and has thus far drawn on supervision models imported from other helping professions, or from specific models of coaching.

The purpose of this qualitative research was to investigate coaching supervision, specifically in the context of executive coaching, in order to identify the phenomena necessary for this discipline, and thus work towards proposing a theory and framework particular to this context. I used two approaches: a broad phenomenological approach and Grounded Theory:

1. I looked at the practice of executive coaching and psychotherapy, to determine what **phenomena were similar or different**.

2. I then looked at a number of existing supervision models to determine the core **phenomena** particular to the existing practices of supervision.

3. I concurrently viewed a range of **theories**, to identify themes or phenomena that were particular to the field of executive coaching which would inform the development of a possible theory and framework that would be applicable to coaching supervision.

4. Through the use of Grounded Theory (a systematic set of procedures to develop an inductively derived grounded theory); multiple perspectives were obtained from my sample groups to derive **those phenomena which were particular to the needs of executive coaches for supervision**. These were then systematically encoded into themes. A question put forward for this research was: **as a result of determining these phenomena, were the existing models of supervision sufficient for the demands of executive coaching**, which operates in a particularly complex field of work.

5. Finally, the core **phenomena** extrapolated **were then compared** with those identified in Point 2 above to see what was the same or different between existing supervision approaches to the helping professions and that of executive coaching.

The review of practice and literature at the time of the literature review also showed that there was no coherent theory of **learning** that had been systematically applied to supervision.

The results determined that the arena of executive coaching is distinctive through its high-level complexity, and as such demands particular skills and levels of consciousness from executive coaches and supervisors. The research also determined that though there were a number of

areas in which supervision as applied to the helping profession is easily transportable into coaching supervision, to select a single model above another would be to provide a partial view of the total picture of supervision as relevant for the field of coaching, and would thus be an incomplete application. What is needed is an inclusive, balanced, comprehensive and holistic approach to meet the demands of the work of executive coaching.

I concurrently studied the thought systems for understanding the experience of an individual (and organisation) and through an iterative process. What emerged from this and the research pointed to the use of an integrated framework to support executive coaching, and in fact coaching in general. I have thus proposed the use of integral theory and practice as a viable means for working at high levels of complexity in the domain of executive coaching, as well as with coaching in general. The research supports the view of taking *supervision* to *integral vision* as a way to manage growth and development for executive coaches. It accommodates multiple perspectives across individual and collective domains by providing a composite map upon which supervision can be placed. This allows the supervisor to manage the diversity and challenges of coaching through a comprehensive and holistic approach.

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Chapter 1

Introduction and Research Purpose

1.1   Introduction

The purpose of this chapter is to provide an introduction for this research project, and describe its importance in the field in which it has been contextualised, that of executive coaching. I will identify the main themes of this project and state why it is relevant for me to have carried out this research. The research methodology will be described and conflicting issues that this project encountered will be mentioned along with a brief statement about the results.

1.2   Motivation for research on supervision for executive coaching

Executive Coaching is a new profession. This research serves to make an important contribution as supervision is a critical element in continued professional development for maintaining ethics and standards and providing an objective place to think. It is fast becoming a non-negotiable requirement in the market place amongst those who use coaching professionally.

- At the time of this research I could find no **published research** into the field of coaching supervision in general, although the literature on coaching increasingly makes reference to the need for supervision

- In the absence of universally standardised academic and recognised training which could act to ensure professionalism, safeguard the client and function as a quality check for organisations, skilled supervision is set to be a necessary and vital support for continued professional development. This was a key motivator for this project.

- The perspective put forward in this paper is that the high level of complexity needed to work with executives, demands that coaches find ways in which to support their clients in reaching new and innovative solutions to current situations. Supervisors will thus need to have at their fingertips ways in which to support executive coaches in high quality practice.

Supervision as a whole body of knowledge has a relatively recent history of research and application. While there is evidence of the use of supervision with the emergence of the practice of psychotherapy around the turn of the twentieth century, it has only gathered momentum from the late 1960s. It has been based in traditional approaches to helping professionals manage their professional lives, and has also been transferred into a practice used in line management in business. The enormous upsurge of coaching, as a powerful means

of maximising the human element of individual and collective leadership potential and performance, has brought with it the recognition of leaders as human beings dealing with enormous challenges in a market place supported by certain value systems. With this comes the search for personal meaning, purpose, sustaining motivation, innovation and creativity while at the same time delivering triple-bottom-line results. Partnering executives and leaders at this level demands the need for highly skilled coaches to manage a hugely complex and dynamic field of experience and any supervision process would need to facilitate this.

The **focus** of this research is therefore to work towards creating a theory of supervision for coaching, and with regards this research, specifically in the field of executive coaching. This has entailed looking at supervision as applied to the helping professions, and in particular those of psychotherapy and counselling, in order to establish a body of knowledge or framework, which is applicable to coaching supervision. The next step was to define the specific needs of executive coaches in supervision and see what elements were the same or what was different. This was therefore a central element of this project.

It is important to note that this research **did not set out to compare models** of supervision as its main focus although there is some discussion about this. The main focus was an attempt to **determine whether the phenomena found** in the existing models of supervision were relevant and directly applicable to the **emergent phenomena from the research subjects and for the needs for coaching supervision,** or whether coaching in fact was a distinctive enough discipline to require a particular framework for supervision and a particular theory to support this.

1.3   Defining executive coaching

Executive coaching (I will use the terms "executive coaching" and "coaching" interchangeably throughout the document) is both an art and a methodology or practice for optimising the personal and work potential and effectiveness of people in leadership who are working at high levels of complexity and responsibility. It requires, on the part of the coach, experience, know-how, skill and personal attributes which contribute to creating a reflective thinking space through a trusted and equal partnership. Executive coaching has as its purpose the service of the executive's particular needs which would include developing themselves in levels of awareness, presence and performance which they might not otherwise achieved and which serves the greater good of the organisations in which they work.

I have chosen to focus on the **domain of executive coaching** for the following reasons:

- I was involved in a coach training programme that had, as its focus, coaching in the business arena and included working with executives and leadership development. It seemed opportune to research this area of interest –that of developing leaders.

- I drew on my organisational experience; my practice as a psychotherapist of many executives; that as a supervisor of psychotherapists and coaches; and the leadership development programmes that I had been involved with. Through this I noted the high levels of complexity which arise from working with leadership in to-day's challenging climate and context. This added to the motivation to research work in this domain.

- This research could act to identify the type of support needed by executive coaches and to explore the challenges that are inherent in working in this arena.

- As such I realised that supervision – a place in which coaches can reflect – would need to provide a high level context, a place in which deep awareness can be developed. How to manage this complexity seemed to be an important question?

- I am passionate about leadership development through raising consciousness through developing awareness. By that I mean that multiple perspectives are needed by leaders to hold ambiguity, paradox and challenge and it involves a number of levels of self-, other-, systems- and cultural-awareness and management. I see executive coaching as a way to develop this and supervision as a necessary support and place for professional development of the coaches doing this work, who in themselves must demonstrate similar capacities for managing complexity as required by leadership.

- The constraints of time and the size of the research project also demanded that I select a specific domain rather than an overarching application to coaching in general. To raise the discussion of defining what is life, performance, strategy or health coaching as separate entities would have made this research unmanageable. I personally see executive coaching as encompassing a range of other coaching aspects that may be designated as separate methodologies. When I coach an executive – no matter what the specific intentional outcome is – I see a whole person who brings in all of the above and more, and hence my position on finding a holistic and comprehensive approach.

Importantly the choice of focusing on executive coaching does not limit the application of this research to coaching in general. The results support that it has a generalised application to coaching as a whole.

1.4   Definition of supervision

"Supervision allows practitioners to re-construct their experience, reflect, understand and design their professional reality, and develop new responses for future practice within the supervision context. It can be described as a collaborative, co-constructed space in which coaching and mentoring competence and professional development is explored" (COMENSA, 2006).

1.5   The rationale for this research

Supervision has been a way of ensuring best practice for a number of helping professions. The practice of coaching supervision has drawn on supervision models imported from other helping professions and, more recently, from specific models of coaching. For the purpose of this research the particular needs of executive coaches required identification.

The rationale was thus:

1. A specific model and theory for coaching supervision does not yet exist.
2. The supervisory relationship and its multi-levels of complexity, e.g. its triangular make-up – the coach, client, and organisation; transference issues; roles; attitudes and outcomes in the context of this high-level work, required research.
3. The different functions, roles, and practice of coaching supervision would therefore also have multiple levels operating and a question was to determine whether these were different or the same as those in the known fields of supervision practice.
4. Coaches work from multiple frames and models as a result of differing entry level background experience and qualifications and would thus require a supervision frame to accommodate this disparity and diversity, which in turn adds to the complexity.
5. Coaches operate from a wide range of developmental stages of competence and awareness; this adds a level of complexity that would require high levels of competency from the supervisor and the supervision framework that is applied to coaching.
6. Supervision is necessary for the assessment and development of best practice, and a theory and practice of supervision would need to provide for this.

1.6   My professional background and experience

I have a personal interest in developing coaching as a profession because of the impact this work can have in leadership transformation at both an individual and organisational level in business and government. My background experience in education, mental health and business informs my approach to creating holistic pathways for change: i.e. *"to understand the whole, it*

is necessary to understand the parts. To understand the parts, it is necessary to understand the whole. Such is the circle of understanding" (Wilber, 2001a:1).

My teaching, training and facilitation experience, increased my desire to grow and seek sustainable ways for developing consciousness as a critical condition for transformative practice; to this end, I entered the field of psychology. The combination of learning theory as applied to what is working, and the drive to create and understand what creates a shift in perception with that which is not working; the interpretation and the consequent understanding of such behaviour, all contributed to my interest in integrative psychotherapy – and presently, integral psychology – as a practice and place for understanding how individuals and systems work with their many layers, intelligences, stages of development, types and states of consciousness.

My drive towards best practice in all fields of life was a catalyst for working in the field of supervision with teachers, remedial therapists, social workers, psychologists, clinical nurses and psychiatrists. It also led me to establish a multi-disciplinary psychological assessment and treatment centre in Johannesburg; cross-cultural interventions in leadership development with young adults; and to setting up a community centre to determine learning difficulties in children in a South African township. I have worked at a number of consultancy and leadership levels, in a diverse range of contexts within a multicultural South African society which has been involved in major transitions at personal, political and global levels. I transitioned into business, working with leadership programmes, facilitating and educating at a practitioner and consultancy level. My role as an executive coach acts as a means by which I can continue to work with raising consciousness in the leadership arena. I see my interest and work with supervision as a place in which I can apply my experience and skills into a practice that is grounded in a profound respect and value for the identity of the self, the other and the collective at physical, cognitive, emotional and spiritual levels. Thus the opportunity to look at supervision in the context of executive coaching provided a challenging opportunity.

The pioneering work in this field is demonstrated locally in my involvement with the establishment of a professional body for coaching in South Africa, Coaches and Mentors of South Africa (COMENSA), of which I was a founder member and in which I chaired the Supervision Committee; the establishment of *The COACHING Centre* which is a leading provider in coach training and development, and executive coaching interventions into organisations, of which supervision is a core component. These were key motivators to do work that would contribute to establishing the coaching profession in South Africa, but also as a possible application to supervision globally.

1.7 The literature research

1.7.1 Related subject theory

The review of literature and my experience in this field, led me to ascertain that there were a *number of models* and frameworks for supervision for the helping professions and that the practice of supervision was gaining momentum in different work contexts. My early literature search also suggested that there was *no coherent theory of learning which could be systematically applied to supervision*. However, as a demonstration of the speed of change prevalent in the working arena of today, books on supervision have been published as recently as 2004 (Carroll and Gilbert, 2004; Beck and Cowan, 1996), which demonstrate a leaning towards integrating learning theory into this field. I briefly explore learning theory as reflective practice and also incorporate new approaches to learning theory in this paper (see Section 2.2.2).

It became evident as research themes emerged, that while many of the existing supervision models were excellent and useful for coaching, they might offer only partial views to this complex domain of coaching supervision. If there was a comprehensive view from a broad perspective, it did not accommodate the depth of perspective needed, or if it did, it too was partial! (see the discussion in Section 5.2).

As a result I was drawn to looking at supervision from an integrative perspective while reading Ken Wilber's (2001b) *integral theory* (see Figure 1 in Section 2.9.2.1) and other related integral perspectives such as spiral dynamics (Beck and Cowan, 1996). As the data emerged from the research, I saw many correlates for it as a powerful and effective theory and framework for coaching supervision. This needed, however, to be supported by a correspondence with the needs for executive coaching supervision from the sample groups.

1.7.2 Literature search into research methodology

I opted to make use of phenomenology and the qualitative approach of Grounded Theory (GT) (Glaser, 1992). The latter proved invaluable in its correspondence with both emergent theory and application to coaching practice for this research, at a multitude of levels. GT's theoretical underpinnings are consistent with my own informal style of analytical action research used in my own practices of psychotherapy, coaching and supervision (which entails gathering information from a client, and through a process of analytical encoding of thematic content, emerging a "theory" or understanding of the client's internal world and manifest behaviours) and it has parallels with the methodological approach Wilber used in developing his integral theory. (Simplistically, this refers to the iterative process of Wilber's gathering of a wide range of theoretical perspectives which he encoded into "themes" of experience and behaviour to

discover what was similar or different from among the multiple perspectives and bodies of knowledge).

Research data was analysed through a systematic coding procedure and theoretical input, which GT allows as additional data, from the literature review was analysed and integrated throughout.

1.8 Findings of the research

In my conclusions I found the use of an integral framework to be highly efficient in managing conflicting and competing viewpoints of supervision as defined by the helping professions (see Section 2.5.3). While authors of supervision appeared to be moving towards a greater integration of relevant theories such as learning theory and cultural diversity in their frameworks, there were nonetheless a number of opposing approaches such as a systems, dynamic or cognitive approaches, which makes it difficult to select the "right" approach. In response to this the integral perspective advocates that all views are valued and represent a part of a greater whole in understanding the greater field of work. Hence diverse opinions and views are most likely to find a place in one of the dimensions named as quadrants, levels or stage of experience, line of development, type, and/or state of consciousness as defined by Wilber, (2001) (see Section 2.9.2).

The findings of this research show a high level of consistency with the research questions posed, and in fact reinforced them. These were:

1. While there were many common phenomena relevant to the practice of psychotherapy, counselling, and coaching, there were particular distinctions which related to the complexity of the context in which executive coaching operates.

2. This complexity indicated the need for a comprehensive approach to executive coaching and thus to supervision. I have suggested approaching these disciplines from horizontal or vertical perspectives of complexity (see Figure 4 in Section 5.6.9). I found many correlates to these distinctions through the application of integral theory and frameworks to fit the multi-level and complex arena of executive coaching. This framework would also support its application to coaching in general.

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Chapter 2

Terms of Reference and Literature Review

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2.1   Introduction

The overall aim of this chapter is to establish the theoretical underpinnings of the present research project through a review of the context, literature and evidence of existing models of supervision.

- I first look at the domain of executive coaching
- I then identify some of the differences between coaching and psychotherapy.
- I then attempt to assess, the phenomena particular to some of the major models and frameworks for supervision of the helping professions; the principles and guidelines and relative value of these models; and whether these can be directly applied to executive coaching or not!
- I look at ethical considerations
- I then build the case for supervision for executive coaching
- Finally, I do a literature survey of theoretical frameworks which I think may offer perspectives for coaching supervision theory.

2.1.1   Objective of the research project: research statement

I reiterate that the aim of this project is to research the phenomena of supervision in the field of coaching, to determine those phenomena that are relevant and particular to executive coaching and, which *may* be different from that of supervision of psychotherapy or counselling and to develop a specific theory towards this.

2.2   Contextualising the domain of executive coaching

The field of **executive coaching** is one of the fastest growing areas of leadership development in the world today (Corporate Leadership Council, 2003) (see also Section A1.1 of Appendix 1). There have been **three major shifts globally**: The Techno-Economic Shift, bringing about a rise in Global Economy which challenges economic fundamentalism; the Relational Shift bringing about the rise of a Networking Society; and a Shift in Consciousness which has bought about a new awareness (Scharmer, 2006). This has paralleled the need to find new ways for operating in the leadership arena and for changing the way people think. The latter is critical as executives approach new edges every day and they cannot afford to respond in old ways. I see this as a major catalyst for the emergence of executive coaching which can have as

a purpose to coach for behavioural, life/purpose, leadership, strategic, career or organisational change.

Executive coaching is a means by which real transformation and sustainable change can be created, both at a personal level and within a business context. *The challenge of coaching is to make the client effective in today's leadership context. The challenge of supervision is to make coaching effective* (Pampallis Paisley, 2004).

2.2.1 Creating a place to think

In the midst of overload executives benefit enormously from the creation of a *thinking environment* (Kline, 1999), a space in which the executive can find those options for responding and for accessing previously untapped areas of potential. Coaching is thus a technology for *"profound innovation and change"*; a response to helping executives manage "*a world of increasing returns, where early success breeds more success, and a marginal lead-time can spell the difference between big gains or failure*" (Jaworski and Scharmer, 2000).

Coaches also need a place in which to think, to *"mentalise"* (Bion, 1962) to explore and see process and content from an objective *"third eye"* (Shipton, 1997) view. This can be optimised within the supervisory space.

2.2.2 Learning theory in supervision theory

My research initially raised the question that no coherent theory of learning had yet been applied to supervision. Supervision has traditionally focused on the passing down of skills, monitoring, assessing, evaluating or giving feedback. In recent literature, however, there is evidence of the link between learning theories, and culture, and how this relates to organisations and individuals in supervision. Carroll and Gilbert (2004) have included one of the most often used sources of learning theory from that of David Kolb (1981) and his work of experiential learning in creating learning partnerships (see Section A1.14 of Appendix 1).

The aspects of experiencing, reflecting, conceptualising and active experimentation are now seen as an integral part of supervision. However, a challenge is to meet the demands on executives for thinking out of the box, coaches too will need to **find new ways to think about their clients** and thus supervision will need a theory and framework to support this. To this end I have included work done on *Presencing* (Senge *et al.*, 2004) as a possibility to a new way of learning and this is discussed later in this chapter and again in Chapter 5 (see Section 5.7.5 and Section A4.2 of Appendix 4).

2.2.3   Delivery of effective coaching

Organisations need to see a return on investment and coaching needs to establish itself as a profession of standing which is capable of getting results, in whatever way these may be deemed to be, and maintaining standards. Accountability, effectiveness and professionalism are core values for coaches, but one cannot make the assumption that these values actually lies within the interior structure of each executive coach. Supervision thus becomes a mechanism to provide the coach, the client and the organisation with best practice and quality management of executive coaches (Corporate Leadership Council, 2003 – see also Section A1.1 of Appendix 1).

2.2.4   Key Considerations for executive coaching

A number of key considerations have been identified by various researchers. These are:

- Executive coaches come from a wide range of **backgrounds** with varied sources of knowledge (see Section A1.3 of Appendix 1).

- **Identification of key competencies** of which *genuineness* was a core (see Section A1.3 of Appendix 1).

- The "**interior condition**" of the coach is critical.

- The **similarity of leadership development** through its stage development, levels of work (Jaques and Cason, 1994) and coaching goals (see Section A1.4 of Appendix 1).

- **Managing paradox and ambiguity** (Lee, 2004).

2.3   Coaching and psychotherapy

One of the aims of this research was to investigate differences and similarities between these two disciplines. Hodgetts (2002) states that both psychotherapy and coaching (see Section A1.5 of Appendix 1 for details) are aimed at creating change and share a number of core conditions for being present with another, creating relationship and understanding, and that both should be conducted by skilled practitioners.

1.   Despite the many links with psychotherapy and counselling, business coaching has tried to keep strict boundaries around these issues. This presents an interesting *paradox*! The focus on skills and placing intention towards achieving solutions as a way of gaining results, presupposes that we know what drives human motivation and what obstructs it. This knowledge of the human being and the mind is obtained from psychology and we use it to inform our theoretical underpinnings. Yet, there are many who wish to cleave a distinct line between the use of psychology and business!

2. A primary difference between these disciplines is the philosophical stance of traditional psychotherapy, as informed by a historical and traditional view of disease and "mental illness", and that of coaching. The latter works from a position of *psychofortology* (Strumpfer, 2002) that holds a view based in a post-modern approach using positive psychology and philosophical choice that holds humans to be basically healthy and whole. The coaching engagement is aligned with this latter stance and is entered into from the position of psychological maturity and equality.

3. Another distinction is that psychotherapy deals with the past and requires extensive expert knowledge and training to understand these influences and their determining factors. Wilber (2000a) states that a typical therapy would involve working through the different *fulcrums of self-development* (see Section A1.6 of Appendix 1) to achieve integration, strengthening of the self functions, and eventually self-actualisation (akin to Maslow's *peak experience*) (Kaplan and Sadock, 1991). While coaches would need to recognise that there are different stages of development their work lies with people operating in the higher-level fulcrums and functioning (see Figure A1 in Section A1.6 of Appendix 1); this is similar to someone operating at Maslow's actualisation needs level. It follows that the coaching supervisor would need to have this knowledge, however, to support the coach who may not have this training, in recognising these stages of development and functioning.

4. Coaching claims to be present and future focused (Martin, 2001). Coaches are there to act as a catalyst and to help clients optimise their skills and potential by opening up learning, awareness and creating spaciousness in their thinking. While this is also an outcome of therapy – the object of this research is to see what is the same or different about such an outcome.

2.3.1 Important elements of difference

A survey of the literature indicates that there may be many differences which relate to or are a result of the discipline being practiced. Some of these phenomena identified in this literature review are:

*   the levels of *attunement* (Process of Change Study Group, 1998);
*   the intended outcome (Napper and Keane, 2004);
*   the differing techniques used to bring about change (Stolorow, 1994);
*   the use of skilful questioning (Kline, 1999);
*   who is in the room and what is being done (Spinelli, 2005);
*   the way language is used (Maturana and Varela, 1980);

- the intention and consciousness (Wilber, 2000) of the coach in steering the process and outcome;

- the reflective capacity of both the practitioner and the client (Schon, 1982; Scharmer *et al.*, 1999);

- the training, ethics and professionalism of the practitioner (Sherman and Freas, 2004);

- the assumptions that may be operating (Kline, 1999);

- the way in which the unconscious is worked with; and

- the contracting process – which, in coaching, is often, linked to generation of outcomes – a two-way process (Knudsen, 2002).

An outcome of this research would be to support or refute these views.

2.3.2   Leveraging the personal through a holistic lens

Williams *et al.* (2002:121) are proponents for *"leveraging the personal"* in executive coaching (see Section A1.7 of Appendix 1). These authors claim that this is the *"key to long-term success and sustainable change"*. The "depth" to which one works in the coaching engagement is one of huge debate and there are many proponents who will state that any useful transformative work cannot be done unless the work is in depth which entails looking at deeply held beliefs, assumptions, ways of thinking and feeling, and the scripts which motivate both our psychological and behavioural world. Williams *et al.* (2002) present a perspective that would support depth work (de Vries, 2001). They see individual effectiveness as being enhanced by a number of phenomena such as understanding internal, often unconscious, motivators; that the past exerts enormous effect and may block functioning; that if **qualified** to do so, a coach may explore this in service of the undeniable gains for the client in operating from a place of consciousness rather than from a place of reactivity (see Section A1.9 of Appendix 1). On the other hand, Knudsen (1998) puts forward a view that says working with the unconscious is for therapy (see Section A1.8 of Appendix 1).

An integral approach would hold that the interior, personal, subjective dimensions of the self (and of the collective of the organisations in which executives are coached) cannot be separated from the exterior behavioural dimensions of work (Ray in Scharmer, 2003) in the way that the modernistic dualist stance has imposed upon us where *"men and women were seen as 'objects of information, never subjects in communication'"* (Foucault, quoted in Wilber, 2000a:71).

While the modernist view, which had as a focus the mechanistic view of breaking down things into its parts, allowed individual disciplines to make phenomenal discoveries in their own

rights, its reductionism however, dissociated subjective consciousness, thus presenting a partial view of the total landscape in working with humans as individuals and as part of a society as a whole. A post-modern approach, or to go one step further, an integral approach, attempts to see people and systems holistically and it is my experience that coaching is a way to bridge this divide.

2.4   Concept of culture

In order to achieve this leverage, comprehensive attitudes to diversity and culture need to be integrated in order to view the complex terrain of executive coaching in a holistic or integral manner.

The issue of culture emerged during the research. This is not a focus of this research but is an essential component for developing a framework for supervision when working within the coaching arena globally (and highly relevant in South Africa). People's culture (Swartz, 1998) and that of an organisation presupposes particular epistemological and ontological perspectives and contain certain beliefs, values, attitudes and behaviours which impact hugely on coaching and demands high levels of awareness from coaches. Supervision is a place to hold this consciousness.

At another level, however, creating a culture of supervision within the coaching profession and in organisations also has as its challenge, shifting value and belief structures to accommodate and support supervision as a necessary learning process for executive coaching.

2.4.1   Supervision culture

Hawkins and Shohet (2000), state that the organisation's culture can be seen in the level of the profile it gives supervision in its policy development, and how and where it takes place and put forward the *"Seven-Eyed Model"* (see Section 2.5.3), to manage transcultural issues. Supervision requires a high profile in the creation of a *culture of coaching*, in order to do the work it is created to do. Many professions (and organisations) have come adrift when what lies beneath the surface in the form of thoughts, beliefs, feelings, value sets and motivational factors are not aligned with what shows up in the practice and behaviours. This difference is what Argyris and Schon (1994) refer to as the gap between *"espoused theory and theory in use"*. The supervisor would need to take note of how organisations deconstruct rationality; deal with unconscious processes; how narcissism shows up in the leadership; and how shadow patterns are worked with.

Positioning supervision as an integral aspect of learning would therefore not only have an impact on individuals, but also on the context of the collective and its culture, and would thus be instrumental in sustaining change, transformation, and professionalism.

2.5 Literature research into supervision

There is a strong move to have supervision categorised according to a number of concerns regarding measurement of effectiveness, research, training and practice needs, if it is to be a viable stand-alone discipline. Supervision in the helping professions has long been a requirement for good practice, especially so in psychotherapy, psychiatry and counselling but only recently is it gaining ground as an ethical requirement for professional practice and development in coaching. (While I have focused on one-on-one or one-on-group supervision, peer supervision is not excluded from the domain of practice.)

2.5.1 History of supervision

Supervision in itself, as a discipline in its own right, has only had a research background from the last 50 years or so, and only over the last couple of years has there been any thinking into what constitutes coaching supervision. According to Hutto (2001) psychotherapy supervision began in the 1920s by a psychoanalyst in Berlin called Max Etington. The discipline of supervision has in itself evolved as can be seen from the rise of developmental models, the increase in research, and efforts to understand and make supervision meaningful (Watkins, 2004). Geraldine Shipton (1997) talks of supervision as making a *"place to think"*. She refers to it as clear sightedness and as offering a supporter vantage point. This would make up the creative space of the safe *"container"* (Bion, 1962) which, as we now know, is a necessity for learning – the deconstruction and re-construction of thinking – to take place. Shipton's work was arguably the first significant attempt to understand supervision. Since then it has been continuously re-constructed.

One of the original models for supervision was the Sheffield model which entailed an exploration of the psychotherapists own reaction to the patient or client material through counter transference. Maria Gilbert (personal lectures –Wits Univ.1994) stated that supervision grew out of two traditions; (a) that of psychotherapy with an emphasis on transference issues and (b) counsellor education in the United States stemming out of family therapy. The latter focused more on skills training and was influenced by behaviour therapy.

It was during lectures in my Integrative Psychotherapy training in the early 1990s, that I first became exposed to what appeared to make sense in the therapeutic setting and that was that human beings could not be approached from only one theoretical perspective – the uniqueness

and complexity of humans functioning with different traits, in different stages of their lives and in different contexts – required a multi-perspective approach. The move towards an integrative model of supervision was in the making through the attempt to bring both relational/transference issues and education to understand supervisory processes.

There are numerous and different supervision models which all have one thing in common despite all the methodical differences, and this was their intention to accompany the client with "counselling" in their occupation by use of reflection and they did not want to exert any control on the occupation of their clients (Schmidt, 2002).

2.5.2   Supervision models

As part of the research I drew upon a number of supervision models to **determine what phenomena** were common or different between them. (The research was not an attempt to compare models). One could apply or adapt many of the known helping professions' models of supervision to coaching, which are listed below: (see Section A1.13 of Appendix 1 for detail):

- Holloway's (1995) *Systems Model*;
- Stoltenberg and Delworth's (1987) *Developmental Model*;
- Hawkins' and Shohet's (2000) *Process Model* (Seven-Eyed Model);
- Ricketts and Donohoe's (2000) *Cognitive Behavioural Model*;
- Page and Wosket's (1994) Cyclical Model;
- Carroll's (1996) Five Stage Model;
- Inskipp and Proctor (1993) use the Working Alliance;
- Mead's (1990) Task-Oriented Model;
- Wells and Pringle (2005) put forward a Self-Supervision Model;
- Schein (1990) used a Process Consultation Method;
- Lainsbury's (2002) Facilitative Model.

2.5.3   Discussion

Each of these models provides excellent guidelines for managing the process of supervision. In looking at the *seven-eyed supervisor model* (Hawkins and Shohet, 2000) it comprehensibly takes into consideration content of the session, a focus on strategies and interventions, the therapy and supervisory relationship, the process of therapist and supervisor, the wider context and integration of the modes as well as linking the model to the developmental process. From an integral perspective this would include the four quadrants of experience and some stages of development (but not the full spectrum which the integral approach offers (see discussion in Chapter 5). Carroll's (1996) *five-stage model* includes multiple dimensions which incorporates

assessing the supervisee (similar to the integral lines of development, the relationship, the context, roles and practicalities found in Wilber's lower quadrants of collective experience); contracting which deals with management, roles, evaluation, learning objectives and emergencies (the exterior domains of the right quadrants); engaging which deals with the use of time, presentation, learning needs, developmental stages (integral levels), parallel process, external influences; evaluating the supervisee, supervisor, the training and the agency context (both interior and exterior); and lastly this model deals with terminating through review, looking ahead and references.

In comparison to the integral framework this would cover most aspects on the quadrants and developmental stages and process but does not comprehensively deal with lines of development, types of personality or states of consciousness (see discussion on Integral Theory in Section 2.9.2 and in Chapter 5). All of these would be necessary to include if we are to manage the three major shifts in the world mentioned in Section 2.2. Hawkins and Shohet (2000) point out that all supervision situations have at least four elements, which are:

- a supervisor;
- a therapist (coach);
- a client; and
- a work situation.

This would also apply to coaching. An area of significant difference however, is that there appears to be a trend in which coaching supervision will take place directly **within** a work situation or an organisation, with individuals or teams of coaches, and will most likely form part of the feedback loop into the organisation. The client may no longer be a "fantasy" relationship brought into the supervisory room but an actual reality. Up until now, supervision in an organisational context has occurred in training hospitals and institutions with interns in the helping professions but the context, though organisational, is not linked to bottom line results as it is in the business context. In the coaching context the client is often both the executive coachee **and** the organisation. (The impact of this may be an interesting area for further research in this area).

A critique is therefore, that each model on its own may not be sufficient for the demands of supervision for executive coaches. The choice of model would depend on the orientation with which both supervisor and supervisee approach their work. By eliminating one model in preference to another we may be forced into competing views resulting in partial, premature and biased views of process, people and perspectives which in itself could be limiting. This in turn leads to exclusivity and shuts down options for responding and to seeing the world with new eyes from which new options can be sourced. This supports my point made in my

discussion on what executive coaching is Chapter 1. Combined, these models look at a range of supervision **phenomena** from a systems perspective, to process aspects, tasks, functions, skills, assessment, roles, developmental stages, responsibilities and, common to all, a focus on the relationship (Gilbert, 1994; see Table A3 in Section A1.17 of Appendix 1). However, no single model contains all aspects all of the phenomena. A question and challenge would thus be: could a model or framework exist which would be inclusive of all.

The constraints of this project did not allow for an in depth comparison of all the models and so for the purpose of this research I tabled the major phenomena (Table A9 in Section A2.5 of Appendix 2) identified within these models and placed them under major themes. These phenomena would then be compared with the data that emerged from the research into coaching as shown in Table A7 in Section A2.5 of Appendix 2. The models that appear to cover a wide range of supervision processes and technicalities were Hawkins and Shohet's Process Model (2000) and Carroll's Five Stage Model (1996) which approached supervision from a depth of multiple perspectives and which included reference to learning theory (see also the discussion in Chapter 5).

Hawkins and Shohet (2000) see the worlds of mentoring, coaching and consultation as closely allied to the world of supervision as well as seeing links with line management supervision. Even though the roles and responsibilities can be different, the essence of all supervision is the same – *"how can I the supervisor, facilitate the learning of supervisees from the actual work they do?"* (Hawkins and Shohet, 2000:10). These authors also make mention of the goal of the supervisee which is to be able to present their work in a safe and facilitative environment so that learning can take place.

I recap therefore that no specific supervision models have been developed for coaching. Many practitioner's are using their coaching models and applying these to supervision such as Lane's (2003) *Case Formulation Model* (see Section A3.2 of Appendix 2) which includes a process of *"definition, exploration, formulation, intervention and evaluation"*, as is used in the i-Coach Academy.

2.5.4   Goals of supervision

If the commonly held definition of supervision in the helping professions is described as an *"intensive, interpersonally focused, one-to-one relationship in which one person is designated to facilitate the development of therapeutic competence in the other person"* Loganbill, Hardy and Delworth (1982) – then as a goal, such competencies can be directly applied to develop "coaching" competencies. Just as therapeutic supervision has as its goal the competent

development of the therapist, so too the goal of coaching supervision, would therefore be the competent development of the coach.

If we were to break down the **goals** of supervision in the helping professions as Hawkins and Shohet (2000) have stated, these are for the therapists to:

- understand the client better;

- become more aware of their own reactions and responses to the clients;

- understand the dynamics of how they and their client were interacting;

- look at how they intervened and the consequences of their interventions; and

- explore other ways of working with this and other similar client situations.

This research poses the question as to whether these could be directly transferred to coaching. Or does coaching involve this and something else or not?

The supervisor's **roles** are multiple and complex (Proctor, 1997) and include that of mentor, teacher, assessor, manager, counsellor *and coach*. According to Proctor, the supervisor's **tasks** can be classified as *normative, formative and restorative*. An addition has been that of the creative element (Lainsbury, 1999; see Section A1.12 of Appendix 1). Kadushin (1992) saw the **key functions** of supervision as being educational, administrative, managerial, and supportive. Gilbert added the dimensions of personality enrichment and modelling.

2.5.5 Qualities of supervisor

Supervisor qualities as developed by Gilbert (1994) are:

- flexibility;

- a multi-perspective view;

- a working map of the discipline in which they supervise;

- the ability to work transculturally;

- the capacity to manage and contain anxiety;

- openness to learning;

- sensitivity to wider contextual issues;

- being schooled in anti-oppressive practice (Hofstede, 1984); and

- a sense of humour, humility and patience (Hawkins and Shohet, 2000).

2.6   Ethics

Wells and Pringle Bell (2005) point out that the implicit assumptions in most psychotherapeutic supervision models is that the supervisee must disclose descriptive information about the client, the supervision interaction, and personal information about him or herself. This would apply to coaching too and supervisors need to be aware of this. The responsibility of a coach and of a supervisor is enormous and especially so in the area of ethical responsibility and confidentiality. The individual executives, the coach and the organisations have opened their doors to an inside view of budgets, processes, vulnerabilities, strategies, career concerns, market related positioning, challenges, fears, hopes and dreams. Personal lives, careers and organisations are often at stake. There is a high moral responsibility in this interpersonal journey. Bonds of trust, openness, fragility and honesty are developed at high levels and these need to remain sacred and deeply respected. Supervisors, hold stories of the coach, the executive and the organisation, and a deep adherence to working at the highest levels according to the professional codes that exist, is paramount.

What underscores the necessity of supervision is that up to now, not many coaches have had in-depth training in coaching (Sherman and Freas, 2004) and supervision acts as an assurance for ethics, standards and professionalism. Carroll (1996) mentions that for the supervisor, acting ethically is full of complexity and ambiguity. He provides the following process for ethical decision-making: creating *"ethical sensitivity, formulating a moral course of action, implementing an ethical decision, and living with the ambiguities of this decision"*.

"A coach/mentor must maintain a relationship with a suitably qualified supervisor, who will regularly assess their competence and support their development." This is the recommendation of the EMCC's Code of Ethics, and of COMENSA's Policy on Supervision (see Section A1.10 of Appendix 1). As yet supervision for coaches is not mandatory as it is in the practice of psychotherapy and social-work, more and more coaches, however, are recognising the importance of supervision as an integral part of their practice as they begin to experience the levels of complexity that they are working with.

2.7   Obstructions to supervision in general

Both supervisor and supervisee enter a collaborative process based on the valuing of mutuality (Stolorow, 1994) or learning from each other (Wells and Bell Pringle, 2005). This approach draws on the work of developmental and relational psychology and is based on concepts of mutual regulation and reciprocity (Process of Change Study Group, 1998). A challenge to the supervisor is how to get to know how the supervisee thinks and how to unlock maximum learning.

Within the context of working within business organisations, the coaching process will come across many **obstructions** that prevent a system from facing its current reality.

These obstructions are usually self-imposed: *"Hidden and out of reach, they reside at the core of our perceptions* (individual subjective experience) *and find expression in mental models, assumptions and images* (found in the collective interior)" (Kegan, 1994). A list of possible obstructions are as follows (see Section A1.15 of Appendix 1 for details):

- disclosure;
- self-monitoring;
- managing change;
- systems;
- culture;
- power dynamics;
- lack of openness and honesty;
- developmental stages;
- the use of power; and
- game-playing, burn-out and narcissistic behaviour (Gilbert, 1995) (see Table A2 in Section A1.16 of Appendix 1).

Hawkins and Shohet (2000:153) emphasise the need for supervision at organisational levels in order to provide *"containment, holding and understanding"*. They refer to the *"bucket theory"* in helping organisations who import distress, disturbance and fragmentation throughout the system for both individuals and teams. This would also apply to business organisations for just as teams and leaders in the helping organisations need supervision to manage the obstructions and stresses of the organisational issues, so do business organisations. It follows then that coaches working in these organisations with the executives would benefit hugely from having a "helicopter" view of their work which would serve to hold the subjective experiences of the coaching relationship up for objective review.

2.8   So why supervision for coaches?!

Training institutions with a high level understanding of the complexity of coaching motivate the use for supervision as being intricately linked with the fact that professional coaches have the capacity to help bring about significant changes in their clients, their teams and organisations. At present it is the coach's own ethical responsibility, professional competence and consciousness that are acting to support and protect the clients they are working with in

order to maintain the client's safety and maintain standards. Supervision would thus serve a number of these purposes.

2.8.1   What is coaching supervision?

There is a great need for a rigour in coaching supervision research to determine its effectiveness so as to inform practice. Supervision means different things at different stages of coaching and each coach has differing needs. Bluckert (2005) suggests that supervision serves both the coach and their client, while also providing a place for learning. Bluckert also draws attention to the complexity of coaching supervision in addition to the demanding aspect of this discipline and thus it needs to be in the hands of an experienced practitioner.

2.8.2   Triangulation

One of the outstanding features of complexity in executive coaching is its multiple triangular relationships. The coach is often working with a client and perhaps other members of the board, or team. This raises certain boundary and ethical issues as well as issues around managing psychological and systemic spaces and processes. The organisation itself becomes another third party (the *first triangle*) – which forms a very powerful third force that can pull a coach into an enactment. The supervisory relationship is yet another triangle (the *second triangle*) that has to be negotiated, but one that can be extremely useful in highlighting parallel processes i.e. what happens in the supervision relationship may mirror a pattern that is prevalent in the organisation or other individual relationships.

The supervisor may be supervising a team of coaches and as such would have to be able to hold multiple perspectives and processes in consciousness and would have to have a framework that would support this complexity.

2.8.3   Essential conditions

The following are essential conditions for creating effective practice of supervision (see Section A1.17 of Appendix 1 for details). Of all of the elements below, the most important is the relationship. Although many authors do not always name it as such, all the skills mentioned below rely on it:

- Relationship (Spinelli, 2005).
- Empathy(Rogers, 1961; Kohut, 1971).
- Presence (Scharmer, 2004).
- Optimal responsiveness and conditions (Kohut,1971).
- Holding space (Winnicott, 1957).

- Being able to think with the analyst (coach) about the client ... (Bion,1962).
- Reflective practice (Schon, 1982).
- Posture of Inquiry (Carroll and Gilbert, 2004).

Kline (1999:39) states that real help consists of listening to people, *of paying respectful attention to people so that they can access their own ideas first.*

2.9   *In search of theory for coaching supervision*

The purpose of this research is thus to look for a (meta) theory that will encompass the whole spectrum of coaching and provide a basis for working with multiple perspectives and multiple levels of complexity to which coaching is applied.

A view of supervision thus far is to be able to take a number of the relevant attributes of existing theories and apply them to coaching. The challenge would seem to be how to do this with a view to real integration as opposed to being eclectic.

2.9.1   Theoretical underpinnings for coaching supervision

I proposed that coaching has a particular complexity, due to the newness of the field of coaching, its triangular relationships, the quality and standards of coaching (or lack thereof) and due to the speed of change which executives and thus coaches have to deal with the challenges of today's business arena. There is no known research on coaching supervision and any theoretical application would need to integrate many domains of practice and learning and would have to be comprehensive, rather than partial, in order to manage such complexity as already mentioned.

Throughout the research I was concurrently reading theory as part of my data collection, alongside my observation of student processes and reflections. As this progressed I began to see themes emerge through applying Grounded Theory research (Task 4 – see Section 3.3) which supported my view of the levels of complexity encumbered in the field of executive coaching. This provided the emergent theory for the needs of executive coaches in the supervisory process and my reading of integral theory provided an approach by which these needs could be addressed. In light of this I put forward a brief outline of the major components of integral theory and practice as a proposed theory for the use in supervision for coaching.

2.9.2   Integral Theory

Coaching, it would seem, has been part of an evolutionary process that is responding to a shift in individual and organisational consciousness. What emerged from my readings and the research was that a way to map the territory, which in this instance is the supervision of coaching, could be through an integral perspective put forward by Ken Wilber. This theory was created through *"cross-cultural comparison of most of the known forms of human inquiry"* (Integral Institute, 2004). Wilber's work is at present the most comprehensive all-inclusive body of knowledge about human potential (see Section A1.18 of Appendix 1 for a very brief history).

An integral map is a *"pointer to potentials that people already possess but perhaps are not fully utilising or expressing"* (Integral Institute, 2004). (This could be included in a definition for coaching!) As such it provides any thinker with an informed, comprehensive and effective way to deal with specific problems and their solutions. It can also be referred to as *An Integral Operating System* (IOS) through which the most effective *programmes* for understanding situations can be run. It provides a language with which various disciplines can communicate.

The Integral University uses this map or IOS to facilitate and *"dramatically accelerate cross-disciplinary and trans-disciplinary knowledge"*. The practice of supervision demands working with professional coaches who come from a variety of disciplines, with various, models, levels of understanding and from diverse cultural backgrounds. The use of such a map could thus accelerate ways in which to manage and formulate all this difference.

This map includes five major elements and these are referred to as the quadrants, stages/ (levels), lines, states and types. These are not merely theoretical concepts but they *"are aspects of your own experience, contours of your own consciousness"*, (Integral Naked, 2003-4) making it accessible to everyone. Each of the levels, lines, types, and states of consciousness can be mapped onto these four quadrants (Wilber, 2000b). This model is sometimes referred to as *"all-quadrant, all-level or AQAL"*, for short.

The map would provide a compass through the landscape of supervision. This perspective would thus take the stance that while there are many excellent bodies of knowledge in the world providing a single perspective of supervision (refer to models already mentioned), these are likely to be limited in the understanding of the whole experience of the individual or of the collective. As was evident in my literature review, any one of the existing models of supervision could be taken and adapted to the field of coaching, but this would exclude others models and views, each of which have something important to contribute.

Wilber (2000b:36) describes everything in the universe to be composed of "holons", entities that are a *whole* part of some *whole*, and as such forms a *holarchy*. An individual is thus part of a team, which is part of a department, which is part of an organisation, and so on. A leader's job would therefore be to integrate individuals into a team, and a team into the organisational whole. A coach's job might be to work with a leader to this purpose. To do this optimally, the leader and the coach would have to be able to manage their focus of attention (Scharmer, 2004) and the process of having a supervisory partner for the coach would facilitate this more effectively than operating on one's own.

2.9.2.1 The four quadrants

The four quadrants refer to the quadrants of experience – a whole with four part-wholes (see Figure 1). Wilber (2001a) identified the individual, subjective, intentional (upper-left quadrant – ULQ) which would include thoughts, feelings, values and beliefs; the individual, objective, behavioural (upper-right quadrant – URQ) which would include body functions, behaviours, skills, and physical competencies; the social (systems), interobjective (lower-right quadrant – LRQ) which would include the environment, strategies, mission statements, models of practice; and the cultural (world-space), intersubjective (lower-left quadrant – LLQ) which would include relationships, group values, beliefs, ethics and processes. The left quadrants relate to the interior or subjective world. These can only be understood by talking to people and cannot simply be observed. These interact with the exterior or objective experiences – which can be studied empirically and are represented by the right quadrants. The individual and collective also continuously interact with each other.

Modernism with its empirical and scientific dualism split explained the mind purely through the right quadrants, which is a single perspective. Consciousness, feeling, thought and awareness (left quadrants) were not taken as viable or reliable truths for explaining experience. This reliance on the right quadrants as the measure of organising experience has been the downfall of transformative work in organisations and with individuals and with traditional forms of supervision, for if the focus is only on the exteriors no amount of reorganising will result in an explanation of the mind or the cultural value world space, the understanding of which will bring about real change or development.

The integral approach would suggest that these quadrants operate in all cultures and as such operate in all people in any event. Therefore, when we are working – supervising or coaching individuals and working in organisations, to not include all of the quadrants in our understanding, would be to have only a partial view of the whole. I propose that the supervisor would need to utilise all of the quadrants at all times in helping the executive coach to optimise his or her client's potential and skills. (For an example of its use, see Section A1.19

in Appendix 1). The integral map includes the passage of each individual and organism through a number of developmental levels or stages. For the individual these would include cognitive, emotional, moral, interpersonal, psychosexual development to name a few of the stages. These could be applied to teams and organisational make-up as well.

Figure 1   The four quadrants
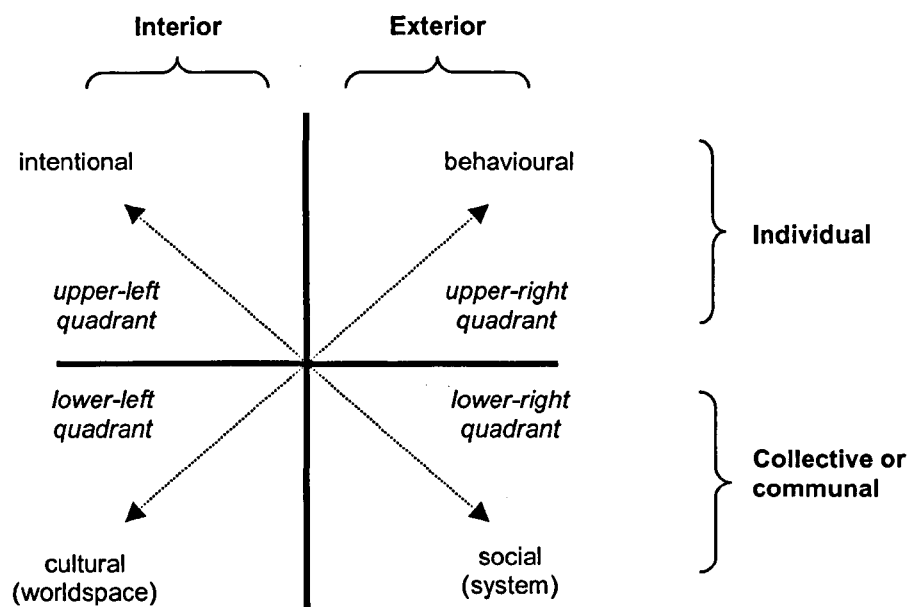
Source: Wilber (2001b:65)

Use will be made of Ken Wilber's integral four-quadrant model throughout this research paper. The research will demonstrate how the process of supervision can be moved through all Wilber's quadrants in a dynamic way. The research will propose that the coaching supervisor can use the model to shift the coach from informational learning to transformational learning, or learning that changes the very form of one's mind, making it more spacious, more complex, and more able to deal with multiple demands and with uncertainty (Kegan, 1994).

2.9.2.3   Developmental stages or levels

Wilber has tracked the development of consciousness by identifying different levels or fulcrums of consciousness, all of which he considers essential for the understanding of human experience. As the more superficial layers of the Self are peeled off to expose increasingly deeper and more profound waves of consciousness – this evolves in the emergence of ever

greater potentials which therefore lead us forward and shows up as future evolution and growth (Wilber, 2000a:100). The self-system (see Section A1.6 of Appendix 1) has the job of balancing and coordinating all the self-stages (Wilber, 2000a; Kohut, 1971). This is a useful means by which an assessment for readiness for coaching and coaching progression can be made, as well as being a useful guide to identifying blockages to move forward.

The diagonal lines in each quadrant mark the stages (milestones) of development (both ontogenetic and phylogenetic). For example the upper-right quadrant could map out the neural cord, the reptilian brain stem, the limbic system, the complex neocortex, and the more developed correlates of the brain's physiology. These could be correlated with the upper-left quadrants through perception, impulse, emotion, symbols, concepts, concrete operations, formal operations and vision logic. The lower-right quadrant could indicate milestones in the social systems of societies with division of labour, groups, or families, tribes, tribal villages, the early state or empire, the nation state and the planetary system. The lower-right quadrant line deals with the exterior of social aspects of human interaction, including forces and modes of production, legal codes, etc. These could be correlated with the worldviews such as archaic, magical, mythical, rational, centauric, etc and could also include interpretative meanings, cultural meanings in general, collective and group identities (Wilber, 2000a; 2000b; 2001a).

Developmental stage theory and its correlate representation would serve to enable the supervisor to make an assessment of the client and the team or organisation's levels of maturity, consciousness and capacity to manage complexity.

The work of the developmental theorist is charting the progress through these stages is invaluable to the coach and supervisor in understanding how people and organisations can be at different stages while executing a task. This could be done from the position of for example, agency (utilising masculine energy or typological traits of goal setting) or communion.(feminine energy or typological trait of relationship). Wilber (2001b) refers to identifying the *centres of gravity*, i.e. what level the individual (or organisation) is operating from and this would be determined from which quadrant, stage, line, type and state an individual or organisation orient

2.9.3   Kegan's Orders of Mind

Robert Kegan (1994) has been a pioneer in applying developmental *theory to adult life and work challenges*. His work on stage theory (referred to by Wilber as levels or stages) highlights some of the levels at which people and organisations operate. He makes a distinction between *"informational learning"* and *"transformational learning"* – the latter of which occurs when we can step back and reflect (Schon, 1987) on something that used to be hidden or taken for

granted: transformation happens not only in the way one feels or behaves with change but in the way one *knows*. It is a way of taking things from subject to object and this happens when we take hidden assumptions, bring them to the surface and examine them. The skilled coaching supervisor would be working with these reflective skills to help a supervisee examine their coaching.

Kegan identifies **five developmental level/stages or** *"orders of mind/consciousness"* (see Section A1.20 of Appendix 1). Each order identifies a way of operating in the world, of making meaning and represents a qualitative in complexity from what we have already learned and builds upon that.

Supervision is also this – the coach is helped to bring to the surface things that are hidden both from himself, his client and possibly the organisation. This requires a shift in attention to allow insights to be held out as an object to be examined instead of reabsorbing it as subject again and this would require higher order thinking.

2.9.4 Spiral dynamics

In order to manage the diversity and complexity of today's executive coaching environment there is a need to understand our individual thinking, our being and our value sets as much as there is a need to understand the worldviews operating today. This is imperative for leadership and as executive coaches, these would constitute the supervisory space. In order to understand others, coaches (and leaders) need to understand their values and needs – to be able to see the world as others see it (Integral University, 2002).

I have included the use of spiral dynamics as a powerful and effective tool to map out human thought systems. It has been tested on more than 50 000 people in first, second and third world countries. It is based on what Beck and Cowan (1996) called *"memetic codes"*. Through using these codes insight can be gained into *"thought DNA"* of an individual and the *"cultural DNA"* of an organisation. These blueprints serve as useful indicators of and predictors for behaviour and aid in making assessments and open up ways for understanding (see Section A1.21 of Appendix 1 for an overview of Spiral Dynamics)

Beck (1996) has colour coded these stages and he proposes that a spiral vortex depicts the emergence of *human systems* (ways of thinking and behaving) as they evolve through increasing levels of complexity. As we move through these stages we develop responses to cope with the context that we are in and these responses form the basis of our values set (McNabb, 2005). These will then affect our environment and as the environment changes so we have to develop a new set of values which are a response to the challenges of that time.

Wilber (2000b) refers to this as *transcending* – moving to the next stage; and *including* – taking that which is useful into the next developmental level. This facilitates optimal development in and of each stage in the evolutionary process. Each system of values reflects "how" people think not "what" is being thought. Thus the system reflects *ways of thinking* not *types of people* and is thus an extremely useful tool in depersonalising the work coaches do with people and it is critical that a supervisor would help the coach to develop this reflexivity. This becomes an effective tool for working cross-culturally, with individual and with organisations.

2.9.5 Developmental lines

Likewise, human beings also have many developmental lines (Wilber, 2000a:28-32) (or streams of consciousness) such as the cognitive lines, moral lines, emotional/self lines and the psychosexual line etc. that unfold in the various levels or stages of development. These lines of development are representative of the most important intelligences and can be shown on a *psychograph* (Figure 2). These are different for each person and at each level or stage of development.

Working from an integral perspective would cover the "what" and "why" and some of the "how" of coaching supervision. But the "how" of coaching supervision is also the question of process, while we can identify the "what", that is, what it comprises of, "how" to do supervision in the room in a way that is relevant to coaching at high levels of complexity requires a look at other theory as a possible way through this.

Figure 2   The Integral Psychograph: Lines of Development
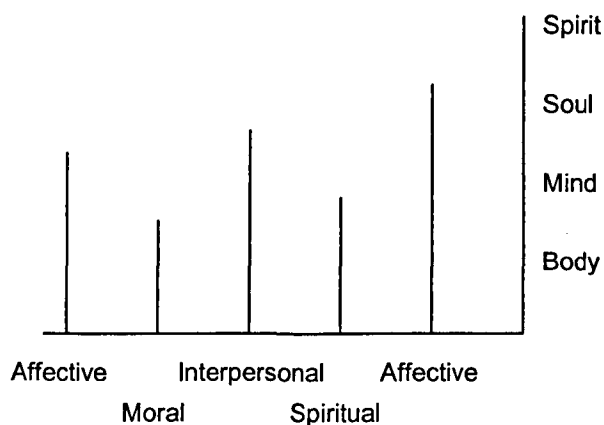
2.9.6   Scharmer and the U-process

A question of how could Wilber's integral theory and the model actually is used in the room during supervision. A possible way is to look at Scharmer's (2004) U-process (see Figure 8 in Section 5.7.5) which could act as a tool for managing the supervision process. Senge *et al.* (2004) also offer an expansion to existing **learning theory** and his work has links with integral thinking and process.

In order to take learning to a deeper level – the supervisor needs to have a "quality of attention" that will "shift the inner place" from which the coach functions. As coaching – especially that which we call transformational coaching – coaching that shifts the inner place from which the leader or executive works – requires facilitating a process of learning which is not just about an add on of a skill but is also transformational. By this I mean a developmental process, whereby the client can shift that inner place from which he or she functions.

Scharmer identified a blind spot in leadership theory, in the social sciences and the everyday experience of social reality. This blind spot is that inner place which is the source from which the leader or executive operates – the individual's *personal operating system* (Pampallis Paisley, 2004) and about which little is known. To manage this blind spot a change needs to occur in what Wilber calls the interior condition (upper left quadrant), and in the cultural and world spaces (lower-left quadrant), in order to change the external reality of the Right Quadrants. Up until recently leadership and change interventions have been addressed predominantly to the Right Quadrants, for effecting change through changing behaviours or systems while omitting to work with the interior conditions of the self or of the organisation. To do this it is suggested that what is needed is a change in the way leaders think and this requires *presence* and a new way of learning in order to respond to the future.

The methodology brings about a new social reality and is dependent on the *structure of attention* of the intervener. How we are in the world is dependent on how we pay attention to the particular relationship between self and the world. Scharmer (2003) has identified *seven archetypal field structures of attention – seven gestures linking the world and self – that map the territory of the blind spot*, which will help access future possibilities (see Section A1.22 of Appendix 1).

In order to achieve high level coaching one of the core skills is listening. Scharmer (2003) has identified four ways of listening. The first is about confirming our judgements called *downloading*; the second is about confirming *factual* knowledge; the third is *empathic*; and the fourth is *generative*. It is during this last type of listening that the listener slows down, becomes quiet, and present. It is in this state that new awareness and knowledge or solutions can emerge. The supervisor and the thus the coach needs to develop a capacity to distinguish

between all four types of listening in order to allow for learning to emerge in the supervision process (and in the coaching process) that is, getting to experience generative listening allows for deep change to take place – it allows for a shift which may be subtle – but can allow future options to emerge.

Supervision helps the coach to bring to the surface things that are hidden both from himself, his client and possibly the organisation. This requires a shift in attention to the particular relationship between the coach, the executive and the organisation. The whole field must be seen and sensed to allow for insights which can thus be held out as an *object* to be examined instead of reabsorbing it as *subject* again (Kegan, 1994) thus releasing the coach and the client from reenacting old patterns of behaviour, and thus affecting change.

2.10   Summary

This chapter has explored elements of coaching, some of its similarities and differences to therapy (and counselling), existing models and theory of supervision and coaching supervision, and has proposed the use of integral theory as a possible application to coaching.

Applying this to the supervision of coaching would mean looking at a coaching intervention and identifying all the important variables that are operating or contributing to the situation through the lens of the four quadrant framework. An integral approach (AQAL) would look at all quadrants, stages of development, lines of development (states and types) and draw equally on what may be showing up in the interior and exterior domains of the individual client/ coach and the organisation in which the coaching is taking place. Through using the U-process, the supervisor could help the coach to draw on an individual's emotional intelligence (upper-left quadrant) and how it shows up in his or her behaviour (upper-right quadrant), as well as looking at the collective values of an organisation (lower-left quadrant) and, for example, its communication networks (lower-right quadrant) or the way in which the values and vision statements have been systematised (lower-right quadrant). The integral approach of supervision would incorporate all these aspects without judging either to be more important than the other, as all of them would be affecting and contributing to the present situation and thus any transformation process would need to take all of them into consideration.

As theory is considered to be data in GT research, it is useful to map the existing models of supervision onto the AQAL framework. Some would fit into three of the quadrants with Carroll's Five Stage Model (1996) possibility fitting into all four. This model, and for example, Stoltenberg's and Delworth's (1987) model, embrace the dimension of developmental stages. Other models deal predominantly with tasks, while some mention

context. Inskip and Proctor's (1995) model, has been used to address culture, but none of the models include all quadrants, all lines, all stages, types and states of experience. Nor do these models provide a comprehensive theory which integrates learning theory or the demand for a new way of looking at learning due to the needs of our present day environment, from which they can operate.

Many approaches to working with individuals (and organisations) have a propensity to leaving out one or more of the quadrants or other dimensions. Likewise with supervision models that have been taken from the humanistic disciplines, there is a tendency to focus predominantly on one or two of the quadrants depending on the framework: e.g. the supervision of psychodynamic psychotherapy would focus on the **upper-left quadrant** for its understanding; cognitive behaviour therapy would focus predominantly on the **upper-right quadrant** with some attention to the **upper-left quadrant**; family systems therapy would focus on the **lower-left quadrant** and to some degree how that is showing up in the **lower-right quadrant**; but none would take into consideration all the quadrants and all the domains of the map of consciousness.

It follows that because of the complexity of the areas in which coaching operates, the coach and in particular the coaching supervisor, would benefit from the integral approach in order to see the larger picture and thus significantly enhance effectiveness of understanding and performance in the world of business.

Chapter 3

Research Methodology and Approach

3.1 Introduction

This chapter describes the overall research approach and methodology, data collection, and justifies its use for this project. I integrate the methodology with literature on supervision and theoretical perspectives based on integral theory. Phenomenology and Grounded Theory Research were the methods of choice for this research.

3.1.1 Rationale

- A model or theory that is particular to the supervision of executive coaches has not yet been published

- There is thus a need to understand what phenomena are relevant and particular to this field

3.1.2 Research Questions put forward in my research proposal

- What is the purpose of coaching supervision?
- What is the same or different from counselling or therapy supervision?
- What elements are particular to coaching and what evidence is there for this?
- Does a coaching supervisor have to access multi-models so as not to impose a particular model or frame on the coach?
- Does the model have to be made explicit?
- Do coaches use supervision for model development, or for understanding the client, or themselves – or as continued professional development?

3.1.3 Decision for choice of research approach methodology

A primary presupposition for this research was that the known forms of supervision as applied to the socio-psychological disciplines, or existing coaching models, are inherently applicable and transportable into the domain of supervision of executive coaching. A result of this research demonstrated that this was an **adequate but partial perspective and as such, not complete**, especially when taking the complexity of coaching into consideration. It also suggests that coaching is the same as other helping professions. **While it shares many similarities this research established some important differences.**

A research survey indicated that no known published qualitative or quantitative research had as yet been done on coaching supervision. With this in mind, finding a research methodology that would support the investigation into supervision as applied to coaching, led me to use a Phenomenological approach in identifying the phenomena in the initial research Tasks 1,2,3 and then to use Grounded Theory for the practical research task (Task 4), to see what phenomena were particular to executive coaching supervision. One of the results of this research is that as I uncovered both data and phenomena through engaging with the research tasks, I realised, as mentioned in the previous chapter, that there were many correlates with integral theory. I have therefore chosen to discuss the use of GT and its correlation with integral theory as I write up this research report.

3.2   Context

This research took place in the context of the academic programme for the study of executive coaching with *i-coach academy* in South Africa. The students were doing their studies in a professional Masters or Doctorate degree in executive coaching through the International Centre for the Study of Coaching in association with Middlesex University, London. The Doctorate students were engaged in the roles of supervisors, a role allocated to them based on their life/work and academic backgrounds, their coaching experience, and as part of the course structure.

The structure of the course involved 12 learning modules over the course of two years each of which were followed by a supervision day. Data for this research was attained through observation, note-taking and through personal reflective journal notes from the students, informal interviews with coaches and supervisors, and a supervision intervention in a national organisation, through questionnaires and from theory.

3.2.1   Motivation

I undertook to do research into the supervision of executive coaching as part of the requirements for my professional Doctorate in executive coaching. I had enrolled with i-Coach Academy and the International Centre for the Study of Coaching at Middlesex University. The current Doctorate students on the programme were engaged to facilitate supervision for the master's students doing their degree in executive coaching on the same programme and these provided the core of my subject samples. There was an intake of 26 students in total during 2003, and in 2004 there were 30 students. With the drop out rate there were 39 students in total in the second year. Of these, 25 were actively involved in coaching executives and the others were starting coaching in this domain.

In the second year of study I designed, facilitated and managed the supervision for the programme. This provided a fertile research ground for this topic which is imperative to the development of this profession. The students' backgrounds ranged from various business and organisational enterprises, to law, media, NGOs, universities, psychology, human resources, and professional consultancies, and there were varying degrees of coaching competencies. I had exposure to the highly qualified faculty which included Prof. Mike Van Oudtshoorn, Prof. David Lane, Dr Richard Oxtoby, Bob Lee, Dr Bruce Peltier and Prof Ernesto Spinelli, all of whom were experienced executive coaches. In addition I was able to access a number of professionals and academics in the field (secondary samples) through my connection with the South African Coaching Community and the European Mentoring and Coaching Council, and with a wide range of psychologists and supervisors to support my findings and check these through questionnaires and discussions. These provided additional samples from whom I obtained data.

3.2.2   Research samples

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3.2.2.1 Primary sample

In total there were 39 students who had originally been asked to participate in my research. Of those, 21 Masters and seven Doctorate students participated. All were coaching senior managers or executives. This gave me access to notes from 28 students involved in the study and research into executive coaching.

3.2.2.2 Secondary samples

Throughout the research, and GT's constant comparison of data, I took opportunities to test the emerging ideas with related groups of people and individuals working in the field of executive coaching both nationally and internationally, psychotherapy and with supervision of either or both coaching and psychotherapy. This additional information was used to strengthen the emerging theory with respect to **validation and reliability**.

3.3   Key tasks

The purpose of this qualitative and phenomenological research was to investigate coaching supervision in the context of executive coaching, in order to identify the phenomena necessary for this and thus work towards proposing a theory and framework particular to this context. Different phenomenologies were used for each of the following tasks:

- **Task 1.** I looked at the practices of executive coaching and psychotherapy (see Chapter 2); through the use of existing theory, written texts from various authors and my research participants, conversations, informal interviews and through the use of my own experience, to determine what phenomena (see Table 3 in Section 5.3) were similar or different. Thematic aspects such as core conditions, skills, philosophical stance, intentions, and outcomes, depth of work, culture, and learning approaches were identified.

- **Task 2.** I conducted a literature survey which looked at a number of existing supervision models to determine the **phenomena** particular to the existing practices of supervision. I identified key themes and issues (see Tables A1 in Section A1.11, A2 in Section A1.15 and A3 in Section A1.17 of Appendix 1, and Table A8 in Section A2.5 of Appendix 2) in the texts that would later be used as a comparison with the data from Task 4. (**NB: The research did not set out to compare supervision models** *per se*.)

- **Task 3.** Through the use of a qualitative phenomenological approach, and bearing in mind that Glaser (1992) stated in his GT approach that *"all is data"*, I concurrently researched a range of theories through my readings (see Chapter 2) to identify theoretical phenomena particular to the field of executive coaching which would inform the development of a possible theory and framework which would be applicable to that of coaching supervision.

- **Task 4.** I concurrently collected data through the process of observation and analysis of various supervision and coaching activities and reflective notes, which emerged from my primary sample participants during this phase of the research. At this point I applied Grounded Theory to an in-depth practical research task using my primary subjects to illicit **primary data** (see Section A2.2 and Tables A4, A5, A6 and A7 in Section A2.5 of Appendix 2). This was then used to determine what phenomena were relevant to executive coaching needs for supervision. The data was organised (see Table A7 of Section A2.5 of Appendix 2) through a rigorous and systematic encoding system according to GT (see Section 3.4.7 below).

- **Task 5.** These **phenomena** were then compared with the **secondary data** (Table 12 p 200) that emerged from Tasks 1, 2, and 3 to see what emerged as similar or different. This (and Task 6) fulfilled the requirement of GT for continual testing of emerging theory by reference to other research of factors that affect the study.

- **Task 6.** I corroborated these **findings** through triangulation by using questionnaires and informal, interviews in order to come forth with final recommendations and conclusions.

3.4   The research design

My intention, according to my understanding of Husserl's concept of *intentionality* (in Spinelli, 1989:11), was to set out to make meaning of various phenomena which I had identified through this research and which could then be translated into an understanding of supervision in the context of executive coaching. This required translating raw "data" primarily through my interpretation, but also through the interpretations of my participants about supervision. A phenomenological approach was chosen for the first three tasks which required a method of obtaining multiple perspectives and perceptions of what constitutes executive coaching and psychotherapy; different perspectives of existing supervision approaches; and an exploration of various theoretical perspectives, supervision and integral theories were explored in depth. This approach seeks to describe rather than explain and requires that the researcher starts from a perspective free from hypotheses, an appropriate approach for the first three tasks.

I also wished to gather in-depth information through the inductive methods of informal interviews, discussions, participant observation, reflective notes, and to a large degree, written theoretical texts, in order to gain personal insights that might challenge existing and generalised assumptions on coaching supervision that I was coming across. I attempted to challenge some of the perspectives which I and others had put forward in thinking about this research (see Section 3.2.1).

Although Husserl (1983) suggested that a phenomenological approach starts from a perspective free from hypotheses or preconceptions, I would tend to agree more with recent humanist and feminist researchers who refute this, and acknowledge that my own and other's bias impacted on the interpretations made in the findings. However an attempt was made to keep this to the minimum through the re-iterative processes applied. (This has ramifications for the argument for the use of GT as construct or perspective based as discussed in Section 4.1, but the constraints of this research does not allow for a full critical discussion of this).

A **critique** of this method is however, the large amount of fairly disorganised information that I accumulated which was very time consuming to read through and to organise into themes and issues (for example, see Sections A1.15 and A1.17 of Appendix 1). A challenge was to represent the data as accurately as possible so as to be ethically aligned. Using this wide-based approach, however, allowed me to gain a broad and in-depth sense of the literature and viewpoints which were used as "grounding" for the practical research mentioned in Task 4.

3.4.1   The use of Grounded Theory as methodology

Grounded Theory describes a qualitative methodological approach to the generation of theory which is *inductively* derived from the study of the phenomena, "supervision of executive coaching", that it represents in this research (Strauss and Corbin, 1990). The theory is generated through the research and refers to those outcomes that determined the particular needs and conditions relevant to supervision for executive coaching. This is *grounded* in the emergent data and patterns from the phenomenological data attained from the first three tasks which are based on existing theories of supervision and as such are not based in the abstract (Glasser and Strauss, 1967). It is important to **note** that during the data collection stages I entered this research with minimal preconceptions and the hypothesis were created and revised as the research progressed and my exploration of theory developed. This provided a base from which the **primary data** obtained from the practical GT research **Task 4** could also be grounded. These phenomena were developed and provisionally verified through a systematic process of data collection (see Sections A2.2 and A2.4, and Table A4 of Section A2.5 of Appendix 2) and data analysis which all formed a reciprocal relationship with each other (Strauss and Corbin, 1990).

GT was the method of choice for Tasks 4 and 5 of this research as it needed a particular rigour to support the criteria for validity and reliability. To meet these criteria GT uses a:

- Systematic procedure to analyse data or phenomena obtained from the research subjects through which an inductively derived grounded theory emerges.

- The focus was on insider perspective which refers to my position as a student, an executive coach, a supervisor and as a researcher within *i-coach academy*.

- What emerged was based on the subjective experience of the students in the executive coaching programme and their experiences of coaching and supervision.

- This data was cross-referenced with input from other coaches and supervisors who were part of the comparative samples and supported the need for triangulation and validity.

- Their combined experience of supervision as applied in a coaching context was explored and organised into categories and themes.

The richness, complexity and diversity of working with coaches from different backgrounds, with different experiences and knowledge, using multiple models, and within a diverse sociological environment in the context of South Africa, makes a qualitative approach applicable to this research project.

Barney Glaser and Anselm Strauss (1967), both sociologists, introduced GT as an alternative to the more quantitative and scientific methods of inquiry into research. Its use can be seen as a reaction to the dominant positivist tradition of *modernity* (Wilber, 2001a:48) which holds a particular *masculine*, logical-deductive, and scientific stance, often seen as "grounded" in a patriarchal and thus *dominator* hierarchical position. Though this stance has value, it presents a partial view according to Wilber (2000a). Wilber's development of the *four-quadrant model* was a reaction to the modernistic and scientific reductionism, and perhaps coaching too is a reaction to the objectification of people within organisations. Wilber included the value of *interpretation* of the subjective experience through the addition of the left-hand quadrants in addition to the rational behavioural aspects of the right-hand quadrants (Figure 1). Both phenomenology and GT have as its base the value of the interpretative aspects of subjective experience as a legitimate claim to research and GT honours the need for the rigour of a methodology that can act as a source of measurement or verification through its systematic coding process.

I saw a strong parallel between the GT methodology and Wilber's development of integral theory. Both share a developmental and inductively derived approach to research and hold a perspective which seeks to look at multiple forms of information in a rigorous and structured manner. This serves in determining relevant thematic analysis and a resulting theory: in the case of Wilber, his integral theory and in the case of this research, a theory for supervision of executive coaching.

A key proposition in integral theory is the focus on evolutionary processes and the emergent theory obtained from the application of GT could be viewed similarly. From a great deal of somewhat chaotic data about coaching supervision, with seemingly disparate connections, some sense of order evolved through the systematic coding process and the emergence of

themes which could *transcend* and *include* (Wilber, 2000b) that which had gone before. This process of incorporation of ideas, themes and phenomena, led towards a greater awareness, consciousness and understanding of the research area of supervision and coaching.

There are arguments against taking Glasser's approach to GT. I make reference to Kelly's (1955) theory of Personal Constructs which suggests that we experience the world through a system of personal interpretations which we place upon an event or experience. The constructivist view asserts that not only is there no objective reality, but even our subjective realities are changing all the time. It would have been entirely possible to view the findings of this research through the lens of Personal Construct Theory but then it could run the risk of falling into what Kathy Charmaz (2000) called *Constructivist Grounded Theory* and against which Glaser vehemently argued. He holds that there is no such thing as Constructivist Grounded Theory. Glaser stated that GT is a *"perspective-based methodology"* (Glaser and Strauss, 1965) and that these perspectives would vary according to different people and though this was evident in the research data I am not entirely convinced. My experience is that these perspectives are part of our subjective reality and are changing all the time!

3.4.2   Multiple perspectives

Every development of subjective theory constitutes a system of statements regarding the meaning of such theory. This is no different for supervision of coaching whereby continuous debates were engaged in by the research participants. By its very nature, my own reality and that of the participant's, preceded our intellectual engagement with the research problem. I saw both GT – and the integral approach – as a way to manage these individual and multiple perspectives. Glaser states that the researcher will raise these perspectives to an abstract level of conceptualisation whereby underlying patterns or theory arises. This is evident in the emergence of the various themes that came out of the research (see Table A7 of Section A2.5 of Appendix 2).

The aspect that distinguishes GT from other approaches in qualitative analysis is the emphasis on theory generation as the final output of the research (Strauss and Corbin, 1994); and in this project this refers to developing a theory for supervision in coaching. This process is part of the *"analytic induction"* so characteristic of GT. The data collection methods demonstrates this process each task laying a foundation in itself upon which the next was built in order to get to a base which informs the investigation of the is built on from the data which emerged from Tasks 1, 2 and 3.

3.4.3   Grounded Theory versus hypothetico-deductive methods

I could have applied a traditional, hypothetico-deductive method to this research, but this would have meant taking the statement that "supervision, as it is known in the helping professions, is equally applicable to that of coaching", as a given and in doing so, this research would **not have concerned itself with the creation of new theory or possibly dealt with the level of complexity involved in executive that was evident from the results**. It would also have meant that I would have only been using a traditional logical scientific method which would have, according to integral theory, been partial. GT combines both an interpretative (left quadrants) and a systematic (right quadrants) approach which is holistic and comprehensive.

A hypothetico-deductive method would also have meant that the focus and concern for this research would lie in its justification or validation. Glaser and Strauss (1967) **level two criticisms** at this type of theorising; claiming that it grossly exaggerates the place of theory-testing in science, and it denies that *inductive reasoning* can formulate theoretical ideas. Haig's (1995) discussion on GT is, I feel, pertinent to this research, as he states that both hypothetico-deductive and GT approaches fail to distinguish between data and phenomena. Haig (1995:3) claims that this leads to a *"misleading account of the nature of science"*, as he claims that it is phenomena and not data which theories are formulated to explain or predict, and that it is *phenomena* which are grounded in GT and not *data*. For Haig, phenomena are described as *"relatively stable, recurrent general features"* and comprise a *"varied ontological bag"* and sometimes referred to as processes, states, events and objects. They are not generally observable. Any noteworthy discrepancies are called "effects". Data, on the other hand, are viewed as not being stable or as general. Haig (1995:3) describes them as *"recordings or reports that are perceptually accessible"*, are observable, open to public scrutiny, and serve as evidence. He also states that the reliability of data is the basis from which the existence of phenomena can emerge.

I see this as further alignment of the theoretical underpinnings of GT with integral theory, and is evidenced by the common language that is used. Phenomena would thus refer to those which occur in the individual or collective interiors of the four-quadrant model and as such are intangible. Data would refer to the individual and collective exteriors and are the observable and tangible manifestations of the activity of the intangible and interpretive domains (Wilber, 2000a). Phenomena of the left-hand quadrants could be present in the various stages, levels, types and states – the other dimensions of the full integral map or AQAL (refer to Section 2.9.2), and these would have their correlates in data that shows up in the right-hand quadrants.

This perspective supports the position of integral theory which states that any single perspective, such as scientific behavioural methods based only on the observable, and which

exclude interpretative subjective experience, is likely to be partial and perhaps even distorted. This would support the *flatland* view that only the right-hand quadrants are real or the "truth" (Wilber, 2000a:70). Wilber sees great value in empirical science, but that it is *scientism* which is of concern, as the latter fails to integrate science with consciousness, morals and art. Coaching and hence supervision, is in my view an art form, demanding both morality and tangible scientifically researched processes to measure and verify the practice. Hence there is a need for multiple perspectives in order to gain a more comprehensive and holistic understanding of reality and an integration of both left (the psychological creation of theory), and right-hand (the scientific rational and verifiable) quadrants. The psychological creation and Wilber's (2000b) stance is inclusive of what is relevant to understanding human experience, and that to use only one perspective, for example, a single particular supervision model, while valuable, is limited. Therefore many perspectives, including the reciprocal relationship with theory and data, are essential.

The use of observation of phenomena (left quadrants) while concurrently collecting data (right quadrants) was a critical activity for me as a researcher. This view supports my constant reference to a variety of theoretical perspectives, which I viewed as additional data throughout the research.

3.4.4   The use of good theory

Fransella and Reed (1998) state that *"theory is a way of binding facts together so that they mean more than the individual fact itself"*. This would be true of both integral theory with regards its position on holarchic part-whole relationships (see Chapter 2) as well as the rigour of GT which seeks to rise above one-sided perspectives. Fransella and Reed state that theory comprises formalised ideas that may be used to explain phenomena or processes not yet thought of at the time the theory was constructed. Such theory will then inform future action. In trying to understand what theory might be applied or be relevant to the research, as well as to the generation of specific coaching supervision theory, the outcomes of this research were able to inform future practice in this field.

3.4.5   Primary requirement for good GT

Strauss and Corbin (1990) state that there are four primary requirements for judging a good grounded theory. These are:

- it should **fit** the phenomenon, provided it has been carefully derived from diverse data and is adherent to the common reality of the area of research;

- it should provide **understanding**, and be understandable;

- because the data are comprehensive, the theory should provide **generality**, which means that it covers sufficient variation in the data, and is therefore abstract enough to be applied to a wide variety of contexts; and

- it should provide **control**, in that it states the conditions under which the theory applies, and describes a reasonable basis for action.

As the research progressed, my analysis of what was emerging from the data was concurrently compared and contrasted with relevant theoretical perspectives. The research into integral theory and GT led me to see commonalities emerge between the two. The GT perspective also seeks to validate what I see as the *feminine*, creative aspects of the subjective through the use of inductive methods, which in turn lends itself to interpretation and a view that is *"grounded"* in a comprehensive, holistic and thus integral exposition of supervision and by association, of coaching.

3.4.6   Participant processes

When the student participants met in supervision to work on their learning and professional situation, they exposed themselves to the *social dynamics* (Schmidt, 2002) intrinsic in such a process and demonstrated behaviours (**exterior; right quadrants**) which reflected their **interior (left quadrants)** field of experience. The participants experienced, deconstructed, reflected, conceptualised, and reconstructed their personal and professional reality within the supervision situation (Kelly, 1955).

The activities as an insider researcher required for investigating coaching supervision included **observation, participation, conversation and reflective note-taking**. I observed and interpreted intangible (left quadrants) processes and used these phenomena as a source of data alongside the tangible data (right quadrants) collected in the form of note-taking and reflective journals. This supported a qualitative analysis of the data, the emerging phenomena, and the generated theory from an insider perspective. Babbie and Mouton (2001) describe the goal of qualitative studies to be that of describing and understanding, rather than explaining human behaviour. According to these authors, qualitative research also refers to a broad methodological approach to the study of human interaction.

The qualitative basis for understanding human processes, phenomena and meaning, and hence developing theories related to this is supported by reference to the sociologist Blumer (1969) who stated that human beings respond to things based on the meaning they place on such things (events). This meaning is derived from social interaction, and modified through *"interpretive processes"* (Husserl in Spinelli, 1989), and which constitute the components of the left quadrants, by the person dealing with such encounters. The constant comparison acts

as a check against possible bias. This research is concerned with the subjectivity of supervision knowledge as applied to coaching. The systematic process of the research methodology, however, minimises this subjectivity.

My training and experience created a certain expertise and consciousness which contributed to an understanding of the constraints of this research. The subjective phenomenological world that is explored in this research is processed through the intensive procedure of GT methodology to gain a relevance that meets the criteria for validity and reliability (the scientific right quadrants) and will thus be able to be generalised to the specific population of coaches and coach supervisors. On the other hand, I also needed to be guarded against insider researcher bias.

3.4.7   Methodology for GT approach to Task 4

- All of the **primary data** (see Section A2.2 of Appendix 2 for sample) from the primary samples were transcribed into note form. Through familiarisation with the data it was organised and indexed for retrieval and identification through an **open coding** system. These were coded along the margins through a keyword index and using multiple colour pens (see Section A2.3 of Appendix 2).

- Sensitive data was **anonymised**, i.e. names and distinguishing descriptions were eliminated – this served to support confidentiality. Example: (*idp*) (see Section A2.2 of Appendix 2).

- As themes and various phenomena (see Section A3.7 of Appendix 3) emerged the **concepts** were delineated through the process of **axial coding**. This allows for the conceptual emergence and identification of broad themes which in turn are constantly related to others through a **refinement** of the coding schemes. These were tabled (see Table A4 in Section A2.5 of Appendix 2). This gave rise to core concepts applicable to the research topic. This was done with the idea that the frequency of occurrence as shown by asterisk (see Section A2.2 of Appendix 2), would suggest a level of importance or priority concern. These notes were then cross-referenced with notes from the additional samples.

- **Provisional categories** were then developed which included those of levels, process, stages, tasks, etc. (see Tables A5 and A6 of Section A2.5 of Appendix 2, and Section A3.4 of Appendix 3).

- I then explored the relationship between the **emergent categories** of coaching supervision, for example, the various phenomena of relationship, sharing, and honesty would all fit into a single category or theme called *personal attributes of supervisor*.

- These were then refined through **selective coding** which reflected structural relationships between selected themes/categories (see headings and contents of Table A7 in Section A2.5 of Appendix 2).

- The refined **core** categories were then **compared** with those of traditional supervision in the helping professions (see Table A9 in Section A2.5 of Appendix 2).

- Differences and similarities were noted (see Table 3 in Section 5.3 of Chapter 5).

- Theory was then developed and incorporated into the pre-existing knowledge.

- This was then tested through **questionnaires** (see Section A2.3 of Appendix 2) and compared with the data.

At all times *memos* were written throughout the coding process to track conceptual decisions and ideas and these were also coded using *"analytic induction"*.

There was **constant comparison** with the different sources of data collection in order to meet the requirement of validity and reliability. For example the notes were compared with those received through interviewing, questionnaires until once again saturation was reached. These themes were then compared constantly to relevant literature. Glaser (1992) stresses the role of background reading which provide the models to help make sense of the data.

3.4.7.1   Theoretical saturation

This process of constant comparison continued until *theoretical saturation* was reached. This occurred when no new significant categories or concepts were emerging. This process is not linear but more flexible and I would return to some of the data in light of new analytical ideas arising as the data collection and analyses progresses.

3.5   Data collection

Table 1 briefly outlines the methods of primary data collection. All of the techniques used in the methodology were familiar to me as they form part of my present day work as a psychotherapist, coach, supervisor and teacher. This was a major benefit as I did not have to get familiar with new process or tools for the data collection. They are also considered appropriate for use in a qualitative, phenomenological research approach and with GT.

Table 1	Methods of primary data collection
Methods	*Sources*
1. Observation (See also Section 4.3.1.) This was an overarching activity which supported the processes of the **GT methodology** which began with an **open coding** process. The primary aim of observation, however, was to provide complimentary data to support validation of emergent themes which were cross-referenced for **validity** through the use of **GT axial coding** (see Table A4 in Section A2.5 of Appendix 2). This is a complex technique requiring sensitivity and involved watching, recording, and analysing events and phenomena.	Student participants (28 in total) were observed in supervision conversations by a supervisor when they interacted in triads (coach, coachee and observer), in supervision groups, and in fishbowl settings (see Chapter 4).
2. Recording of notes (See also Section 4.3.2.) This included note-taking, reflective journals, group and individual processes, responses to questionnaires. Data analysis was **iterative** through **GT open coding** by identifying meaning and then corresponded with themes through **axial coding**; this facilitated the next stage of **selective coding**.	Notes came from the student participant's learning journeys, reflections submitted to me after supervision, my own personal notes, reflections from outsider coaches, psychologists, supervisors, academics and some notes from the process on supervision followed by the EMCC.
3. Informal interviews (See also Section 4.3.3.) These took place in the form of coaching conversations (22 interviews); they required empathy to explore meaning and associations to the data; these were recorded through key-word note-taking and done individually. Norms, understanding and behaviours were explored and topically, and particular events, and processes were discussed to discern motivation. This acted as a **cross-check** for other **emergent data themes**.	These took place with students from the i-Coach Academy programme, coaches a(both national and international, psychologists, supervisors, academics and teachers (including Prof. M van Oudsthoorn, David Lane, Ernesto Spinelli, Dr Richard Oxtoby, Dr Bruce Peltier, Bob Lee, David Megginson, Peter McNabb and Dr Otto Scharmer).
4. Questionnaires (See Section 4.3.4 and Section A2.3 of Appendix 2). I used two; these were open-ended so as not to lead; they verified core themes which emerged from previous data and encoding procedures of GT, and they supported the requirements for **selective coding and validity**. A limit of this technique was the low response rate relative to the number sent out. However, sixteen responses came in out of 30 sent out, and it served to verify some of the themes that were emerging.	These were distributed to the sample group of students, and other executive coaches, psychologists, supervisors, academics, both from i-coach as well as from other coaching institutions both locally and in the UK.
5. A supervision intervention (See Section 4.3.5 and Section A3.8 of Appendix 3.) This took place in a leading retail organisation with five executive coaches. It provided a different context in a real-life situation with implications for direct application to this field of research; observations were transcribed in note-form and put through a process of **open coding** to identify themes (see Section A2.4 of Appendix 2); while discussion groups and continuous observation provided a sample check and supported emergent themes through the **selective coding** process.	This was conducted with student coaches who were also my research participants; it also involved working with the lead coach in the organisation.

| Table 1 (continued) Methods of primary data collection ||
Methods	Sources
6. Theory referencing This was ongoing throughout doing the literature review; existing supervision theory was re-worked with regards **GT coding** and the fit with integral theory; e.g. *the task of the supervisor* (lower-right quadrant) *is to help the supervisee feel received, valued and understood* (upper-left quadrant).	Ongoing notes were made as the need to look at emerging and existing theory arose. See Chapter 2 for references to supervision, and other theories used.
7. Personal notes There were taken from conferences, workshops, and from providing supervision, and receiving supervision, were incorporated in the **GT coding process** and used to support **emergent themes**.	Included in my notes were those that I had obtained from other course-work, other students and professionals in the field of psychotherapy, coaching and supervision,
8. The supervision of groups (See Section 4.3.5.) This facilitated a volume of reflective notes and additional data **(triangulation)** which was sent in by student participants; these were **collated, analysed and coded** through the **GT method**.	Large group fishbowls (8) and coaching circles; triads and smalls groups.

The following points should be noted about the methods summarised in Table 1:

1. **Observation**: This was chosen as an integral part of data collection for this research for a number of reasons:

    - It is a key task of a supervisor and helped me to track processes.

    - To provide an orientation to both primary data (see Section A2.4 of Appendix 2) and phenomena (see Section A2.2 of Appendix 2) that were emerging.

    - To manage both qualitative (how and why) and quantitative (how much and when) application of the coding system of GT methodology which in turn provided a boundaried analysis.

    - It allowed for observation of both phenomena such as processes, (the intangible domains of the left quadrants), as well as the observable data (tangible domains of the right quadrants) which emerged, such as reflective notes, the number of times a certain theme, event or data appeared.

    - Observed data was used to clarify and complement emergent meanings and categories among the participants about supervision (see Chapter 4).

2. **Recording of notes**: There were a number of reasons why I chose the use of notes as a valuable form of data collection:

    - I had access to a process that was part of the participant student's learning programme – that of keeping reflective notes as part of their learning.

- It supplied a great deal of the tangible evidence in the form of hard copy data which substantiated much of what I observed in the emerging phenomena of the intangible domains such as those discussed in Chapter 4.

- It formed the basis (raw data) of my coding process for GT from which I extrapolated common themes.

3. **Informal interviewing**: Interviewing is a complex technique. Context, sequence of comments, and conclusions drawn needed to be monitored carefully so as not to bias the findings. Interviewing served a number of valuable aspects:

    - I was able to make use of quotations from subjects to typify data (see throughout Chapter 4), which helps to stay true to meaning and adds to understanding for readers.

    - The coding system of GT allowed me a process whereby I could categorise statements according to themes, e.g. evidence of the group process in Section 4.3.1.1.

4. **Questionnaires**: The primary reason for my use of questionnaires was to satisfy the need for triangulation in order to support my validity claims. They also facilitated:

    - Targeting a select group of specialist in the field of supervision.

    - The combination of this with interviews provided depth to the data collection.

5. **A supervision intervention**: I used the supervision notes which I took from the supervision sessions to draw out phenomena and data which was used to check against the emerging data and themes arising out of the research. These were added into the coding process at the axial coding stage where broad themes were being identified.

6. **Theory referencing**: This has been qualified in the introductory discussion to this chapter and I have attempted to do this throughout the write-up of this report. Reasons for doing were:

    - The notes I made were added in as data (according to Glaser, *all is data*), and were subjected to the coding process of GT methodology.

    - This data was not raw data but was processed at the stage of axial coding.

    - GT research is not done in a vacuum and these provided orienting theories from which emergent theory could be induced.

7. **Personal notes**: My own notes served as an additional source of data. These were analysed to provide data and additional theoretical input.

8. **The supervision of groups**: The use of group work was a highly effective way for me to:

    - use observation and questioning to gain invaluable data for the research;

    - observe process;

- be able to obtain opinion, make observations, gain group consensus or disagreement of relevant components of supervision; and

- it gave me practice in experimenting with therapeutic approaches to supervision and allowed for the emergence of greater definition and distinction of between therapy and coaching (see discussion in Section 4.4).

3.5.1   Memoing

Memoing continued to parallel data collection, and coding. It is a form of note-taking that is continuously made about some hypothesis with reference to certain categories, or properties and particularly, about the relationship between the categories or themes that were emerging. Glaser (1978) makes the point that memoing should be given high priority. In some of my early memos, I started making notes about the *levels of complexity* that executive coaching and particularly that of coaching supervision, entails as well as *the differences between known forms of supervision, or the need for a wide knowledge base with which to address the issues emerging in the supervision of coaching.*

3.5.2   Analysing the data

My approach to data analysis was based on GT (Glasser and Strauss, 1967), and used to reduce the risk of researcher bias contaminating the findings and conclusions of the research. The rigorous application of this methodology is intended to protect the research from a number of potential validity problems. The strict analytic structure of this method allowed me to systematically trace my use of *"iteration"* or matching of themes, in developing a theoretical framework for supervision of coaching. It also involved an iteration of the analytic process itself by re-visiting the multiple layers of transcripted notes as many times as was needed through the different stages of coding, in order to develop an analysis capable of accounting for the evidence from all sources of information.

I will describe in detail, in Chapter 4, the process for implementing and developing my use of this approach, by *"grounding"* my analysis in the data itself. This emerged from re-occurring themes, concepts and explanations, which were coded in such a way as to reflect the common elements relevant to coaching supervision. The amount of data and its coding, while running a reciprocal process of testing against emerging and existing theory, was one of the most challenging aspects of the research.

3.6   Challenges of the insider-researcher

The greatest challenge of a phenomenological approach is how data is selected and interpreted. There are similarities with phenomenology and GT and the methodology used for emerging theory in the psychotherapeutic field. GT is concomitant, though not systematic, with the way in which I practice psychotherapy, coach and supervise through the induction of data in that it is concerned with *understanding action from the perspective of the human agent* (Haig, 1995).

Jung (1964:41-42) observed that *"in psychology the means by which you study the psyche is the psyche itself ... the observer is the observed. The psyche is not only the object, but the subject of our science"*. Likewise in research I am conscious that one is unable to be detached to a point of viewing a situation with unconditioned objectivity, and that the results will be coloured by subjective and personal influence. (An interesting note here is that quantum theory has shown that the observer undeniably has an effect on that which is observed).

In Haig's defence of grounded theory (Kinach, 1995) he points out that the researcher does not begin work as a *"tabula rasa"* but with an *"orienting theory"*. My orienting theory of supervision, psychology, coaching and integral theory is such. While this is valuable, I had to continually be alert to the fact that I might be offering a skewed version or perception of what was emerging and trying to unconsciously impose my frame on this process of supervision in coaching. This could obstruct validity.

3.6.1   Advantages and disadvantages of the insider-observer position

Even though I had considerable background experience supervising, I entered the field of executive coaching with some skills being at a competent but nonetheless lesser, *line of development* (Wilber, 2000b, Figure 2) than those of my therapeutic background. This *"beginner"* position aided my process of being open rather than imposing preconceptions. During the year that I acted as coordinator for the supervision days on the *i-coach* programme, I tried to suspend the imposition of therapeutic models onto the process. This however, did not always serve the process and was a loss for the first intake of students, as a valuable means for supervision. Suspending my knowledge base did not always add to the management of the supervision days or the efficacy of the supervision but was perhaps helpful for the research as it kept me open to what might emerge from a coaching perspective.

During the first year I was a Doctorate student, doing research, but someone else held the position of *"authority"* and had the role of organising and holding the supervisory space and process. In the second year however, I was asked to take on the management and the organisation of the supervision days which included planning the day and *"holding"* the *"space"*. While this process provided me with a great deal of working material for my

research, and was an invaluable personal and professional experience, it had some very relevant complications that were not clearly thought out.

This process reiterates the importance of relationship building in any circumstance, but in particular with a view to building the supervision relationship. It is a primary pre-requisite, whether on a one-on-one basis, working with groups, and in an organisation; the supervisor will need to take heed of this to gain co-operation.

Glaser (1998a) views **bias** as just another variable and a social product, yet nonetheless, a very important one, and is upheld by his dictum that *"all is data"* (Glaser, 2001). He views constructivism as an attempt to get around researcher bias. Bias needs to be considered in the analysis which involves constant comparison of the data. Throughout this research the theory is emergent but arises from the *"careful tedium"* (Glasser, 2001) of the constant comparative method and theoretical sampling—fundamental GT procedures with which I sorted out the data. I needed to be aware that bias would form part of my interpretations and decisions to include and transcend the data or themes as they emerge, into a deeper understanding and measure these with what was relevant.

GT advocates direct experience and sees phenomena as determined by the phenomena of experience. From my reading on qualitative research it also became clear that the use of these methods serves to reach what is called the *"unobservables"* (Haig, 1995), the parts other (quantitative) methods cannot reach – the intangibles or categories that fall within the left quadrants (Wilber, 2000a) and which in many cases lie in the unconscious realms of an individual's awareness. I am trained in observing these intangibles (left quadrants) which are juxtaposed with the tangibles (right quadrants) – the observable data. The relevance for supervision is that the goal of coaching is to make the intangibles explicit, conscious which allows for the emergence of options for responding in different and new ways (Scharmer, 2004).

3.7   Validity and reliability of the research

This research is supported by its phenomenological stance which involved participant observation, interviews and group feedback (in the form of Fishbowls), and presupposes a subjective consciousness. The theoretical basis of GT is supported by the theoretical stance that I have embraced with regard to integral theory. The use of the data and the constant comparison satisfies the need for objectivity while the insider perspective as well as the experience of the participants, satisfies an integral perspective that takes into account the subjective experience as equally important. Throughout this research the interplay between the

subjective and the objective is intrinsically linked with the development of theory and is by nature inherent in the process of working at any level and at any stage with any human being or human experience.

3.7.1   Accuracy

In the argument against Charmaz's (2000) constructivist view of GT, Glaser (1998) stated that he saw the latter as an attempt to achieve accurate data for the *"worrisome accuracy"* concern. This could have been one of the pitfalls for this research which I have tried to eliminate through the non-structured interviewing and data collection of the GT method. This serves to hold constructivism to the minimum while at the same time making use of triangulation and constant and varied methods of comparison to manage the *"problem of accuracy"*.

3.7.2   Validity

While Strauss (Strauss and Corbin,1990) continued to draw researchers to the more traditional *"anchors"* of quantitative research such as *"replicability, generalisability, precision, significance and verification"* (Babchuck, 1996), Glaser contradicts this to say that the analyst must trust in the emergence of theory from the data and be controlled by the data rather than trying to control it. I have demonstrated the **fit** of Glaser's perspective of GT in the application to my research topic. But I have also noted that my report about the steps taken needs to be as clear as possible in order to support the valid judgement of the adequacy of the research process (Strauss and Corbin, 1990). In order to deal with the validity of interpretation it would not be appropriate if the findings were to represent multiple "truths".

The truth in validity claims is addressed by Wilber (2001a:96) who states that *"humanity, in other words, has painfully learned and laboured hard to fashion a series of validity claims – tests that can help us determine if we are in touch with the real, if we are adequately attuned to the Kosmos and its rich diversity"*. Wilber discusses the values difference between what most people take to be as true is what they see as representational truth (see Figure A4 in Section A4.2 of Appendix 4). So too in this research, I have determined the validity of what has been said to be true from multiple perspectives and checked this territory – feelings, experiences, ideas, phenomena, on the map of supervision of coaching. The data I collected becomes the empirical mapping, the objective domain, and is placed in the right hand quadrant but these emerged from the *truthfulness* (or subjective experience) of many sources in the left quadrants. So there is objective truth and subjective truthfulness. Once the truthfulness of a situation is seen from its various perspectives and levels then one can work with the observable truth. This is the point of this research and a reason for using GT as a methodology.

Therefore for the purpose of this research both inductive and subjective experiences need to be supported by how they show up in the world – through objectivity and the tangible.

Validity is achieved by demonstrating **collaborative forms of enquiry** that support the coding, constant comparison, memoing, and selection of core categories. These forms of collaboration took place through on-going dialogue, and focus groups (fishbowls) at all phases of the research project with relevant participants, coaches and supervisors, and helped towards the facilitation of triangulation and peer review.

The relationship between validity and subjectivity was constantly related with view to its generality towards mapping the field of supervision in coaching. Subjectivity is thus put under the scrutiny of repeated verification through reiteration in order to arrive at a possible theory that will have impact, is consistent with my findings, and is representational, adequate and systematic.

3.7.3 Reliability

These are issues that come under fire in qualitative research from the positivist field. However one of the ways that GT caters for this is through its exhaustive and comprehensive data testing. To cater for the reliability criteria I feel that I have demonstrated that the method I have used for this research could be reproduced and shows sufficient consistency in its robustness and source of data collection to meet the requirement here. I have documented the process of generating the themes, the concepts and the data audit trial in the sections that follow.

Reliability refers to assessing qualitative research with regard to whether the methods are reproducible and consistent. For Haig (1995), *"reliability of data forms the basis for claiming that phenomena exist"*. This draws on an important point in my generation of theory and placing it in the integral framework. Data would thus fit into what is observable and fall into Wilber's right quadrants and phenomena would then fall into Wilber's left quadrants. Haig (1995) also makes mention of what philosophers call *"inference to the best explanation"*. I have therefore made these inferences from both *data* and *phenomena* in this research.

In order to meet the **criteria for reliability** I:
1. Describe the approach and procedures for data analysis
2. Justify why these are appropriate within the context of this research
3. Clearly document the process for generating themes, concepts or theories from the data audit trial

4. I refer to external evidence, from the references to the existing literature on supervision in the helping professions (Lacey and Luff, 2001), which includes other studies on supervision, in order to test the conclusions from my analysis as appropriate. To manage this problem I have made use of triangulation.

3.7.4   Emergent versus forcing

Strauss and Corbin (1994) also makes a distinction between *"emergent and forcing"*. In GT both methodology and theory develop gradually, as data and interpretations accumulate. GT is responsive to the situation in which the research is done and there is a continuous search for evidence which disconfirms the emerging theory. My unconscious (Casement, 1985) bias could have effected interpretation and results at this point. In the results chapter it is pointed out through a discussion of the similarities and distinctions in coaching supervision which emerged from the research.

GT is thus driven by the data in such a way that the emergent theory is likely to provide a **good fit** to the situation. For Glaser (1992) there are two main criteria for judging the adequacy of the emerging theory and those are whether it **fits the situation**; and that **it works**. This too is one of the criteria for this research by Middlesex University which means that there should be impact in the field of coaching as a result of this research (see Chapter 6 for products). I am convinced that this is so and will explain this in the **analysis section**.

3.7.5   Theoretical sensitivity

Theoretical sensitivity is an *"ability to see the research situation and its associated data in new ways and to explore the data's potential for developing theory"* (Strauss and Corbin, 1990:44). To do this one must be aware that this is a creative process but one grounded in the scientific approach of data collection and analysis and constant comparison.

3.7.6   Triangulation

Gathering data from more than one source in order to gain a fuller perspective on the situation – supervision of coaching – under investigation satisfies the condition for triangulation. A key strength of triangulations is the possibility of uncovering the complexity inherent in the situation and from different view points. This would aid the search for contradictions and differences and not only to be used as a "check" for conclusions. One of the questions that I had to grapple with was the question of whether supervision is in fact coaching the coach or something different.

This research was undertaken as part of the requirements for doctoral theses but also to add to the development of the coaching profession. In doing this I was aware of the moral and ethical implications in doing the practical research (Task 4) of this project as I was privy to in-depth discussions about my sample subjects interior world with regards coaching and their personal journeys and I needed to see how this was manifested in the behaviours, expectations and approaches used in the subject's coaching and supervision. This meets the criteria for working within the four-quadrants of the integral model as well as meeting the demands from a phenomenological approach which requires detailed comments about individual situations. Its goal is an in-depth qualitative exposure of the needs for supervision in the field of executive coaching from my sample respondents. I feel that appropriate and related literature was investigated to support my choice of method to be that of a phenomenological approach and grounded theory and I took care to accurately represent the data and findings and have included examples.

This research was seen to be beneficial to the coaching profession which is more and more servicing a growing community. This carries the weight that as a profession, the development of ethical practice and standards are imperative and research into supervision as a means of protection to both coach and client is of high importance.

In writing up this report I have attempted to be transparent with the emergent themes and theories for both ethical and validity reasons. I have also used my "self" as an instrument (a term coined by Carl Rogers) in this research and as a result of my own background experience this may bring across a view that leans to a psychological perspective. I am aware that the recommendations and findings are to a great extent part of a suppositional argument and lead to implications for a way forward and do not form an absolute conclusion.

Participants were alerted to the intentions and outcome of the research and were given a choice about participating and could withdraw at any stage. I gained their consent through lengthy discussions and a formal letter of consent which was sent to all concerned in contributing to this project. I committed to confidentiality, respect, care and professional behaviour. All names and distinguishing features or references have been omitted. What made this process less sensitive was that the views expressed were about coaching and supervision in general. Although personal views were expressed the research information did not compromise the subjects in view of their work, their relationships or their position as a student on the programme. There was assurance that information would be treated sensitively and confidentially, and they would not be quoted unless explicit permission was obtained as per the ethical contract letter sent to the participants. This is a core component of the supervisory relationship.

I am a founder member and on the steering committee of the professional body of Coaches and Mentors of South Africa (COMENSA) which has recently officially launched in South Africa. I was also part of the committee for the development of ethics and led the supervision sub-committee. I was in regular contact with Professor David Lane and David Meggison and the developments in the EMCC. Therefore from a personal perspective I was energised to do this work. The University Panel which heard my proposal and my supervising professors saw huge benefit for this research to the coaching profession, Middlesex University and the local South African coaching community. I am a registered psychologist who is bound by the code of ethics and standards through the South African national body of health professionals (HPCSA) as well as through local psychological groups to which I belong, as well as through the thoroughness and reputation that I have in the community as a professional, I feel that the consideration of ethical issues as well as the important one of confidentiality are held in a very conscious manner.

3.9   *Summary*

Phenomenology and Grounded Theory proved to be a useful methodology by which to distil the information gathered through the research. The rigour of the coding process brought out the relevant aspects and themes of coaching supervision, indicating a number of parallels between therapy and coaching and thus supervision in both disciplines, but it also began to demonstrate the areas of difference.

Chapter 4

Project Activity

4.1   Introduction

This chapter describes my project activity and analyses what I did. The use and description of the phenomenological approaches and of Grounded Theory as my research methodology for the collection of primary data (see discussion of Task 4 in Section 3.3) creates an overlap with the description of my analytical activity in this chapter. Throughout this chapter I will discuss what helped or hindered my work. The project activity involved my participation in a number of capacities.

I weave theory in and out of my activities and analysis as is congruent with GT theory and with an integral process of *"unfolding"* and *"enfolding"* as greater awareness of the subject became evident and more information and experience was available (Wilber, 2000:37). It is also in line with my experience of psychoanalytic psychotherapy and supervision through the attention to the intersubjective (Stolorow and Atwood, 1987) space, the creation of theory through practice, and the impact of the psychotherapist – the observer on such a space.

4.2   Context in which the research took place

In October 2002, I enrolled with the i-Coach Academy to study a Doctorate in the professional arena of executive coaching. The i-Coach Academy approach to developing coaches emanates from a multi-model perspective. The philosophy is based on the notion that *in order to coach effectively, coaches need to use a framework which incorporates multiple coaching models in order to successfully address the multiple contexts and purposes of the clients in their care.* (i-Coach, 2004/5). The rationale behind this was to embed good practice and provide a space in which to deal with any ethical, professional or learning dilemmas.

4.2.1   The supervision framework

This supervision framework (see Section A3.1 of Appendix 3) incorporates a variety of coaching models, and looks at supervision through an understanding of the **individual's** personal development, the coaching case, and ethics; from the **interpersonal** domain which focuses on the client, the coaching model, and best practice development; as well as **systemic** issues pertaining to the input and feedback to the organisation, the client in relation to others and the coach/client coaching journey. This framework was used during the academy's coach

training programme, and Professor Lane's (faculty member) case formulation model (see Section A3.2 of Appendix 3) was applied to supervision.

4.2.2   My activity

My role as insider observer/researcher/participant required an awareness and application of different roles, perspectives and approaches with a high level of complexity, management and integration. The activities that I managed were:

- That of student – learning about coaching theory and practice and participating through action learning and lectures, attending learning days, being part of groups, and managing my own learning journey and programme

- Teacher of modules – as a student in an adult learning project I was asked to develop and teach on the course.

- That of researcher – collecting data and developing (researching) theory while balancing my role as participant in the Doctorate programme

- That of being the observer – of behaviours, attitudes, and responses – making notes, and actively clarifying my observations through asking questions, exploring concepts and listening to conversations.

- Supervision programme development and management in the second year of study

- That of supervisor; actively managing the supervision of individuals, groups, and an organisational intervention; as well as participating in group feedbacks and *fishbowl* activities.

- My role was to source information about coaching supervision, and I did this on a continual basis in and outside of the formal learning days through the various channels mentioned in Chapter 3.

4.2.3   Structure of programme

I have outlined this chapter with reference to GT methodology from which my primary data was obtained. The course comprised of 12 learning modules which took place over two academic years. These were divided into learning days supported by a supervision day over the two years (see Section A3.3 of Appendix 3).

4.2.4   First year of study (activity set: student, researcher, supervisor, teacher)

A coach, coachee and observer (triad) were supervised by a Doctorate student, (and overseen by a faculty supervisor). The learning of the previous day's theoretical inputs were discussed and applied to coaching practice. Topics for the supervision covered the areas of theory, skills, process, tools, models, competencies, learning, difficulties and the optimal conditions for

relationship. At the end of the supervision day the whole group would gather for group feedback. This took the form of either an unstructured group process, or a *fishbowl* process.

Over the two years the group engaged in eight fishbowl exercises. Reflective notes were taken from these forums and sent in to me by the students. There was much debate about what supervision was or was not, providing a wealth of raw data. At this stage of group *forming* there were high levels of anxiety and lack of clarity and direction which arose from the fact that very few of the students, including the Doctorate students, had been exposed to supervision before. A relatively unstructured supervision process resulted in students struggling to cope with the *"beginner anxiety"* of group formation, skills and theoretical learning (Spinelli, 2005), and the reflective space felt too open – especially for those who believed that coaching was only about results. These more action-oriented individuals became very frustrated with the process of supervision and the space of reflection. Evidence of the *"forming"* and *"storming"* (Tuckman, 1965) process of the group is evidenced in the following comments:

> *I cannot see the point of going over this.* (is) *A number of first-year students seemed to be struggling with getting value of the supervision day.* (ids)

> *Why can't I just get coaching on this – what is the difference about supervision?* (ih)

> *I think that problems that certain individuals had with the whole process of supervision were swept under the carpet for the sake of the larger group process, and this led to resistance.* (ic)

> *What I feel is dangerous – is to force supervision so that the coach has no choice.* (oa)

A comment from one of the supervisors is as follows:

> *My particular challenge when supervising coaches is quite frankly their lack of emotional maturity – many coaches in training are just at the beginning stages of their development and often make "errors" due to their ego's getting in the way i.e. they don't get that it is the client's agenda, not their agenda, and the coach's job is to be a thinking partner, not to fix the client. I am aware of my own judgement here – is something being parallel in our process?* (ids)

(For a summary of what emerged out of the first-year supervision session, see Section A3.4 of Appendix 3.)

4.2.5 Second year of study (activity set: student, researcher, teacher, supervisor, programme developer and coordinator)

During the second year I was approached by i-Coach Academy to manage the supervision days for that year. This provided a great wealth of information and data for my research but also added a complication in that my role as insider researcher changed to a positional role. This was both an opportunity with regards the research possibilities but also a drawback with regards the perspective/assumptions some participants held about this which showed up in the behaviours through resistance. My activities were to assimilate and review what had happened in the first-year programme and put together a structure and manage the second-year programme. I worked with focusing the supervision activities at the beginning of each supervision day, reflecting on the learning of the past modules and on supervision, and dealing with pressing issues, like containment, structure, diversity and having those *"difficult learning (coaching) conversations"* (Harri-Augstein and Thomas, 1991; see Section A3.6 of Appendix 3).

Phenomena that emerged into consciousness provided material for understanding the dynamics, needs and challenges of supervision and I began to analyse these from an integral perspective. (Reference to the quadrants will be shown in brackets). Examples of these are:

- How to manage the different levels of consciousness – which indicated a need to understand stage development, lines of abilities and competencies and cultural diversity (Integral stage theory – see Chapter 2).

- How to manage expressions of prejudice and assumptions – this indicated a need to understand the value sets of the interiors of the individual and system and how these were showing up in the group process (lower-left quadrant), individual thinking (upper-left quadrant) and behaviours (upper-right quadrant).

- Being real – a need to understand the self from a number of perspectives, both internal (upper-left quadrant) and external, that is, how this shows up (upper-right quadrant)

- Managing anxiety – how to be and manage emotions (upper-left quadrant)

- Creating safety – creating a container – core conditions (lower-left quadrant)

- Developing skill competency – the how of coaching (upper right quadrants).

- Integrating theory and practice – learning pathways and experiences (right-quadrant and left-quadrant integration)

The structure and containment of the second-year programme served the students, although the newcomers (first-year students) still demonstrated anxiety and scepticism about supervision per se, e.g. *"I am more interested in getting on with the coaching than talking about it – what is the point?"* (ii.m.). Some second-year students' comments at this stage, however,

demonstrated their shifts in attitude to supervision. This is indicative of the *"norming"* stage of group development.

Some student comments were directed to the *"magnitude of the supervision process* (i.s); *Supervision is a microcosm for what is happening out there in the coaching relationship* (i.p); *I found supervision so useful. ... I get a whole lot of perspectives from listening* (sk) *to other people – this is probably one of my biggest learnings* (i.ca); *This supervision day has allowed me to overcome a huge fear* (lim) *of sharing my work – I was always afraid I was not good enough* (i.c); *Remembering how I was when we started supervision – this is a big shift for me"* (i.m).

Supervisors' comments were: *"I was also aware as a supervisor there is a line where I don't rescue* (beh) *grown adults from speaking up for themselves on difficult issues"* (i.d.rs).

"Conversations cannot be limited to questions and answer, a conversation should be real, authentic, and challenging and supervision keeps you accountable to this" (i.d.g).

4.2.5.1   Personal reflection

An observation of the process was the fact that the focus of the training programme was to develop coaching competencies and skills. Because of the definition of tasks and purpose for the supervision day, when issues of prejudice and power emerged, these were not adequately dealt with and so created a *disturbance* to the learning and organisation of these days. This proved to be a great challenge to me as group processes emerged separate from the supervisory tasks. Hawkins and Shohet (2000) draw attention to the fact that group processes can be destructive and undermining of the supervisory process. This highlighted the need for a supervisor being able to deal with group dynamics and be able to work with *transcultural* and *anti-oppressive practices* (Rosinski, 2003).

4.3   Analysis of my activities

4.3.1   Observation as an overarching activity

Observation is a critical activity for both coach and supervisor (see Table 1 in Section 3.5). It required a sensitivity to ways of responding and an awareness of ethics, requiring permission to use information and confidentiality. The task of observation is to note that which is observable, tangible, and explicit. It serves as a means of information gathering and assessment and provided and overarching activity which supported the GT coding system. It needs to be as free of judgment as possible. I am aware that the empirical phenomena of human experience presents differently according to the perspective of the observer (Jung,

1961) and as such it was not the actual personal world that was under investigation but the meaning that was given to the process of supervision and how that was showing up in the real world of coaching practice.

This activity took place at both overt levels – observing (GT data) behaviours, language and practices; and at covert levels – observing very subtle signs (GT phenomena) which emerged in secondary or unconscious processes such as the quality of behaviours, language, communication and practice or the lack of. I had to be aware that my observations could move too quickly to interpretation (a psychotherapy skill – a tool for eliciting unconscious dynamics and also the domain of the integral left quadrants). While the latter is often accurate and useful it is not always used in the same way in coaching. I had to try and enter a space of *"unknowing"* (Bion,1962) so as to be open to what I observed.

In coaching the concept of interpretation is used to refer to as one's own structure of meaning (Flaherty, 1999) and deals with ontological understanding (Maturana, 1978). There are multiple structures of interpretation operating in the coaching relationship, and even more in the supervision relationship, and still others relating to organisational dynamics. If we were to take the definition of interpretation to be a process of *hesitating, partial, limited, tentative, testing-out of both party's* (client and coach/or therapist) *speculations of what might be going on with the client* (Lasky, 1993) then this may be applied to both coaching and psychotherapy. It would appear however that it is the level and stage (Wilber, 2000) at which the interpretation is made or aimed at, that is relevant and different to either discipline. The object of much of my observation and inquiry was to establish the levels at which this was operational for coaching supervision.

This information was continuously collated, analysed, compared and coded according to the GT methodology. Some data demonstrated the students' interpretations of supervision and I have divided this into concerns, and positive outcomes. The latter were an indication of the learning taking place during the process of supervision (refer to Table A10 in Section A4.1 of Appendix 4).

4.3.1.1 Observation of different group structures

The way the supervision was structured during the small group processes also impacted on the supervisees and supervisors. One process was a more facilitative whole-group perspective, with everyone contributing when they felt moved to; and the other was a more structured method, where the supervisors lead the process and worked one-on-one, and then opened up for group discussion. The responses were as follows (sample data for GT open coding

processes are in brackets e.g. beh = behaviour; meth = methods; pur = purpose; prcs = process):

1. *In the first the whole group remained included and participative and active* (beh). *The concern was that it became overloading for the supervisee, who had too much input, no clear structure* (meth) *for feedback* (fdb) *and assimilation, and individual processes/contributions* (prcs) *were not checked* (iil). *I had a whole group of students asking me questions* (meth); *this made me confused and it was difficult to track* (func) *the conversation* (ii st).

2. *In the second process there was more focus, a structure and form to the supervision. The observers gained time to reflect* (meth), *hold their own processes* (prcs), *and observe* (meth) *a whole supervision session. There was more containment* (cond) *and the supervisee gained more insight* (pur) *and perspective* (pur) *on her case* (iip). *Learning takes place outside of the supervision session too; perhaps with reflection* (sk, prcs and tech) *or pondering the seed that has been planted, subtle change* (shf) *which occurs between sessions* (prcs) (id).

An extract from a supervisor's comments is as follows: "*The problem was seen as two issues – the* <u>*client's needs*</u> (cl.n) *and the* <u>*'stuckness' of the coach*</u> (c.n). *X spoke for 45 minutes uninterrupted to lay out the* <u>*context*</u> (ctxt) *and* <u>*concerns*</u> (cl.n) *re her client. Within minutes all of us were* <u>*asking questions, interpreting, probing*</u> (prcs. and tech). *We did not set any* <u>*guidelines or principles for doing this*</u> (prcs). <u>*Reflecting back*</u> (prcs.fdb). *I made a number of assumptions without checking them with others; that Y and I were* <u>*leading the process*</u> (prcs.); *that A and B were 'old hands' (from the first-year group).* (idd) (I have underlined words that were used as selective data for my coding)

An extract from a student's notes is as follows: "*Greatly appreciated the setting of terms of reference* (cond) *and the clear boundaries* (bnd) *for the fishbowl modus operandus – especially not having to cater for the outer circle (observing)* (prcs) *group but to focus on the issues at hand. I found the description of process in the different supervisory groups very helpful in developing a sense of shared concerns* (tech) *– how we overlapped and gained wisdom from the sharing*" (prcs) (is).

4.3.1.2   Observation of power, phases, flow, and managing anxiety

Observational data was used to clarify and compliment meanings and categories that were emerging among the students about supervision and this included conflictual elements.

The role of "power" in the group wove its way through the two year process (e.g. "*I find there are a lot of undercurrents in the group, especially with the Doctorate, there seems to be a*

group who discount psychology and a group who thinks it is the basis for coaching" (i.c)). I thought this issue of power to be closely related to the management of individual and group anxiety. The management of power issues requires an awareness of our *"shadow side"* which if not conscious may lead to the abuse of power. How supervisees deal with power and authority, are important issues as are the supervisor's role in managing the power inherent in the role either by drawing on it too much or abdicating it. Reference is made to role, cultural and personal power in Hawkins and Shohet (2000:94-95), and the necessity to be aware of anti-oppressive practice which is imperative to working in a transcultural space. Hawkins and Shohet (2000:97) put forward the *seven modes* of supervision to increase the ability of the supervisor to attend to these issues.

Issues of power are highly relevant in the coaching context as it is not only about individual power dynamics but that these mirror the greater sphere of the socio-political context in which coaching and supervision work.

4.3.1.3 Personal reflection

The issue of power was pertinent to my role and activity in the second year of study when I took on the role of programme developer and co-ordinator. There were many dynamics which took place during supervision at individual and group levels, which were not adequately dealt with and this is perhaps a reflection of what goes on in organisations when *that which lies beneath the surface* exerts such power if not addressed.

Another difficulty arose from my desire to be open to the differences inherent in coaching – some valuable imports from psychotherapy supervision structures were omitted. This also had something to do with balancing my desire to belong as a student, with my responsibility to and knowledge of the programme management. I received a number of projections from some members of the group who struggled with the position supervision held in the course and identified it with me and my research needs. This provided useful insights for me into the issue of boundaries and the difficulty of holding projections and my own counter-transferential responses to the situation and thus to supervision.

4.3.1.4 Managing the pitfalls

To manage the pitfalls of observation and keep in mind the specific territory that I was researching, I used the methodology of the i-Coach's programme's module on "Assessor Training for Feedback" which was delivered by Prof. M. van Oudtshoorn. The ORCE methodology proposes that behaviours should be objectively assessed: this requires observation and accurate recording, classifying and evaluating. My written notes were thus detailed and comprehensive. Some of the important aspects emanating from both coaches and

supervisors experiences, which I made note of with regard to the requirements of the supervisory relationship, were as follows:

- attitude of openness to experience – I had to be very aware of this as some of my background knowledge had to be filtered so as not to impose;

- difficulty in being non-judgmental – I found at times that I was making judgements about people's responses as to what was a right/wrong way of supervision and with regards what was better theory or not;

- suspension of agendas – this was a particularly difficult space for the participants as they came from varied backgrounds with different levels of experience and different cultures;

- making assumptions-a trap that I and the participants fell into often;

- noting things of interest – watching where the coach gives selected attention;

- looking for possible hypotheses to confirm or oppose theory – this was an interesting challenge for me and I felt I managed this fairly objectively;

- subtle activities which can be missed but are critical – this was managed by constant checking out with the views and notes of others;

- not take things for granted;

- self-observation process – I used my own reflective notes to do this as well as using a supervisor for myself, being coached and being in therapy;

- diversity of responses to situations, events, and people;

- where and when does an intervention take place – and I would include how an intervention takes place as this had deep meaning at a subtle level;

- how the individual influences responses or not; and

- observation allowed me to create hypotheses which I later tested through the questionnaires, interviews and compared with my notes.

4.3.2   Note-taking

Transcribed notes were collected using GT methodology (refer also to Section 3.5). Some examples of themes that emerged were as follows:

- boundary management;

- whether interventions needed to have a client centered or coach centered focus;

- how to cope with the complexity of the supervisory system in which client, coach and organisation were represented – the triangulations;

- how deep does one go in the coaching relationship; and

- the importance of creating a space to think.

The notes helped me to track processes, planning, and theoretical underpinnings that were emerging about the needs of the students for supervision. An example follows: *"first of all it is a space for the coach to share cases with a supervisor, to discuss dilemmas, difficulties, ethical practice – and to find a sounding board to discuss particularly difficult cases"* (i.ds). A number of critical issues were emerging and these were about the:

- sharing of a space;
- discussion of dilemmas, diversity and culture;
- ethical practice, and CPD (Continued Professional Development); and
- supervisor as support, challenger and educator.

The note-taking process helped me to keep sifting through what was emerging from the notes of the students, relate these to the needs of supervision and become selective of the core themes that were emerging. I was also able to draw on the discussions held about supervision and the following emerged from these activities.

4.3.3   Interviewing: supervision conversations

This is a complex task which needed empathic facilitation of experiences (refer also to Section 3.5). A number of informal interviews were randomly conducted with Masters and Doctorate students, academic professors, authors and professional coaches and supervisors. I was looking for qualitative responses rather than quantitative ones and for this reason I allowed the interviewee to give an account of their experiences and views to the fullest. As themes began to emerge from the research through the process of GT axial and selective coding, some of my questions were directed to this in order to get more detail. A question would thus start as general as *"could you describe what you think supervision is?"* to a more directed question such as *"what do you think are the key conditions in which supervision should take place?"*.

Informal interviews were also held with a number of South Africa's top coaches, and fellow conference participants (11th EMCC -European Mentoring and Coaching Council conference in Brussels, and *"Coaching Across Cultures Indaba"* in Cape Town, 2004). These discussions supported supervision as necessary to the profession and brought up a number of the tasks, skills, roles and challenges of coaching supervision. For example: *"An aspect of experience that I see as (essential for supervisors (and coaches) is that of having undertaken a sustained piece of personal coaching, counselling or therapy as a basis for deepening self-awareness"* (EMCC notes. See Section A3.7 of Appendix 3 for themes).

4.3.4   Questionnaires

Three sets of questionnaires (see Section 3.5 of Chapter 3 and Section A2.3 of Appendix 2) were sent out to the original sample of students used for this research and to other professional and academic members of the coaching profession who were working with the supervisory process. One was sent out at the end of the first year of study, the second towards the end of the second year of study and the third one in the first three months of the third year of study – i.e. when the first group of Masters students were doing their research projects. The themes and categories emerged through the axial and then selective GT coding processes of perceptions and impressions gained from the questionnaires were used to **validate** and act as a form of control to verify the emergent material gained through the note-taking and reflective journal notes of the students. An example of this is a response from another coach supervisor:

Q: Is coaching supervision different from other kinds of supervision implemented in the helping professions? How?

R: *Yes, because I believe that the supervisor should be able to be involved in the process not only with the individual but also with the organisation – this suggests a dual role which adds to its complexity* (xm).

I collected the data and analysed it manually. The decision to do this was to allow for my personal exposure to the human phenomena that arose through the experiences of the subjects. By virtue of the nature of my work and position in the community the involvement at a deeply engaged level justified this process as a hallmark for good qualitative research.

As can be seen the questions were open-ended and were geared towards getting a qualitative response rather than quantitative.

4.3.4.1   Critical reflection

The questionnaires are an area in which I could have been more specific as I do not think my construction of the questions were as well thought out as they could have been. My structure and wording were not clear and could possibly have added to confusion which was noticeable in some of the responses.

4.3.5   Supervision

I acted as a supervisor in a number of different capacities. I supervised:

- **Groups of coaches**: Supervision in this regard took place in the triads and fishbowl activities of the first year and in small groups, fishbowls and large groups in the second year, as well as for a group of professional coaches working in the field.

- **Individuals for the Masters and Doctorate students and for practising coaches**. This was an interesting process as I was trying to differentiate between supervision of psychotherapy and that of coaching. At first I tried to suspend the approach which I use for supervision of therapists other than that which was required for building the relationship. Initially my approach was an attempt to separate out the practices and processes and gradually, greater integration occurred between the two with greater definition and distinctions being made (see analysis in Chapter 5).

4.3.5.1 Supervision intervention in organisational context

This (see Section A4.3 of Appendix 4 for detailed account) took place in an international retail company and I managed the supervisory process and feedback into the organisation. The coach's brief was simply to work with the personal development of a group of bright young graduates who were involved in a challenging programme of fast-tracking. The coaches met with me three times over the course of six months.

Of prime importance in any coaching intervention is the need for management of such an intervention at a number of levels in the organisation, with channels of communication from the organisation to the coaches, and back into the organisation. Research by The Corporate Leadership Council (2003) supports the fact that an organisation needs to put into place a number of structures to ensure quality coaching (see Section A3.8 of Appendix 3 and Section A4.3 of Appendix 4 for detail of a supervision intervention in an organisation).

The supervisory process enabled me to capture a great deal of personal data from the coach's experiences of working with clients in an organisation at high level. A multiplicity of layers of complexity emerged from my notes and were analysed and constructed under themes according to the GT encoding methodology.

4.4 Differences: psychotherapy and coaching

One of the most important aspects of this research was to see if there were any differences between the disciplines of psychotherapy, (and counselling) with that of coaching. The results of this would thus determine how supervision would differ or be the same.

A consistent question around boundaries, depth and skills emerged among the student participants of this research and has been a source of great debate. Nearly every book on coaching seeks to delineate the boundaries between psychotherapy, counselling and coaching.

Many of the conversations, feedback and response to questionnaires provided me with information on these similarities and differences. Many of the students were in therapy as well

as practicing coaching and being coached and were able to identify some of the commonalities and distinctions between the two disciplines. Some of these are highlighted below and others were sorted into themes that have resulted in Table A7 (see Section A2.5 of Appendix 2).

In looking at the **differences between coaching and psychotherapy** the following emerged. The points in Table 2 are taken from the work by Hodgetts (2002), and Bluckert (2004).

Table 2 Differences between coaching and psychotherapy		
Aim	*Coaching*	*Therapy*
Hodgetts:		
Behavioural change	v	v
Understand cognitive and emotional reactions	v	v
That the above may interfere with personal effectiveness	v	v
Conducted by skilled practitioners	v	v
Establish strong alliances of trust	v	v
Link personal effectiveness with business strategy	v	
Bluckert:		
More Results and action-focussed	v	
Consists of a 3 way contract – c-ee; coach and organisation	v	
Structured feedback to bosses	v	
Long sessions	v	
Physical setting optional	v	
Mingle socially	v	
Personal values often in conflict with client/organisation	v	
Dress more culture dependent	v	
Fee structures differ	v	
Source: Hodgetts (2002); Bluckert (2004).		

Table 2 outlines some of the differences which may be argued as occurring along a continuum. Although the table refers to two domains of practice, I also draw a distinction between coaching, counselling and psychotherapy. I think that there is an overlap between coaching and counselling; and counselling and psychotherapy. One needs to look at Egan's (1998) solution-focused, goal-oriented model (Present Scenario, Preferred Scenario, Action Plans) to see how easily a counselling model could be applied to coaching. While all of these disciplines draw on the basic humanistic skills of relational being with a client there are still levels of attunement (Kohut in Stolorow and Atwood, 1994) which are particular to the different domains. While I maintain that coaching can have a therapeutic effect – coaching is at the

other end of the continuum to psychotherapy whilst counselling is in the middle (see Figure 3). (For results from the research see Table 3 in Section 5.3).

Figure 3   The coaching-counselling-psychotherapy continuum

Coaching----------------------------Counselling----------------------------Psychotherapy

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Feedback from the participants of this research highlights the following perceptions:

- *As one goes along the line one moves into the personal.*
- *It becomes less directive.*
- *Takes longer.*
- *More of a focus on and integration of the past.*
- *More credence and time given to the role of emotions.*
- *It's really about degrees and levels and percentages and timing of interventions.*
- *Coaching will in most instances have a counselling component and it's probably the percentage of time that this component takes up that determines what we call the work that is being done together.*
- *It can substantiate the theory that I do or do not use.*
- *Can qualify the fit of my personality and style.*

The following excerpt has been taken from by Napper and Keene, (2004) in which differences in ways of responding according to the different disciplines are highlighted:

The "Eee"(Coach-ee or supervis-ee) says – "I was left feeling very uncomfortable ... "

Responses:

Coach – In what ways did those feelings then affect your performance?

Counsellor – I'm wondering if this is a familiar feeling... do you recall other occasions when you've felt this way?

Mentor – It sounds as if you were rattled and I wonder what you wanted to say that you couldn't, given your position and role?

Tutor – What other names can you give to those sorts of feelings? Which are the stronger, which are the milder?

I have added the following:

Therapist: ... 'very uncomfortable' ... like when your father did xyz – I wonder if what I said just now, penetrated you in a way that made you feel uncomfortable with me, right here?

Some of the differences as seen by the research participants were as follows:

Therapists impose a model.(i.p)

Therapy imposes cultural and internal beliefs (ii.l)

Coaching does not seek to analyse and explain (ii.s)

There are stylistic differences that come from the theoretical underpinnings that inform both (i.m)

You are not asking questions to interpret but to help the client think about their world (ii.p)

Psychotherapy unpacks the transference relationship (i.cr)

Psychotherapy does not make its model explicit (i.k)

One of the most prominent differences that emerged was that coaching is about performance – "*we are aware of the other stuff but we don't go there*" (x.d).

Many authors show the case for the strong counselling influence in coaching – in particular McGonagill and Kegan (2003).

4.4.1   Contracting

The phenomena of contracting emerged as a critical function for supervision (see Section A3.9 of Appendix 3). The contracting for therapy and coaching have similarities in its purpose i.e. to provide safety, set boundaries, manage time, money and ethical issues, **but what is contracted and to what end creates a distinction**. Therefore in addition to questioning, the contracting is pivotal (Spinelli, 2005) not because of what is said but the coach, through the contract, creates a set of conditions by which she or he can adhere and achieve outcomes. It concretises the coach's standpoint and says "*I mean what I say and I don't deviate from this*". My interview with Ernesto Spinelli elucidated that through this contractual agreement there is a *co-creation*. The contracting and the relationship building are crucial to the outcomes of the coaching intervention and this is no different for that of supervision. It addresses the very core issues of our earliest memories of relationship building and echoes those deep-seated structures of early healthy – or not – attachment and the optimal conditions for this, which are no different for the setting up of any committed relationship (Stolorow and Atwood, 1994). From an existential view the world should represent that what is said is lived. This provides coherence and consistency. This contract would also include that between the coaching relationship and the wider relationships in an organisation. It is this that builds trust. It is only in a trusting space that issues can be explored and to do this the coach needs to be in a place of knowing (Spinelli, 2005).

4.4.2   Parallel process

The coaching profession in general is grappling with the need to explore the concept and positioning of supervision into the coaching profession as a whole. Discussions about supervision were going on at the level of the EMCC supervision panel, involving a number of respected coaches, and within COMENSA. Areas of debate were the purpose, nature, management, responsibilities, competence, and confidentiality issues pertinent to developing supervision in the field of coaching. A parallel process was evident in the community of students which represented a part-whole structure of the greater community of coaches – *holons* as part of a *heterarchy* (Wilber, 2000b)

The confusion, and resulting resistance to giving space to create a place to *"think about"* supervision at a meta level, appeared to interfere with and frustrate many of the student's learning. There was much evidence of an anxiety in some students who could only manage their individual learning and had difficulty with meta process. (This is highly relevant to the inclusion of a stage conceptualisation process, through an integral perspective, which I will explain in Chapter 5). The following quote from a student illustrates some of the dilemmas and also illustrates some of the higher level (integral) thinking that I think is needed for coaches:

> *There was a lot of validation about the value of the supervision day. A number of first-year students seemed to be struggling with getting value from observing (obs) fishbowls and there was some gossip as to whether the day was more for the value of the M and DPprof students. I did not share this view. I found it useful. Interestingly, in my view, I think the lack of seeing the value stems from the fact that we do not yet experience ourselves as a community and there is some lack of generosity towards others because this sense of belonging (pr) is missing. Some sense of community may happen by chance, but I suspect it is going to have to be a lot more intentional than that (i.d.c).*

4.5   Summary

I experienced this project to be a microcosm of the greater field of coaching and what has emerged from the research are elements of supervision that my own supervisees grapple with – both in therapy and in coaching. There appear to be more similarities than differences but the few distinctions that were emerging seem to support the hypothesis that there were some important distinctions. These distinctions point to questions about the depth of the intervention; what is being asked and how it is being asked; that the objectives for the interventions are different; that contracting determines where the coach has permission to go and working with business and in an organisation takes the concerns to another level. A question raised was *"So how do you get change in coaching that is innovative and not*

superficial if you do not go deep?" A question then for supervision would be how does this space facilitate and monitor such questions? There is certainly a huge amount of complexity which I address in the following chapters.

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Chapter 5

Project Findings

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5.1   Introduction

This chapter presents my project findings with an analysis of the results. I discuss the project with a view to answering the research questions. I use the analysis to first look at the general concerns and outcomes of the project; I then discuss the results through unpacking the relevant findings with regard the similarities and distinctions between coaching and therapy, as this is used as a basis for determining what supervision of coaching comprises of; these results are then discussed with reference to what constitutes an integration of learning theory with supervision; next I enlarge on the discussion of the major themes emanating from the research and which make coaching supervision distinctive; this leads to the final discussion which argues for the use of integral theory as a framework to understand, and work with, supervision of coaching.

5.2   Analyses of phenomena for supervision of coaching

The analysis and interpretation of the results are placed in the context of integral theory. Many supervision models provide valuable frameworks for supervision but it is difficult to choose which one is the correct view and the phenomena which were researched overlap in many instances across practices. To make a choice based on a particular model would be to limit perspectives. While each offers a valuable view which is helpful, it remains partial and as such may not be sufficient for dealing with the terrain of coaching. By placing supervision within an integral framework, a comprehensive and inclusive way of understanding and working with coaching in supervision is offered which does not enforce selection of a particular supervision model but allows for an integration of many models and is guided by the needs of the situation, the context and whether all domains of experience have been included. This is the diagnostic value of the AQAL approach as it provides a comprehensive theory and model which acts as a checklist for the practice and challenges of coaching supervision.

GT methodology holds that theory is data and as such I have used theory to support working within an integral perspective as a relevant and viable application of theory to the practice and profession of coaching supervision. With this in mind I *map* some integral connections for supervision through the *territory* of the research findings.

5.2.1   A brief overview of outcomes – the territory

Throughout the project the student participants demonstrated their developmental shift from areas of concern (left quadrants) to that of an experience of positive outcomes (right quadrants). This was a result as I see it, of the development of the student's awareness and competencies (left quadrants), through the process of learning (Kolb, 1981) which took place during supervision (see Table A10 in Section A4.1 of Appendix 4).

The main themes that emerged from the project are identified and highlighted in Table A10 in Section A4.1 of Appendix 4 which identifies the concerns expressed by the student participants and the shift to positive outcomes towards the end of their experience with supervision on the i-Coach Academy programme. These results also demonstrated the value of the application of the integral framework as a means for mapping the supervision process. For example the student participants were able to work with areas of concern (upper-left quadrant) through to having productive learning experiences (lower-right quadrant), i.e. being able to engage in *courageous adult conversations* (i.k) which had an outcome, and which added to their competency and effectiveness of practice (upper-right quadrant). Development of confidence and trust (upper-left quadrant) in their capacity to do the work of coaching emerged slowly. Working within the group context extended the learning further as the students had to take into consideration the worldview and culture of others (lower-left quadrant).

Links and effects of what occurred between one side of the quadrant as having an impact on the other side are evident. The mind, (upper-left quadrant) body (upper-right quadrant) relationship is an important consideration in the application of integral theory into the practice of supervision of coaching especially in the context of organisations. Too often, transformative practice and learning has been implemented from the perspective of working within the right quadrants only, and is thus driven by performance and achievement, which has resulted in a mind-body dissociation. This process is ultimately replicated in the collective, cultural and systemic space – the bottom quadrants. Applying all the quadrants to this analysis, adds depth to the interpretation and view of supervision in the larger context or world-space. As executive coaching functions within a collective, that is, the organisation, it is essential for this to be included in the supervision process. Coaching is a way to bridge the interior/exterior split, and having a methodology, framework and theory to support this is critical. The impact of working with a diverse group of participants, with multiple levels of awareness and competencies; in and through different stages of development (AQAL) while using different styles of being, relating and learning, were challenging threads that were continuously present throughout the research.

5.3   Comparisons between coaching and therapy

This comparison continuously raised itself and suggests that it needs to be held in consciousness for inspection and reflection to keep coaching accountable to the work it does. Assuming that all who are practicing as coaches have a map by which to do this work appears to be misplaced. As the profession stands this is not the case for the majority of coaches who have simply shifted their titles (e.g. consultant, HR manager, psychotherapist) from one domain to calling it "coaching". Research into what makes a good coach is extremely thin and the training for this work even thinner. Coaches derail when faced with the complexity of this process in organisations and I bring to mind Wilber's (2000a) words which are: the *"map is not the territory"*.

The following distinctions were what emerged from the project research activities. Through the comparison of coaching and therapy a number of findings were identified. Table 3 demonstrates that there are many similarities but also some definite differences with respect to the focus, the intention and the deliverables. It would appear that the *"being"* part or *"core conditions"* (Rogers, 1967) of relating to an individual, whether in the context of coaching or therapy, are very similar. The real experiences of coaches, from the student participants to renowned executive coaches and academics, indicate that *"the intention may be one thing (to work with business related performance), but in the room you do not only get the work-based performer – you get the whole person and thank goodness for that!"* (xdm). If we were not to get to work with the whole person we would be creating the very thing that high level coaching seeks to address which is the body-mind split – the focus on the exterior performance without the consideration for the values, beliefs and mental models of the interior.

Table 3	Comparisons of therapy and coaching: research results		
Research findings		*Coaching*	*Therapy*
Specifically address non-work aspects of personal life			v
In-depth exploration of early history			v
Explore familial roots of difficult behaviours			v
Work in the present and future		v	v
Lead to deep and intense emotional experiences			v
Allow for regressive processes – infantilisation			v
Maintains adult perspective and accountability		v	
Intentionally work with vulnerabilities			v
Intentionally make links with and to the unconscious processes, and thoughts			v
Make links with that which is conscious and pre-conscious		v	v
Be accountable to the organisation re cost of service		v	
Focus on work-related issues		v	
Manages ethical guidelines of practice		v	v
Works from a positive health perspective		v	
Works from a "pathology" perspective towards health, often using diagnoses as part of the process			v
Use different techniques to work with blocks		v	v
Work through emotional issues			v
Work with emotional issues		v	v
Explores origins of thoughts and emotions			v
Has tight boundaries, time, place, setting			v
Meet at minimum 1 per week			v
Works with self structures			v
Assumes self structure stable		v	
Works with personality issues			v
Assumes personality structures are intact		v	
Client utilises the therapist's "mind"			v
Client works with accessing own thinking		v	v
Looks at blocks, limiting assumptions to effective living/work		v	v
Uses reframe as tool for empowering and enabling		v	v
Uses insight		v	v
Focus on outcomes, goals, action		v	
Seeks to find explanations through in-depth analysis			v
Meet the adult experience of self and the world		v	v
Meet the child experience of the self and the world		v	
Focus primarily on coach, then on client in supervision		v	
Focus primarily on client, then on therapist in supervision			v

Two quotes from participants underscore some of the dilemmas in this area:

> *Coaching is about performance – we are aware of the other stuff but we don't go there intentionally – that intention is for therapy* (ii.p).

> *Ideology, methodology, responsibility, tools, meta models, etc which support the working at a deep personal level ... the enormity of the responsibility ... how do we as coaches check in with ourselves to understand what level of depth we are working at with our clients and are we getting supervision with this?* (id.g).

5.3.1   Theoretical input

Many authors (Fitzgerald and Garvey Berger, 2002, and Berglas, 2003) build the case for the strong therapeutic influence in coaching while there are those that focus on the differences. I have incorporated the following accounts from the information gained during the research (followed by quotes from the participants), my own observations, with theoretical standpoints.

5.3.2   Discussion on similarities and differences

These similarities and differences have emerged from the findings:

- A critical distinction appears to be in the way that the coach and therapist are used by the client. In therapy the therapist makes her mind available to the client in a manner similar to that of a baby or young child using the maternal mind (Bion, 1962; Winnicott, 1957) to metabolise experiences and feelings which have not been adequately processed by the original maternal (or parental) object. Very often the effective use of the mind to regulate experience is not yet available to the client and hence the longer-term process of psychotherapy. The goal here is to grow the client into present day effectiveness. In coaching the coach meets the client's mind from an adult to adult perspective in order to clarify and expand on the client's present-day thinking, while acknowledging patterned thinking from the past, to take this into a future reference. It is on this basis that the following distinctions and differences become pertinent.

- While high levels of **attunement or paying attention** (lower-left quadrant) is common to both, the object of focus of that attunement or attention is qualitatively different and very often a result of looking at the past (psychotherapy) and looking to the future (coaching) from the present moment. These are dependent on **what is inside the mind** (upper-left quadrant) of the intervener (therapist, coach or supervisor), the client, the intention, goal (upper-right quadrant) and what the contract of the relationship (lower-right quadrant) is about. (*Surfacing and becoming aware of the unconscious* (common to both), *it is who is in the room – reiterated by Spinelli, (2004) – and how we are with that* (ii.h).)

- Napper and Keane (2004) state that the **intended outcome** (upper-right quadrant) of coaching is to achieve **intentional or incidental change** (upper-left quadrant), but they also point out that this is also the intended outcome for those playing the roles (lower-left quadrant) of trainer, mentor, consultant, psychotherapist, tutor, guide, peer, assessor, and I would add, supervisor. (*The changing nature of things, important to make these explicit and bring it back to into the relationship* (ids).)

- **Differing techniques** (upper-right quadrant) are used in both disciplines, to bring about change. Psychotherapy training in this regard is intensive, while this is not always the case for coaches and as such, coaches need to be grounded (upper-left quadrant) in the use and variety of these. (*There is an anxiety about being confident with the skills, knowledge, and competencies required as a coach and managing the journey* (ia).)

- **Questioning** (upper-right quadrant) – the use of the old tradition of Socratic inquiry, is used by both disciplines and determines the role, outcome, and purpose of an intervention. **How** questions are used partially explains the distinctions and direction that the intervener's questions will take. (*How aware are we of making judgments when we ask the questions?* (iit).) Responses from the research participants suggest that they learnt much of the power of the "*incisive question*" (Kline, 2004) as a tool to illicit responses to what was going on in the interior (upper-left quadrant) of the coach, client or supervisor. These were influenced by the interior of the **cultural values** (lower-left quadrant) and the systems and policies that are in place within the environment (lower-left quadrant). (*Need to create a space to work with cultural values; need a multi model approach to create tolerance for difference* (idl).)

- **What is done** in the room (upper-right quadrant) **and who** (upper-left quadrant) is in the room (Spinelli, 1989; 2005) is of significance for both disciplines. The observed is *both* the observer and the observed (Jung) and so their **mutual regulation** (Stern, 1998), (lower-left quadrant) plays a huge part in what happens (lower-right quadrant). (*Who is the relationship with and how am I with this person?* (iip).)

- The use of **language** (upper-right quadrant) is a well researched field by theorists such as Chomsky, Lacan, and Maturana,(1978) showing the significance and power of its use and which as a result determines the quality (right quadrants) and path (left quadrants) of the intervention. Language is used somewhat differently in the disciplines and is a product of the intention, theoretical underpinning and the personality that is in the room. (*Exploration and reflection of the constructs at play, what were the responses and what words were actually used!* (ids).)

- What seems to be very important, for both, is how critical the intention and **consciousness** (upper-left quadrant), (Kegan, 1994) of the coach is in steering the process (lower-left quadrant) and outcome (right quadrants) and what the **structure of**

interpretation (right quadrants) is (Flaherty, 1999). (*I am becoming conscious of my own resistances and just how I frame my questions* (ids).)

- The issues of **training** (right quadrants), **ethics** (lower-left quadrant) and **professionalism** (lower-right quadrant) and the question of **how deep** (upper-right quadrant) does one go in the coaching intervention is dependent on the training and accountability and integrity of the coach at this stage of non-regulation of the field of coaching. (*What is the coach's responsibility when the client regresses?* (ic).)

- The depth of the **coaching process** would therefore be to go as deeply and as thoroughly as possible into the client's assumptions (upper-right quadrant) around issues rather than to deal with the actual experience itself as one would do in many psychotherapies. Depth can be surfaced in coaching by getting to bedrock limiting **assumptions**. (*What are the underlying assumptions that cause you as the coach to question your effectiveness?* (ids).)

- The way in which the **unconscious** (right quadrants) is worked with differs. In therapy, links between unconscious matters of the psyche are explored at depth, whilst in coaching that which is just below the surface (pre-conscious) is made conscious (my personal notes). There is an important link here to the change moment and change cycle. (*... requires insight into how 'normal' the feelings are. At what point is coaching the right intervention – what are the triggers or issues to look out for?* (ip).)

- Knudsen (in Fitzgerald and Berger, 2002) states that working with the unconscious is not for coaching; it is through the process that **goals** (upper-right quadrant) are explicitly related to **business objectives** (lower-right quadrant) and is not purely of a personal nature (upper-left quadrant). (*The organisation wishes the client would manage his performance more effectively* (id).)

- Spinelli (2004) states that through **contractual agreement** (lower-left quadrant) there is a co-creation (right quadrants). While evident in both, the psychological contract is that the therapist may go into the past and into the depths of the psyche, very often through a regressive process with a view to accessing past trauma or gaps. In coaching the psychological and explicit contract is that the focus in on the now and the future with a view to shifting current thinking and behaviours in support of future benefits.

- The **relationship building** is crucial to the outcomes of the coaching intervention and this is no different for that of supervision (or therapy) but what is different is what goes into the contract. (*There may a contract with the line management or the organisation?* (im).)

- The **organisational context** in which coaching takes place implies that the coach gets involved with a team and/or the organisation – not just the client. This is very different from individual therapies but may have some similarity to family systems work and process psychology (Mindell, 1982). (*There are shades of grey about who the client is – what is the coaches role in the system?* (id).)

- Handling **feedback** and the issue of **confidentiality** is seen as very important in both. However, with coaching, feedback is a norm and a built-in process in many situations to line-managers and to the organisation. (*What is reported back to the organisation – if you are part of the system who gets the feedback and how do you build trust – if there is a direct report to another!* (ia).)

- In addition there is the need to **assess** (lower-left quadrant) and work with people who present themselves according to the integral map, at **different stages** (lower-right quadrant) of development, who are competent along different **lines of development** (upper-left quadrant), and have **different styles** (upper-right quadrant) of being in the world while also functioning at **different levels of consciousness** (upper-left quadrant) and competence (upper-right quadrant). (*Allow for the evolutionary process that nature is not fixed* (idd).)

5.4   So what of coaching supervision?

As the research progressed some of the distinctions became clearer and it is these that indicate the need for a particular approach to coaching supervision.

5.4.1   Benefits of psychological understanding

The trends in the thinking of the participants suggest that there are many benefits for the use of psychological understanding within the business context but also many areas of caution. The following compelling issues were brought to supervision:

- A concern with issues that may have deeper psychological complexity (upper-left quadrant) such as depression, mania or personality disorders.

- Colluding with the systemic issues (lower-right quadrant) through unconscious behaviours (upper-right quadrant) of enactment, and triangulation which the coach is drawn into through a parallel process of transference (lower-left quadrant) and which is often very difficult to recognise by a coach who is not trained (lower-right quadrant) in this manner.

- Expert knowledge for referral procedures (lower-right quadrant) – when, how and to whom when a client is in need of such

- Issues that may trigger the coach into acting out within a counter-transferential relationship (lower-left quadrant) – one of the most often seen is that of the helper or victim syndrome, as well as narcissistic (upper-left quadrant) behaviours (upper-right quadrant)

- Beyond the personal domain, coaching also brings *highly complex strategic organisational* (lower-right quadrant) *issues* (lower-left quadrant) *and dilemmas* (Bluckert, 2004) which can leave the coach feeling stuck and inadequate

- For continued support and professional development to optimise the standard of practice (lower-right quadrant)

- To ensure that coaching is given the seriousness and high level quality of service delivery (lower-right quadrant) that organisations will know is in their and their executives best interest (Corporate Leadership Council, 2003).

- Coaches need to access readiness for coaching (upper-right quadrant) – which will ultimately result in change – and access the organisation's readiness (lower-right quadrant) for coaching and change.

5.4.2 Who is in the room?

One of the most critical differences of the supervision of therapists and that of coaching is **who is in the room** (Spinelli, 2004; Bollas, 1987) As Sherman and Freas (2004) point out, working with an individual is extremely worthy, but the *most valuable executive coaching comes from developing an organisation's entire senior executive rank ...* and to do this *... you have to qualify the circumstances under which such a coaching programme makes sense.* So very often what the supervisor gets in the room is the coach, with multiple levels of complexity, the individual executive, and the team and the organisation, each with their levels of complexity. These are not dealt with as virtual entities or fantasy areas as in therapy but are an actual reality of the coach's practice and determines the delivery of the coaching.

5.4.3 The need for assessment

To navigate one's way through this complexity the coach would need a comprehensive map. The coach would need to make an assessment of multiple dimensions in the coaching and this would involve an individual assessment and take into consideration an organisational audit. This could involve the application of *integral transformational leadership programmes* (Cocciope and Albrecht, 2000; see Figure A5 in Section A4.2 of Appendix 4) which would have as its core an integrally informed 360° inventory, and analysis of the stages for the individual client and organisation (Beck, 1996; Kegan, 1994); an understanding of differing stages; lines of development (Wilber, 2001b); and an assessment of the individual and organisational values and culture (AQAL). The coach too would need to assess the quality of his or her own coaching. **The explicit and very real triangular relationship of coaching and the complexity of these tasks and content make coaching supervision undeniably distinctive.** There is thus a great need for the supervisor to be able to facilitate a process for

the coach, to work with his or her client, which may be the individual and/or the team, and/or the organisation.

5.4.4   The needs of coaching supervision

Some primary needs were identified from this research and I have taken the ones that were mentioned with a high degree of frequency. The coaching supervisor would thus need to empower the coach to be able to:

- Accurately **assess** the appropriate **level and stage** at which the client, the team, and the organisation is working and to move between levels and stages which they might be in (left quadrants).

- Use what they see and **understand of psychological dynamics for leverage** with the client but who may choose not to go there or to make it explicit (left quadrants).

- Clarify that what they see and understand may indicate a need to **refer** for therapy, or the coach if **adequately trained**, may choose to explore that space within the coaching relationship (left quadrants).

- Be **ethically responsible** and ask for permission, if qualified and need to go deeper into a counselling space, (left quadrants).

- Be aware of **outcomes** – is this the best option for this subject/issue/client – or is it the coach's need (right quadrants).

- There is a big question about the **sustainability of shifts** (left quadrants) and the likelihood of "relapse" to old behaviours (right quadrants) if the coach only works in the client's sphere of conscious competence and an emotional/counselling component is not involved.

- **Containment** (upper-left quadrant) is important as the client needs to remain able to function in the world (lower-right quadrant) – this can become an ethical issue (lower-left quadrant) when coaching in an organisation (lower-right quadrant) – as the initial contract may have a time limit.

5.4.5   Coaching the coach

A question that was frequently voiced by the research participants as well as coaches in the field is whether supervision is simply *"coaching the coach"*. Just as supervision in psychotherapy or in counselling may involve a therapeutic aspect or may involve some counselling, it would however not involve regressive therapy, yet the outcome could indeed be *therapeutic*. While supervision is not *"just"* coaching, there may be coaching in supervision. This would involve what could be called the use of a coaching methodology which in essence

is to be in a continuously inquiring position in order to elicit or **facilitate solutions from the client**, who in the supervisory context is the coach.

Supervision would also include **modelling of a coaching process** which the client can assimilate and use in his/her own coaching work. In this there may be an element of **mentoring**. More usually, supervision is a process whereby numerous elements are applied, such as teaching, consulting, coaching, and they may include aspects of other domain-specific competencies and knowledge, and as such supervision seems to be a very unique and distinctive process of its own which is definitely not just coaching.

5.5   Integration of learning theory with supervision

One of the criticisms of supervision raised at the beginning of my research was that there was no systematic application of learning theory to supervision. In the space of time this research has been done, recent authors of supervision have begun to use learning theory to back up their approaches to supervision. Recent literature suggests that supervision has a connection with the *action learning cycle*, as a core component. This indicates a move towards the integration of theory and practice rather than the divided view of specialist disciplines of research.

Practice in organisations has been linked with learning theory through the creation of learning environments and learning cultures as developed by theorist and practitioners such as Argyris and Schon (1978) and Senge (1999) and this is being used through the creation of *supervisory learning partnerships* (Carroll and Gilbert, 2004). Carroll and Gilbert (2004:10) see the "*worlds of mentoring, coaching and consultation as closely allied to the world of supervision as well as seeing links with line management supervision. Even though the roles and responsibilities can be different, the essence of all supervision is the same – how can I the supervisor, facilitate the learning of supervisees from the actual work they do?*" These authors also make mention of the goal of the supervisee which is to be able to present their work in a safe and facilitative environment so that learning can take place and this is evident from the outcomes of this research project.

Senge *et al.*, (2004) took the concept of learning a step further to include that of *presencing* (Appendix 4.2) which entails being aware of the present moment through deep listening, open to what is in the field at that moment so as to move beyond preconceived ways of making sense of the situation. I have included the work of Otto Scharmer (2003) and his U-process as a possible process with which to manage supervision through this complex domain. The work of Senge, Scharmer, Jaworski and Flowers (2004) addresses the needs for a different way of learning which is geared to future learning. To do this there needs to be a state of *letting go*

(Bridges, 2003) in order to allow possibilities – new ways of thinking – to *come* forth into awareness. This can be an individual process as well as a collective process. (Refer back to discussion on the U-process in Chapter 2.

If supervision of coaching is to stay abreast of organisational and learning theory development then an approach would need to be integral in order to deal with the complexity and diversity of practice and to align itself with the shift to transformative leadership practice.

5.5.1 Theories about thinking

Theories about thinking have become central to our present ways of understanding the individual as a whole person. A goal of supervision would be to find out whether the learning that takes place is in the genuine interest of growth of the coach's mind rather than mastery over it. This is a critical element for the supervisor in holding the coach's process through his or her developmental journey in a space of collaboration and partnership. It also accounts for a process of real empowerment as the coach finds new ways in which to think about coaching.

5.5.2 Learning as spiral and developmental

Ken Wilber (2000b) suggests that learning is not linear, or circular as presented by Kolb, but spiral and developmental. The Spiral Dynamics stage conceptualisation shows how each stage involves inclusion (of learning) and transcendence to another stage of development. These stages (whether cognitive, emotional or self or other) take time and while change can occur *during* a stage, a shift in consciousness only occurs after a number of years. The way in which this learning is experienced and made sense of thus depends on the stage of development or consciousness that the coach is at, and the way it is interpreted. This makes learning complex.

According to Wilber (2000b) approaches from the modern era viewed any *awareness* that saw something more than empirical materialism, to not be *true* awareness. This reliance on the exterior negated the importance of the interior as a source of knowing and learning. Any approach to supervision of coaching would need to take both sources of knowing into consideration.

5.6   Emergent themes

The result of the coding process through the GT methodology accounted for a number of important elements (Table A7 in Section A2.5 of Appendix 2). Results of the project findings were collated and compiled into themes which relate to coaching supervision and which I refer to below:

- Boundaries
- Process
- Responsibilities
- Roles
- Attributes
- Techniques
- Model-building
- Differing models
- Management
- Styles
- Tasks
- Methods
- Challenges
- Blocks
- Levels
- Stages
- Shifts
- Goals
- Ethics

5.6.1 Results

The results of this table were compared with Table A9 (see Section A2.5 of Appendix 2) of existing supervision phenomena and indicate that the essential tools, processes, roles and functions of what makes up supervision can be compared with and taken from a variety of existing models and be applied to coaching supervision. While there is movement towards an integrated approach in some supervision models, there still appear to be gaps in looking at supervision from a truly holistic viewpoint, which take into account all quadrants, all levels/stages, lines, types and states. The research results show that there is no great difference in the structure of supervision for either disciplines but there are some differences that once again suggest that coaching supervision is distinctive and these result from its complexity.

5.6.2 Goals of supervision in the helping professions

If we were to break down the goals of supervision as applied in the helping professions as Hawkins and Shohet (2000) have stated, these are:

- To understand the client better.

- Become more aware of their own reactions and responses to the clients.
- Understand the dynamics of how they and their client were interacting.
- Look at how they intervened and the consequences of their interventions.
- Explore other ways of working with this and other similar client situations.

5.6.3   Distinctions for coaching supervision

I would say that we could also apply the above to coaching. Coaching is this, and something else, and hence so is the supervision of coaches! Besides understanding the client, the coach/client relationship, the interventions and openings or options for future work, coaching is geared to:

1. the present and future;
2. it is action-oriented while taking into consideration a particular depth of experience at a subjective level;
3. data is obtained from others in the organisation;
4. there is feedback into the organisation;
5. it is focused on growth of self combined with skills development;
6. personality issues are said to be worked around as opposed to the therapeutic "*working through*".
7. Executive coaches often have to work in highly personal one-on-one or team interventions between their clients and members of the board as well as with the complex dynamics presented in the organisational context.
8. Combining business objectives with helping coachees lead better lives (Harvard Review, 2004), in the context of multiple interested parties is a challenging task.
9. This level of triangulation poses a high level of complexity; there is a coachee client and an organisational client.
10. Supervision is a place in which this complexity can be thought about.
11. Coaches come from a diverse range of background experiences – business, psychology, human resource – and operate in the coaching with various levels of qualification and expertise
12. There are very few efficient standards generating bodies which can back the competency of the coach. Effectiveness is market driven through personal successes but even then – this is not to say what is being called coaching is actually *coaching*.

5.6.4   Multiplicity of coaching supervision

The coaching supervisor's roles are multiple and include that of mentor, teacher, assessor, manager, consultant, counsellor and coach. The supervisor's tasks may well include that of the *normative, formative, restorative and creative* (Lainsbury, 1999), and one may apply or adapt many of the known helping professions' models of supervision to coaching, such as those mentioned in Chapter 1, or indeed any of the coaching models and adapt them to supervision.

While the major categories that comprise supervision appear to be the same for the helping professions and coaching, from a comparison of Tables A7 and A9 in Section A2.5 of Appendix 2 there were a number of **phenomena** which I identified that made coaching supervision distinctive:

1. **Boundaries**: (lower-left quadrant) These are very clear in psychotherapy; because of the focus on transferential issues, and with a view to keeping a very consistent and regular container and space for the client. This is necessary because of the level of work, and possibly early developmental stages that the therapist may be working with the client. Coaching assumes that the level and stage of development that the client is at, is a relatively cohesive and adult one (this is not always the case) but this presupposes healthy ego functioning and thus boundaries do not have to be so strict. Evidence however, that transference issues can derail even coaching, have become clear through the participant feedback. This can complicate the preferred *"clean"* space that facilitates objectivity. Contracting is vital to the setting of boundaries, process and goals and determining the path of supervision.

2. **Process**: (lower-right quadrant) There are different processes which move along a continuum of intra- and inter-personal work. Psychotherapy would definitely focus on the former but also place some emphasis on the latter. Coaching would focus on the latter while acknowledging that some work at the intra-personal level may need to be done. The way in which it is worked with would also be a distinguishing factor between the two. While one may conceptualise process from a particular perspective (psychodynamic, systems or process oriented psychology), the techniques used would be modified to suit coaching needs and objectives. It would however, benefit the coaching supervisor to be have an understanding of both processes.

3. **Feedback**: (lower-right quadrant) This is of great importance to coaching as there is often a need to feed back into the organisation. While there are some therapies that would require some kind of feedback, this is usually related to working with children and families. In coaching however, adult learning and feedback go hand in hand and the needs and performance of the coachee is often linked to the business objectives of the organisation. The supervisor may have a function in this feedback at a direct level but certainly would need to hold the objectivity for the coach in this regard.

4. **Responsibilities**: (lower-right quadrant) One of the responsibilities of the supervisor in coaching is to help the coach work towards taking action, a focus that is not always predominant in psychotherapy, or at least, not one that is made explicit (though it may be used in solution focused counselling or cognitive and family systems therapy). The **aim** in the latter is more about the understanding of the client, the dynamics and the unconscious. The idea of action in coaching is understood differently and learning goals are set with the coach. In coaching the understanding is to find ways to shift the client through conscious processes – not through the avenues of the unconscious mind. The supervisor, however, **would** need to be aware of this as the unconscious material is often the stuff of resistance and obstructions which could derail the coaching.

5. **Roles**: (lower-right quadrant) For much of the supervisory process these are the same in both disciplines however, a psychotherapy supervisor would not do therapy with a therapist who is being supervised, but a coaching supervisor may coach a coach who is being supervised.

6. **Attributes**: (upper-left quadrant) Here too, there is much of an overlap in terms of the *"being"* of the supervisor especially with regards the personal attributes. The supervisor needs to have the core relational competencies which are to be containing, trustworthy, honest, objective, able to challenge, model, empower, be compassionate, have a sense of humour, etc. However the different sources of knowledge may make a difference to the way supervisors practice.

7. **Knowledge**: (upper-left quadrant) Common to both would be the ability to conceptualise, evaluate, have access to best practice, integrate theory and practice with personal philosophy, but it appears that the coaching supervisor would need to have a knowledge base is both wide as it is deep (see Figure 4 in Section 5.6.9) whilst a psychotherapist would deal with the depth of the field of psychology and does not necessarily need knowledge of other disciplines. The coaching supervisor however, would need to have a sound knowledge of business, organisations, systems, learning, psychology and global trends. For the coaching supervisor it would also be necessary to have access to knowledge of, or be willing to work with, multiple models and a range of tools.

8. **Techniques**: (upper-right quadrant) There is again a great deal of overlap but also some clear distinctions in the techniques used for responding and for creating openings with the client. Psychotherapy would work with interpretations, empathic reflections, and the client would lead the pace and process. These techniques would be used to greater understanding of unconscious processes and would also be used in the supervision session. In coaching the use of incisive questions, challenges and silence are probably the most influential tools and would also be used in coaching supervision. Coaching makes the process, tools and techniques explicit to the client, which facilitates adult learning,

and is not based on the perception of expert knowledge that is often part of a hierarchical positioning in therapy. Much greater use of making the learning explicit is however, evident in both supervision practices. The framing of questions is however, used very differently in both (see the example in Section 4.4).

9. **Models and model building**: (lower-right quadrant) in psychotherapy the therapist would already have a model or framework to work within and would have chosen a supervisor who also works in this same framework. While this may be the case for some coaches, this is not generally so for coaching. The supervisor would have to be able to work with coaches from a variety of frameworks. This may change as the profession develops but it is not there yet. If there is a belief that coach's work with their *signature presence* (Whitmore, 2004) then there will be a variety. Model and framework development will be applicable to both disciplines.

10. **Management**: (lower-right quadrant) The greatest distinguishing factor here is that the coaching supervisor may have to manage interventions and feedback into and from the organisation that the coach works in, as well as manage the learning outcomes for the coach in supervision.

11. **Tasks**: (upper-right quadrant) These appear to be similar in both disciplines and once again a differentiating aspect for coaching supervision would be the emphasis on linking "action" with learning. Processes in psychotherapy are more passive, less direct, as there is time to allow a process to unfold, whereas in coaching this may not be possible.

12. **Methods**: (lower-right quadrant) The methods of supervision will be informed by the framework, philosophy and personality of the supervisor in both disciplines.

13. **Challenges**: (lower-right quadrant) There are particular challenges to the coaching supervisor. One of these is that coaches are often working within time limits and this will impact on the supervisory process. Supervisors may have to give information directly rather than wait for the supervisee to reach this knowledge on their own as the organisational dynamics may demand this. The other challenge is that of feedback and how to manage this.

14. **Blocks**: (upper-left quadrant) Obstruction to progress occurs in multiple ways in both disciplines. Coaches who demonstrate defensive behaviour could be at a disadvantage as they may not have the psychological knowledge or emotional *line of development* (Wilber, 2000b) to work with an understanding of this. This may be part of the supervisory work in dealing with the personal issues of the coach. (It is recommended that coaches do work on their own self-awareness.)

15. **Levels**: (upper quadrants) The levels (Wilber, 2000b) at which supervisees work would be a consideration in both disciplines. Within the therapeutic context this would depend on the framework, and this would determine the level of intervention. There would

however, be a relatively safe assumption operating with regards the levels of training of the psychotherapist which has to meet certain academic and professional criteria in order to operate. However with coaches, this is not so clear. Supervisors, according to the feedback, are working with coaches whose work, training, understanding and professionalism are all at various levels. This complicates the supervision process. The participants of the research project paid testimony to this fact in that they came from various disciplines, with a variety of background work, academic and life experiences.

16. **Stages**: (left quadrants) The stages of the supervisory process appear to be common to both disciplines. Therefore it seems safe to say that coaching supervisors could expect their supervisees to progress through similar stages. The student participants in this research certainly showed evidence of going through a number of stages while coming to grips with understanding what supervision was, processing it as a learning space for them, and working within a group context.

17. **Creating shifts**: (upper-left quadrant) This in itself was an interesting phenomena with shifts being created through a variety of experiences or events (e.g. ah ha moment; learning moments; confrontations; interpretations; experience etc). However, it would seem that these shifts have to do with the stage at which an individual is, in their life and change cycle, as well as the impact that supervision may have on the coach.

18. **Goals**: (right quadrants) In coaching supervision there is a direct correlate with goal setting and outcome, both with regard the actual work of coaching and with regard to the requirements set by organisations. Current situational analyses have to be made, not to determine past behaviours, as in psychotherapy, but to determine future options (Scharmer, 2004). There is an emphasis on planning and on learning. These objectives are often related to performance objectives.

5.6.5   Complexity of coaching supervision

Supervision is *"not a straightforward process and is even more complex than working with clients"* (Hawkins and Shohet, 2000). There is a danger that even a supervisor could become overwhelmed by this complexity. The multiple levels and diversity of perspectives, and contexts have been mentioned. Supervising within an organisational context deepens the complexity and a framework for working in a variety of organisational cultures demands high level application of theory and frameworks. When working in the retail organisation I applied the multi-model approach from i-Coach Academy with some useful results (see Section A4.3 of Appendix 4).

5.6.6 Power dynamics

While it is optimal that there should be what Wilber (2001) calls a *"natural hierarchy"* in the supervision process, whereby the supervisor through a wide variety of competencies, holds a position which falls within a natural order, care needs to be taken with the management of the power differential that can impact the relationship. If used unwisely it may blocks coaches in involving themselves in the co-created partnership of supervision. These resistances could range from personal inhibitions, defensiveness, issues with authority, role conflict, organisational blocks or even difficulty in receiving support (Hawkins and Shohet, 2000).

5.6.7 Training

Coaching appears to have outrun itself and has not been able to prepare for itself as a profession, which has left the training and development dimension of coaching way behind its practice. This is causing a disjuncture in the professional standing of coaching. If a coach has a superficial knowledge of human nature, and is focused on output (right quadrants) without regard for the depth and complexity of the interior (left quadrants) and levels and stages of development (AQAL) then coaching will fail. In the absence of professional standards and qualifications it is even more imperative that coaching supervision acts as a quality control, continued professional development and place of safety for both client and coach.

5.6.8 Supervisor competency

A question can be raised as to *who* uses this or any other model for supervision! If supervision is to be effective, the supervisor needs to have a particular level of competency, knowledge, skills and maturity in order to do this complex work. This raises a question of the training of not only the coach but also of the supervisor. This is a critical aspect of coaching. Unlike that of becoming a therapist, who is registered with a professional body which offers some guarantee for the client and the supervisor, of a level of competency of the therapist working with them; coaches come from a variety of backgrounds, with little or no formal training in coaching. (This is changing as training and standards are implemented). Hence supervision is critical and needs to be managed by a qualified, trained practitioner, and most likely one who has clinical expertise, until supervisory training becomes a norm.

The views expressed in this research project have outlined the following competencies for the coaching supervisor:

- The most important competence is the capacity (in both therapy and coaching) is that which is able to build relationship.
- Its about "how" you are with someone, in any relationship.
- Has a capacity to sit with/contain anxiety.

- Apply critical analysis.

- Have a capacity for reflection.

- Needs to have a *"phenomenal knowledge"* (idl) of both human development and context/systems, and organisations – and can use language which is understood in the executive client's world – usually business – in order to be most effective.

- To work with the interior conditions in order to effect change in the exterior the gains of which are measurable in terms of frequency, ease and diminished anxiety.

These views indicate how the mind is used. A critical distinction that I came to in thinking about the outcomes was about how the mind is used in psychotherapy and coaching. One distinction that seems worthwhile to mention is that in psychotherapy, due to traditionally working with child states, the therapist's mind has to be used to metabolise the experiences for the client until they have reached a more adult state of mind to "think for themselves". In coaching the coachee is assumed to have a "mind" available with which to think, and therefore the coach's mind is used to catalyse the coachee's thinking but not to do the thinking for him or her.

5.6.9   Depth of knowledge

Considering the very nature of working within different contexts; with different outcomes; and with coaches from widely diverse backgrounds, all of whom who may be utilising different models and frameworks; who have varying levels of competencies, training and consciousness; impacts on what is brought into the supervisory room. Unlike therapeutic supervision for example, where an object relations therapist would work with a supervisor who is skilled in object relations theory and practice, this in-depth but narrow band – or what I call **vertical depth of field** – of specialisation may not be the domain of the coaching supervisor. There may be specialist areas that would require a mentoring process but with regards the supervision of coaches working with leadership in complex organisations, coaching supervisors would need to have a broader focus, or what I call a **horizontal depth of field** (Figure 4).

This alters some of the boundaries, expectations and the general field from which coaching supervision operates. *It follows then that the supervision of coaching is in itself a complex discipline – one that requires levels of understanding and a comprehensive framework of knowledge and skills which cover both the horizontal planes and vertical depths that coaching encompasses* (Pampallis Paisley, 2004).

5.6.10 Ethical considerations

The ethical considerations relating to the themes mentioned in Section 5.6 need to be considered with a keen sense of responsibility and accountability for the supervisor and by extrapolation, the executive coach.

Figure 4   Depth of knowledge
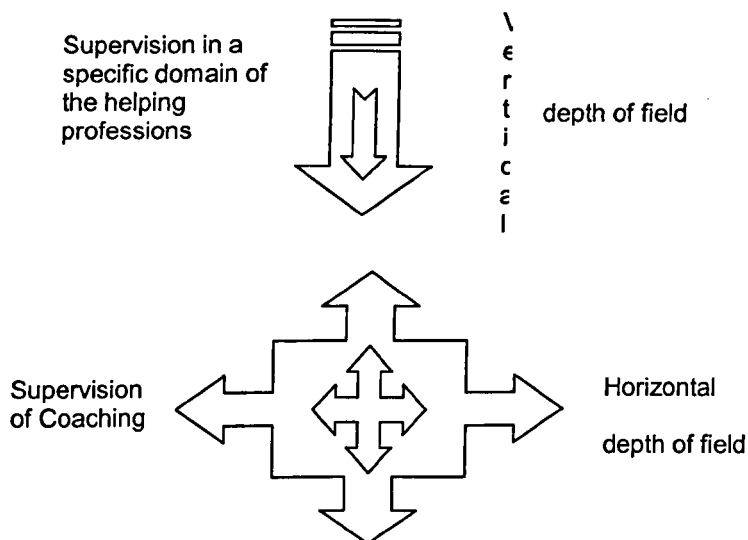
Source: © Pampallis Paisley (1994)

The multiple levels and complexities inherent in this work refer, for example, to how **boundaries** are maintained especially when the pre-requisite of confidentiality is a core condition for the coaching relationship and yet it is also necessary to **feedback** information to the organisation. Often a supervising coach may be called upon to manage this process and this requires skill, awareness and sensitivity so as not to compromise the work that is being done. A way to manage this through reference to the quadrants in that the arena of the individual interior of the coachee is not for the domain of knowledge for the organisation, whereas the individual exterior could be, as could the domains of the right quadrants which deal with the relationship and organisational issues.

So too with the roles, and techniques a supervisor takes in the supervisory process. These need to be in the service of the coach and the client.

Managing the huge complexity, dealing with power dynamics, the variety of training backgrounds of the coaches in supervision create an essential condition for high level training in supervision for those coaches doing this work. Supervising coaches can easily be called into an enactment with the coaches or with the organisation and points to the need for supervisors themselves to be in peer supervision to manage objectivity. Getting together to discuss these complications proved to be a useful process for the Doctorate students on the i-Coach Academy programme, and served as a check for me by which to compare emergent themes and processes as I engaged with the GT methodology.

5.7   The integral framework

As a final analysis of this research I reiterate that executive coaching has a particular complexity, and that any theoretical application would need to integrate many domains of experience and would have to be comprehensive to manage such complexity. Various models of supervision, taken from other "helping" professions could be applied to coaching and would be useful but it would seem that they offer partial views when taking the complete AQAL frame as a map for experience. Because of the multiple levels of complexity in the nature of executive coaching which is directly related to business issues, and the fact that it often takes place within a distinctive organisational context, the existing supervision frameworks and philosophical viewpoints from which they operate may not fit the needs of executive coaching in its totality. Hawkins and Shohet (2000:89) have made valuable contributions by including multiple perspectives and including the work of trans-cultural supervision. They quote Eleftheriadou who states that as supervisors we need to go beyond our own reference points and "worldviews" (Wilber's left quadrants) to understand another. These authors and Carroll and Gilbert (2004) have also made valuable contributions with regards creating "learning environments".

The **recommendation**, however, is that an integral supervision model could be used that would include the relevant and important aspects of all of the supervision models put forward. As the research has indicated, the phenomena extrapolated from the research tasks suggest that the phenomena which make up the various helping models of supervision such as the tasks, roles, processes, roles and functions are all applicable to coaching supervision and as such have relevance. I put forward the integral framework, not to marginalise any of the supervision "voices" but rather as an attempt to be inclusive of the valuable views that arose through the years of supervision practice.

A critique of the exiting views is that they grew out of the scientific materialism of "*modernity*" (Wilber, 2000b), which became the dominant view of that (st) age. What followed

was (and still is in some approaches such as the task-oriented model – see Section A1.13 of Appendix 1) a hierarchical view which positioned supervision as a form of control, and in turn crowded out the views of art, and spirituality (Wilber, 2000b) this view has definitely shifted in progressive models where equality and inclusivity is held as a value. The argument is however that the existing models do not include a comprehensive map across all four quadrants of experience: the intentional and behavioural dimensions of the individual and the collective – relational issues; including validity claims for truth, truthfulness, justness and functional fit; all levels; all lines; all types and states, and as such they are partial.

To be able to manage the global diversity and multicultural reality in which executive coaching is operating and to avoid a *"hegemony of formal rationality that often represses the nonrational and the irrational"* and instead, *"invite all races, all colours, all people, all genders into a rainbow coalition of mutual respect and mutual recognition"* (Wilber, 2000a:159) so that the all views and people are considered and respected, would lead to a framework that would include the relevant aspects of the existing models in order to deal with the complexity of executive coaching and supervision and the contexts in which the work is done.

Wilber (2000a) puts forward the view of the importance of a post-modern view of *interpretation* in the role it plays in human awareness. This view is also credited with making interpretation pivotal to both epistemology and ontology, as what occurs in the interior, i.e. how we make meaning, can only be accessed through introspection (reflection) and interpretation. The use of interpretation played a major role in this project – through the use of the particular research methodologies and subject theories.

However a caution here is that an over-reliance on this perspective could also end up in a form of reductionism (a fall-out of modernity), dissociation, and result in surface interpretations which could result is denying depth if there were no qualitative distinctions (e.g. along a moral line) of any sort. **I have attempted to provide this depth** (in the constraints of the size limitations of this project) by looking at some of the developmental issues that supervision and executive coaching faces. **This is however, an area for further research**. This, in part, could also be an answer to the debate about what is "depth" in coaching as opposed to that of therapy.

Therefore an *integral-aperspectivism* embraces, through a qualitative process, the inclusion of various valuable aspects of the existing supervision models and frameworks, into a holistic and integral paradigm. The psychology of executive coaching and supervision, at this level of work, in my analysis, can be viewed from the perspective of integral psychology as put forward by Wilber (2000a). This view would hold that the work we do is about *constructing*

and *creating* capacity for *consciousness* itself, and that the world is not only constructed by our perception (right quadrants) of it, but by our *interpretation* (left quadrants) of it. Is this not the work of coaching and hence supervision!

5.7.1 The four-quadrant model

The concept of the four quadrants of experience put forward through the integral framework of Wilber (2000b) provides a composite map for examining the interior and exterior aspects of experience, for both the individual and the collective (Figure 5). Dealing with coaches at varying levels of ability, training, competence, experience, and knowledge base, all call for a theory of supervision that will take into consideration the various lines of ability, the different stages that each may be at, and the varied methods that may be used for coaching, the cultural context, diversity at the intersection of the *first triangle* – the coach client and organisation, and at the intersection of the *second triangle* – the coach the client (in the organisation) and the supervisor. The impact of the drive towards *communion* (a feminine principle) and relationship as well as and towards the outcomes and action-based need for *agency* (a masculine principle) are all accommodated on the integral landscape. The wisdom of the interior (emotional EQ), the gradual acknowledgment of spirit in business, the reality of the global knowledge and technological explosion in a multi-cultural world, suggests that a theory of supervision for executive coaching (and coaching itself) would need to be holistic, holarchical comprehensive – and integral.

Figure 5   Wilber's Model

Left- hand path	Right – hand path
- interpretative	-monological
- hermeneutic	-empirical, positivistic
- consciousness	-form

ULQ

Individual interior

Subjective

Intentional

Truthfulness

URQ

Individual Exterior

Objective

Behavioural

Truth

I   It

We

Collective interior

Inter-subjective

Cultural Worldspace

Justness

LLQ

Collective exterior

Inter-objective

Social Systems

Functional fit

RLQ

Source: Wilber (2000b)

5.7.2   Application of Integral vision

Through an analysis of the research material, I have taken the various phenomena which are applicable to coaching supervision and applied these to the four quadrant model in order to create **integral vision**. (Perhaps the supervisor can be called an *intergralvisor*!). However, I have made some adaptations by rotating the quadrants 45° to the left (Figure 6). My **rationale** for doing this is two-fold:

1. It seems that in the question of working with depth and the unconscious this would be a way of understanding this dilemma in a visual way. The exterior quadrants would thus be at the top of the quadrants (*conscious behaviour*) and the interior would be at the bottom (*unconscious drivers*). The world is first interpreted through the exterior behaviours, practices and systems that are observable and in many instances this is what lies in the realm of consciousness. However, what is on the surface is driven by what lies beneath,

and this is the world of thoughts, feelings and the unconscious, the unobservable. Both would be present in the individual and the collective domains of experience.

2. The second reason is that Wilber's model does not offer a process for working with the theory or the framework and as such does not offer a path through which supervisees can be taken in order to emerge with new approaches to the challenges of their coaching in which they can take their executive coachees to a place in which they can think differently. While the four quadrant model can in itself be used as such, or as a tool for supervision, the practitioner needs to develop these. For this reason I have adapted and applied Scharmer's (2003) U-process as a method which can be graphically placed on top of the quadrants and thus serve as a guide for the supervision (and coaching) process.

5.7.3   Coaching supervision – proposed model

Figure 6   Integral Vision Model – supervisory core concerns
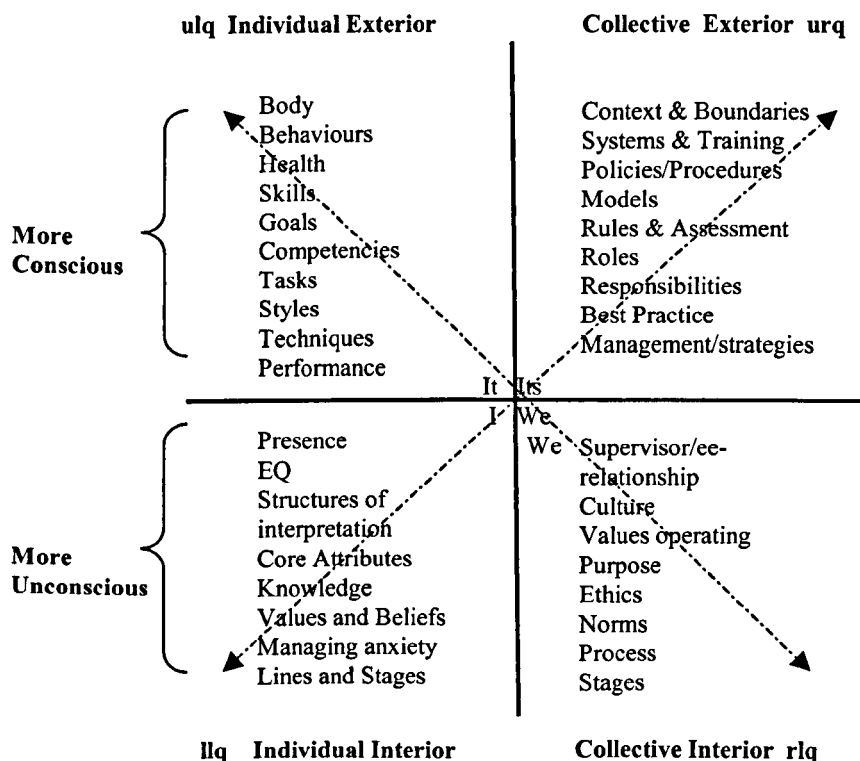
5.7.4   Integral Supervision – coach's position (my adapted version)

Applying this to the position of the coach the model could be used as a map in the following way (Figure 7):

Figure 7   Integral vision – coach's core concerns
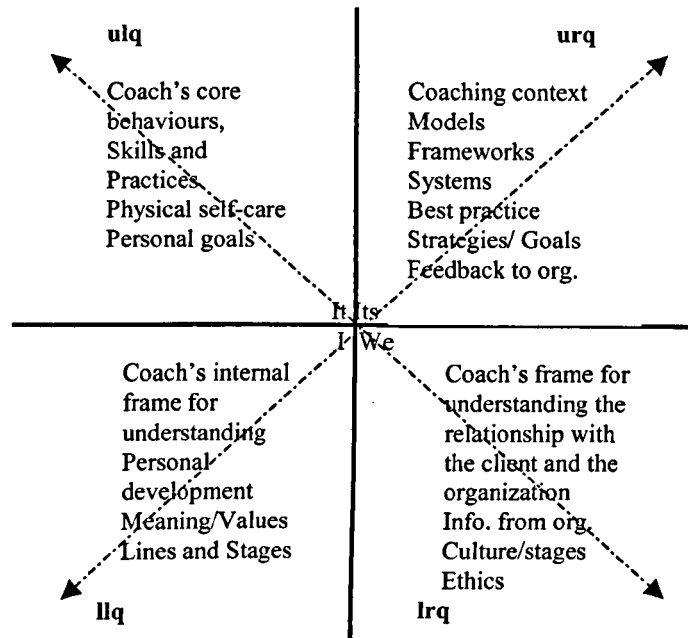
This "*map*" can thus be applied to a number of dimensions and phenomena which are operating within the supervision context and which would help both the coach and the supervisor track the various elements. This would be applicable to a particular case and context and would benefit from taking all five dimensions of integral experience into consideration. The model can also be used for analysing feedback to and from the organisation. The area that would not be fed back into the system would be that area of confidentiality in the individual interior. The other three quadrants are areas from which feedback can be given for example, the aspect of skills development in the upper-left quadrant, or the impact of cultural issues in the lower-right quadrant, or of strategies that need to be used in the upper-right quadrant. The model can also be used as an ethical check. During the supervision practice, process and content can be tracked through all quadrants and stages of development – indicated by the broken lines – could be tracked through the interior experiences and how these show up in the exterior. A coach's lines of development would also

impact with regards moral, cognitive, interpersonal, psychological and or spiritual development and the supervisor and coach could jointly determine paths for growth.

It is important to note that this process could be used as a diagnostic or assessment tool as well as providing a common language for team supervision.

5.7.5   Process

To apply a process with which to work through this framework, I put forward the following adaptation of Scharmer's U-process (Figure 8). It is important to note however, that this part is still a work in progress. Whereas I have applied the use of Wilber's AQAL framework to supervision with coaching students and in organisations both as a diagnostic and assessment tool as result of this research, I am still experimenting with the use of the U-process and I strongly recommend the reader to Scharmer's own work. I am not able to do justice to a full explanation of the U-process but feel from my experience of using it at a methodology for my own coaching that there is real value in tabling it here as a potential in-depth process for supervising coaches at a high level.

Figure 8   Integral vision process
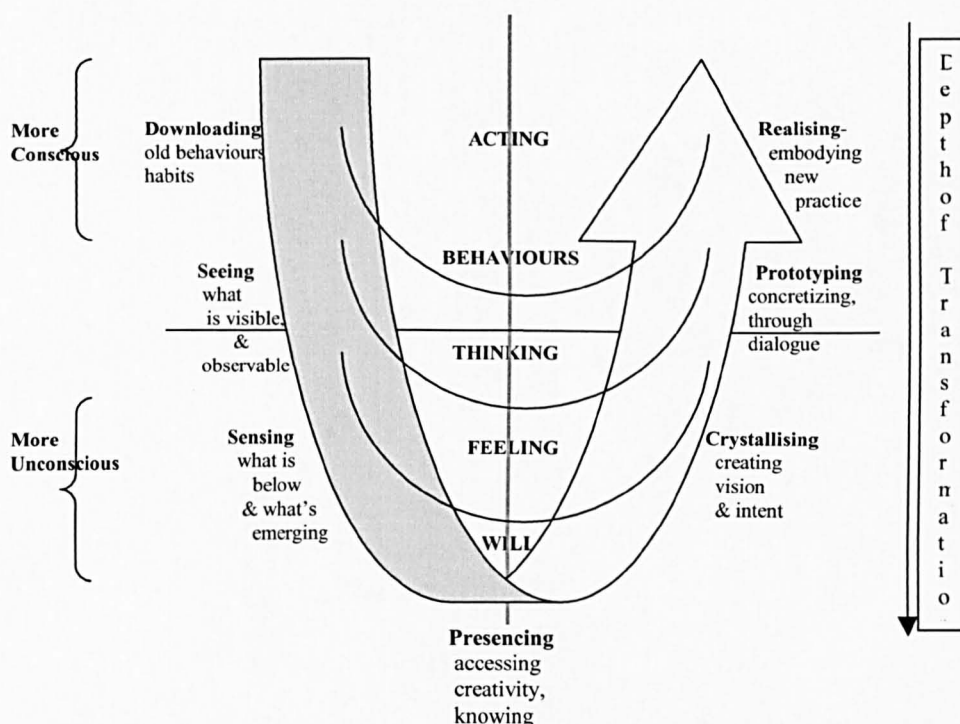
Source: Adapted from Scharmer (2004)

What is unique, is my application of the process on Wilber's quadrants which, during a personal meeting with Otto Scharmer (Johannesburg, March 2006) which was found to be new and interesting to him. He saw it as a viable process to work with in the supervision situation and we will take the conversation further.

Briefly the process would therefore be for the coach to *download* what is happening through his/her individual experience (upper-left quadrant) of the coaching; together the supervisor would work with the coach to *see* what patterns are observable and to *sense* what might be lying below, through a process of dialogic conversations (bottom quadrants). What emerges from this would be "sat" with in order to access new and creative ways of being (and manage anxiety) with the coaching and the client. This is achieved through deep listening on the part of the supervisor, to enable the coach to reach a place of knowing from his/her own experience of him/herself and his or her experience of the world –the collective. This may require the coach to alter his or her state of flow and of being with the challenge or experience through *presencing*, and in doing this allow creative solutions to emerge. This accessing of will or deep

knowing would then be *crystallised* by taking what has emerged and creating a vision and intent for the coaching. This would then be *prototyped*, or concretised into executing action, through the *realisation* of new practices.

This process engages the deep skills of listening with a highly tuned ear, of observing from multiple perspectives, and an open mind, heart and will. Finding new meaning is a matter of perception and a change in perception occurs when one deeply connects with another in the supervision container which acts as a holding space. Through the process of applying sustained attention to the coach's dilemmas by both the coach and the supervisor, something new emerges. To sustain this practice and develop these behaviours one has to develop consciousness. I see major implications for this process in supervisory coaching circles which I call *collective* coaching supervision, whereby a dialogic process between coaches, or between the supervisor and coach leads one into a process of flow. It is at this stage that the coach may be able to experience him or herself differently and as this experience of the self changes so do the options for responding to situations change and so does the emergence of the *authentic self* transform perceptions.

While moving though the U-process the supervisor and coach would work through *four levels*: (1) observing what *behaviours* are evident; (2) the next step would be to look at the mental models – *thinking* – or structures of interpretation; (3) this allows the coach to access the *emotional* space. It is through the embodiment of all these areas – stages of processing – that the fourth level is reached. (4) Will is accessed through the deep listening that the supervisor offers the coach to facilitate creative options for responding to a situation – those options which are not based on old reactive patterns of responding. Through this process the coaching artistry can be accessed and put into practice. The individual and collective domains will be processed throughout.

The U-process may also be used independently in both of the individual quadrants of experience or it may be accessed through the collective quadrants. The process as a whole could also begin from the right quadrants when working with a group.

5.7.6 The link with stages, lines, types and states

It was useful to use an **integral perspective** to observe the links with the theoretical approach of stage conceptions with that of the stages that emerged as students grappled with the process of supervision. This offered a macro view of the microcosm of one-on-one supervision. Stage awareness, which Carroll's (1996) supervision model incorporates, is critical for supervision for it acts as an assessment tool and an indicator for where, what and how interventions are structured and when the optimal timing for making an intervention should be. It is essential for

both coach and supervisor to grasp this. These stage conceptions can be linked to an understanding of the self systems (Wilber, 2000a), Kegan's orders of mind and the stage concepts of spiral dynamics, which in turn can be applied to both the individual and the collective domain.

Taking the **competency/intelligence lines** into consideration adds to the assessment process for the supervisor of the coach and the client. The supervisor would assist the coach to evaluate what competencies are strengths and which may need to be developed. For example, assessing whether an individuals cognitive, emotional, interpersonal, or moral line is a strength, and what lines need to be developed. This will determine the capacity for development in the client and where the practices to get there should be directed.

Understanding the individual **typology** through tools such as the enneagram, Insights Profile or Myers Briggs will also support the assessment process and how the coach and client could be engaged with.

Lastly, understanding the individual's capacity for awareness and management of **states** would enable the supervisor to support the coach in working with both him or herself and the client.

5.8   Concluding analysis

Working as a supervisor in context of executive coaching would suggest that a high level of being and consciousness, depth of experience, wide breadth and depth of knowledge and competency is needed to manage the complexity. This would require at minimum fourth order (Kegan, 1994) but more helpfully a post-modern, fifth order or level of integral thinking (yellow in the spiral dynamic system); it would need to be at a level where the supervisor can draw on many philosophies and ideas, seeing the strengths and weaknesses inherent in all. At this level supervision would include the ability to be able to look at dichotomous theories, frameworks and models and how they create one another while focusing on the system that underlies all of these. At the same time the supervisor needs to attend to the individual needs of the coach, the coachee and the organisation. At this phase supervisees – high level executive coaches – would be able to deal with paradox and managing the tensions of opposites. They would be able to see their limitations to existing frameworks and be able to conceive of alternatives.

The supervisor's job would be to work with the coach, who is working with the organisation to understand and embed high values for coaching practice and professionalism; to be able to integrate coaching with other initiatives and systems in an organisation such as compensation, evaluation and job assignment; meet the need top-level support by executives; enable the

coaches to ground their work in the coach's environment; help the coach achieve agreed upon goals for personal development and for the work with the client; transfer knowledge and skills to sustain ongoing development; be aware of and surface hidden truths from the subjective experience to be held out as objective phenomena which can be examined and thus transformed (Kegan, 1994); and manage the context of varied levels of qualifications due to coaches coming from varying backgrounds to ensure that they are effective as at present, there is no universal training. To do this the supervisor would need acute perception, the ability to interpret, diplomacy, and sound judgement to navigate conflicts with integrity, have character and insight and personally demonstrate that *"the quality of the intervention is dependent on the internal condition of the intervener"* (O'Brien in Scharmer, 2004)

Chapter 6

Conclusions and Recommendations

6.1   Conclusions and recommendations

In order to develop the profession of coaching (the relevant stakeholders of this research) into a stature that it deserves, considering the immensely powerful methodology and impact it can have on individual personal, spiritual, life and business development, research is needed. *"In the untamed terrain of executive coaching this terrain is largely unexplored, and fraught with risk, yet immensely promising. Reliable information is (however) scarce ..."* (Sherman and Freas, 2004), as in research into coaching supervision for executive coaches. With regards supervision frameworks in the traditional helping professions, there is much diversity and disunity in what is put forward, albeit with a recently emerging pattern towards integration through the application of learning and cultural theory into the process. A problem with the existing frameworks is that they have not been tested one against the other in a meaningful way but rather compete through their ideological and conceptual viewpoints. A challenge to this research has been to find a way of integrating the wealth of knowledge that the existing frameworks offer, hence the use of an integral approach.

Executive coaching is a career and an ethical profession. It is not a "slipway" from consulting or therapy or training or consultancy – it may touch on these functions but the critical focus is that coaching has a distinctive character, methodology and process, unique to its function and purpose, and so does supervision.

6.1.1   A space for supervision – an integral vision

Given the above it has become essential to create a space of supervision for the coach to be able to think about the complexity inherent in executive coaching. The lack of training, experience or development of coaching practice as part of many coaches background lays this space open to misuse. Considering Wilber's (2000a) concept of *lines of development*, it can be seen that while executives may be functioning superbly within certain developmental lines (e.g. cognitive excellence) and reach exceptional heights within a given context – this often falters if the context changes and the executive has to access other developmental lines which are not as highly functioning (e.g. the interpersonal line, or leadership ability).

Likewise with coaches – they too may function superbly along specific lines, but in order to meet the complexity of working in this field they too would need to develop towards integration of these lines of functioning. It follows therefore that the supervisor would most

certainly need to be operating at least at Kegan's Level Four, but more usefully at the integral (second-tier) Level Five to fully meet the needs of supervision in this context.

6.1.2   Important considerations

A number of important considerations have been explored in this research and need to be kept in mind when looking at supervision:

- the supervisory relationship and its multi-levels of complexity with regards to its triangular make-up; transference issues; roles; attitudes and outcomes

- the different functions of, and roles in supervision: administrative, educational, organising, managing, leading, supportive

- differing frameworks and models from which supervision operates with special reference to the variety of models in coaching

- the different phases of the supervisory process/relationship through its developmental path in learning and in the actual supervisory relationship

- what creates a shift within the supervisory process that could be translated into work with the client

- the need for ongoing assessment and evaluation of good practice

The research has argued the premise that a theory for supervision would have to accommodate the above and that it would be highly effective to come from a multiperspective view and be inclusive of best practices. The findings and the literature review highlight many important considerations. I will answer these under the headings of the research questions.

6.2   Research questions – concluding remarks

6.2.1   What is the purpose of coaching supervision?

Within the context of working within business organisations, the coaching process will come across many **obstructions** that prevent a system from facing its current reality. These obstructions are usually self-imposed (Kegan, 1994). "*Hidden and out of reach, they reside at the core of our perceptions* (individual interior) *and find expression in mental models, assumptions and images* (collective interior). *These obstructions essentially set us up, shape our world, and chart our future. They are responsible for preserving the system it is and frustrate its efforts to become what it could be*" (Garajedaghi, 1999:118). Supervision is a safe place in which all of this complexity can be unpacked.

6.2.1.1 Application of integral theory

Coaching supervision acts as a thinking space for the coach to access the practice of coaching in the presence of another more experienced coach/supervisor towards a greater understanding of the dynamics, process, tasks, content and outcomes. It is a place in which to unpack complexity and to this end the recommendation of an integral diagnoses and assessment can serve to provide guidance, inspiration and creative yet comprehensive ways for managing the artistry and practice of executive coaching.

6.2.2 What phenomena are particular to coaching and what evidence is there for this?

This has been covered in Chapter 5 which highlights a number of phenomena. The application of integral theory acts as a checklist in very complex situations. While there were major parallels and cross-overs between the needs and phenomena identified by this research for supervision amongst executive coaches and those identified within the helping professions, none of the models provided as comprehensive a map with which to deal with the complexity of executive coaching. Through the integral map and framework the supervisor can direct the coach to areas of that the coach may not have previously thought about or which might have been forgotten.

6.2.3 What is the same or different from counselling or psychotherapy supervision?

There are enormous areas in which the distinctions are very blurred and there is much that is the same. What is clear is that the conditions for forming a relationship are common and the basis of relationship building. The question relates to *who is in the room*, (with regards to presence, knowledge, development, culture, and skills), and how *what is brought to the room* is being processed. The other important elements/phenomena which act as the critical point of divergence is at the contracting level; the techniques used; and the manner in which the unconscious material is worked with.

6.2.3.1 Application of integral theory

There is much of integral theory (see Chapter 5) that can be used to assess the above. By using Wilber's fulcrums for understanding the development of the self and the stage conceptualisations, an extremely useful guide is available, with which to distinguish points of contact and viability for coaching, coaching progression and effectiveness (especially if used in conjunction with other tools such as a 360° questionnaire) as well as for an assessment for the coach him or herself.

6.2.4   Does a coaching supervisor have to have access to multi-models so as not to impose a particular model or frame on the coach?

It is preferable for the supervisor to have a working knowledge of multiple models (AQAL) and a compelling reason to not use a single model approach due to the variety of coaching techniques and models that executive coaches use to do their work. The four-quadrants frame allows for the use of any individual model to be placed in context in order to determine whether the model is covering all aspects of individual and collective experience. The depth of the work arises through the application of the other dimensions of the AQAL model.

This question was a concern of a number of the research participants and the response to my questionnaires also indicated a concern. There were many practitioners who were working in a particular framework who felt that they would need to be supervised by someone from the same model or framework. This approach could be seen as coaching the coach or mentoring. However there are a number of arguments that do not support this view.

A major stance would be that imposing views at any level is not what coaching is about and thus it follows that supervision is not that either. However, at present there are a number of competing views on coaching, none of which have been subjected to the rigour of research to validate their specific claims of best practice. From an integral perspective this would fall back into a way of thinking that characterised by the modern era. This runs the risk of views and stances which become elitist, exclusionary and offer partial perspectives once again. This would approximate my argument with regards how the present models or frameworks for supervision have competed for fit. This would limit a natural evolutionary process which would facilitate inclusivity of models, and the opportunity for individuals to draw on the best of what each has to offer.

While it does not seem contrary to professional practice for a supervisor to have access and knowledge of other models, I would put forward the argument that this needs to be done with an openness as a condition of practice as a supervisor. A powerful element of coaching is that the executive coach does not have to have expert knowledge of the executive's specific domain of operation, for example, one does not have to be an accountant to coach an accountant While he or she would need to have business, organisational, and psychological knowledge, it is often thought to be counter-productive to have too much expert knowledge as it could limit creative options for developing alternative thinking. The research into the comparison between psychotherapy, counselling and coaching supervision phenomena, demonstrated that what is essential is for the supervisor to have the core conditions and competencies of working with another in a supervisory context and that would include being able to have the level of understanding that would be able to integrate and work with a coach who works with a different model. What enables this is that the core processes, functions and

skills are inherent in any good model, and that it is not the model that holds the coach supervisor and enhances practice and development, but the coach supervisor him- or herself. In putting this argument forward I am also aware that I have called the integral work of Wilber and integral model, and as such my own argument or justification for its use could be counter-argued. For this reason it is more appropriate to refer to it a map upon which all models can be placed.

6.2.4.1 *Application of integral theory*

The use of integral theory and frameworks in this regard would infer that all models and all frameworks could be mapped onto the integral model and utilised through an integration of such models in order to suit the needs of the individual and the collective while working with a diverse range of coaches who come from various backgrounds and training. **Support for this is seen by the response of one of my questionnaire respondents** (see Section A2.3 of Appendix 2) **who is already integrating three models for their framework of supervision.** By doing this one can work with the most valuable components of supervisory practice according to supervisee's needs, stage of development and levels of complexity, while considering what would be most useful for the context and outcome necessary or required. This would address the view that individual models are helpful but partial and thus limited, and that qualitative integration would offer both a big picture (holistic) view of supervisory processes, while having access to the unique components of individual models.

6.2.5 Does the model have to be made explicit?

It would seem that this is a valuable contribution to coaching practice and in line with integrating theories and understanding of learning. One of the goals of coaching is the transfer of skills and that learning is made explicit. This is a powerful shift in consciousness as the technological and informational explosion has made knowledge of all sorts accessible to everyone.

6.2.5.1 *Application of integral theory*

In the spirit of openness and transformative practice, which incorporates a moving away from dominator hierarchical structures to an integral view of holarchies, or natural hierarchies, suggests a common space for sharing concerns and that in the interest of equality and for developing trust and creating optimal conditions for learning, what goes on and is used in the supervision for learning development, needs to be made explicit.

6.2.6 To what extent do coaches use supervision for model development or for understanding the client or themselves – as continued professional development?

This outcome of the research material demonstrated that all these aspects were of high importance for the supervisory context but that the frequency of responses which were related to these aspects and which have been confirmed by my experience of providing supervision, suggest that the understanding of what was going on in the room was a priority. It was not about understanding the client *or* themselves but both, i.e. the coach-client relationship, and the individual self, followed by an understanding of the client.

This is also a major distinction regarding the difference between therapy and coaching supervision. Much of the psychotherapy supervision has as a focus, the understanding of the client, while supervisees go to therapy to understand the self. In coaching, the focus is on understanding one self, and the self in relationship to the client, the organisation and the techniques which are being used for coaching. A major task of supervision is to work with the continued professional development of the coach and model development from the perspective of whether the coach has one and how effective is it. A model is useful in providing a checklist for the coach's process.

6.2.6.1 *Application of integral theory*

Integral theory provides a phenomenal map with which to navigate through the territory of executive coaching. In addition to this is provides a continual method for assessment of self, the client, the relationship and the organisation, through continuously mapping what quadrants are being worked in and how, as well as providing an assessment for stages and lines of development, states of consciousness and types of persons. It also acts as a culture check and provides an invaluable tool for understanding complexity and diversity. At the same time there are integral tools that can provide a measure against readiness for change in the individual and the organisation, and allows for a process of continuous referencing to process and outcomes, thus accommodating the need for working with the coach to enable an executive to hold a perspective that covers visions, goals, people and tasks. All of which are essential for leadership.

6.3 *Critical reflection*

The greatest difficulty during this research was the amount of data which I obtained and had to sift through. This made clarity of my argument a real challenge. In fact this could have become two different projects – one to deal with the differences and similarities of coaching and psychotherapy, and one to do with a comparison between supervision in the helping

professions and that of executive coaching. I attempted to process too much data and too much theory, the latter of which has not always done justice to the depth of explanation needed and the richness of the theoretical content. The question of horizontal and vertical depth of field is an ongoing challenge (Figure 4).

The next challenge was managing the tension between whether the data was leading the emergence of theory or whether the theory I uncovered through my reading led my interpretation of the data. It is likely to have been both. A body of knowledge with regards what phenomena are important and relevant to meet the demands of executive coaching definitely emerged, and so did further illumination on the question of what is similar or different between coaching, psychotherapy and counselling.

Change moments were not investigated although data emerged which would have supported an exploration of this had the space allowed.

6.4   The challenge to organisations, and supervision

Coaching supervisors have to discover innovative ways to help coaches manage extreme levels of complexity. In helping clients to do so, Williams *et al.* (2002:121) state that many executive coaches come to the profession from the business world and tend to apply business-based technologies to the coaching partnership, i.e. they *"tend to address the need for change with similar approaches to those they would use for business performance"*. While skills-based and performance coaching is certainly an aspect of executive coaching, there is a very strong case for the coach, and the supervisor, to have a psychological background as well.

I thus propose that in order to be fully present in the coaching process, the supervisor needs to facilitate for the coach, a process whereby a comprehensive map of understanding of the self, the client and the organisation, and that the integral approach to coaching supervision is a way forward to this.

It can therefore be said that supervision of coaches allows for coaches to re-construct their experience, to reflect, understand and design their professional reality. However a greater challenge is that the need to find innovative ways with which to help coaches manage the challenges that face their executive clients in the context of the global shifts of today. For this reason, supervision needs to be a place in which these possibilities can be explored and accessed so that the coach and hence the executive can develop responses for future options which demands a new way of thinking and learning. Supervision works best in a **developmental learning culture** (Hawkins and Shohet, 2000) and this is done by creating an environment and relationships in which coaches and their clients learn about themselves and

their environment in a way that leaves them with a greater variety of options from which to respond and act, than what they walked in with.

The conscious and highly aware supervisor can focus on the client/coach relationship in order to heighten awareness of process, patterns and dynamics which emerge, through the interconnections within the four quadrants, while drawing on all lines and all stages, types and states, as a source of information, an assessment tool and a coaching process. Hence this approach serves to raise the level of individual and collective consciousness for executive coaches, their clients and the organisations in which they operate. This supervision model would thus act effectively, not only as an external resource for coaches, but as a resource that the organisation itself could use. Continual **assessment** of the coaching process and the supervision is a necessity in order to evaluate the achievement of personal goals and desired outcomes of the organisation. In order to shift cultural dynamics, Hawkins (1994) suggests that a "*simple process of bringing it to the surface will allow for an organisation (or individual) to shift*".

The research outcomes have demonstrated that coaching supervision is truly complex, and is caught in a context of huge diversity in training, qualifications, and standards executive coaches. Working with such coaches in the domain of leadership encompasses high levels of complexity. While other supervision models share many of the phenomena obtained from the research into supervision for executive coaches and are adequate for application to coaching, I propose that application of a single model may not fully manage the diversity and range of complexities facing executive coaching. Executive coaching that is not aligned with strategic change, managed through a thoughtful and conscious process which is beneficial to personal, meaning, purpose and development, makes no impact in the organisation. The compelling needs for executive coaching then translates into the compelling need for coaching supervision.

The insights from the integral framework can be applied to peak individual as well as organisational issues. It enables a process of installing systems and processes that enable all five of the major aspects of human being's experience to be addressed. It facilitates working with performance and underperformance. It is remarkable because it engages the potentials already present in coaches and the IOS acts as an invaluable tool for assessment, and creation of change initiatives. The integral approach is not simply another new approach or theory but serves to contextualise and show the interrelationships between existing models of supervision, aiding practitioners in developing best practice, drawing on sustainable and effective wisdom in order to intelligently assess the challenges that the coach is facing, and the current capacities, willingness and propensity for engaging in the work needed to address the

gaps and innovate future options. Thus it will look at what might have been ignored through traditional pathways and while it does not offer absolute solutions it provides a comprehensive and holistic map for what is and what could be.

6.5   *Products arising from this research*

Finally, as a result of the work done in this field for this project, a number of benefits and products have arisen from this research which have served to raise the level of professionalism in executive coaching in South Africa and internationally. These are:

- A paper on this work was presented at the EMCC 11th International Conference in November 2004 and was met with positive reviews.

- A paper was presented at the Coaching Indaba Conference held in Cape Town in April 2005.

- The findings have provided some of the input for the section on supervision which forms part of the newly developed constitution for COMENSA launched in April 2006 and of which I was on the steering committee and headed up the supervision committee.

- I have been invited to co-author a book on Coaching Supervision with Michael Carroll and Pauline Willis and the preliminary work has started.

- The research has been made mention of by Professor David Lane in his presentations internationally.

- This research work forms the basis to the supervision programme for the one year long coaching programme that is offered through The Coaching Centre (www.thecoachingcentre.co.za) of which I am a founder partner. The Centre has become a base for excellence in coaching development (for individual coaches and within organisations) in Cape Town and we have set up centres in Johannesburg and Durban. Supervision groups take place regularly and the integral practice of supervision is being continuously experimented with and explored with view to refining the application. Eighty students have passed through our training in the last two years.

- I am in discussion with David Lane with regards accrediting a supervision training based on this approach.

- I have been invited onto the expert panel of the World Association of Business Coaches.

- I have started writing a journal article for submission to the Coaching Psychology Journal in the UK.

- It acts as a springboard for other research in this area into the application of this model as it is in line with leading-edge thinking.

- Last but not least is my own personal development. I put forward the dictum that *the success of an intervention is dependent on the interior condition of the intervener* (Brian Arthur, in Presence, 2004) and the impact that this work has had on my own personal development and practice of executive coaching and supervision has been marked. My own process towards greater authenticity and integral thinking and practice is reflected in the quality of the work I do and the feedback that I receive.

6.6   Concluding remarks

I feel that this research has met the criteria for good application of Grounded Theory as proposed in Chapter 3 (2.6) with regard **fit, understandability, generality and control, and has justified the use of phenomenological approaches.** As was discussed, qualitative phenomenological research has been a reaction to the masculine mathematico-deductive and singularly scientific approaches of the modern era. I have suggested integral theory and practice as a way of including both masculine and feminist approaches towards a holistic view of approaching supervision in the realm of executive coaching and as a map for navigating this complex domain. The research seems to support the view of enormous complexity which could be met through the application of and across the full AQAL spectrum. This multi-dimensional approach can be used in supervision to work with the client or the organisation to:

- Understand the "self" of the coach – how it is experienced and how it shows up.
- Understand the client.
- Understand the coach/client/organisational relationship.
- Assess for readiness for coaching.
- Assess for readiness and capacity for change.
- Assess and evaluate progress.
- Act as a check for whether all quadrants, stages, lines, types and states are accounted for.
- Act as a multi-disciplinary language.
- The U-process seeks to take learning theory to a new level of experience.

In order to manage the challenges facing executive coaching and thus supervision, I wish to use Kegan's concept of moving from *"informational learning to transformational learning – or learning that changes the very form of one's mind, making it more spacious, more complex, and more able to deal with multiple demands and with uncertainty"* (Fitzgerald and Garvey Berger, 2002:29). This is the process of supervision, of *integral vision* – a process which commands a theory that in itself is comprehensive and which will contain the complexity of coaching work, done at its highest level. The supervisor therefore acts as a *transformative agent* through building healthy and solid relationships and helping the coach to shift the place

of attention i.e. to "*shift that inner place from which* they, the coaches and their clients, *operate*" (Scharmer, 2004). The *success of any intervention*, however, *is dependent on the interior condition of the intervener* (O'Brien in Senge, 2004). The responsibility for successful "high"-level supervision therefore rests in the supervisor him- or herself and their capacity for holding, and operating at, an integral level, with **integral vision.**

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Appendix 1

Notes Relevant to Chapter 2

A1.1   Growth of executive coaching

Sherman and Freas (2004) point out in their article the growing popularity of executive coaching as being a response to compelling needs which are due to:

- The shift in thinking about organisations and the growing value of human capital and diversity.
- Warping of the traditional alignment of companies and their leaders.
- Developing more fruitful ways for businesses and executives to work together has become a priority and a new source of economic value.
- For centuries businesses thrived while treating employees as commodities.
- This dehumanisation or workers included executives – note William Whyte's (1956) "organisation man".
- The rehumanisation of man began in the 1970s as a result of successive waves of change including – globalisation of competition, demand for services, acceleration and restructuring of businesses processes though information technology.
- Companies sought speed and competitive agility in their leaders.
- Attention was being focused on unique value embodied in human beings.
- The CEO was now intellectual capital.

A1.2   Best-fit coaches

(Jarvis, 2004)

Organisations are finding the following:

- Difficulty finding best fit coaches.
- Unfocused coaching interventions.
- Poor matching of coaching resources to executive requirements.
- Disconnect from the organisation.
- Inconsistent delivery.
- Inconsistent quality of coaching.

A1.3   Key executive coach competencies – HAY group

(Simon and Freas, 2004)

- A wide range of life, business and consulting experience.
- Experience of being coached, preferably with middle or senior managers.
- A business or psychology degree (I would suggest both).
- Experience of being coached or counselled.
- Having undertaken roles that have contributed to business development (such as selling, marketing, and PR).

A1.4   Coach/leadership development

(Naude, 2004)

One of the reasons that coaching can be such a powerful partnership for leadership development is that there are many goals around coaching that are synonymous with that of leadership. I have adapted these from Naude (2004):

Coaches can help leaders to:
- navigate through all types of weather;
- engage their client with a cause;
- help them to understand the past, present, and the future;
- involves discussion about followership;
- enable boundary crossing to engage diverse constituents;
- interrogate ethical issues;
- grow leaders to build leadership;
- create positive energy;
- are passionate about leadership;
- value diversity;
- set their people up for success; and
- manage paradox.

Over two and a half thousand years ago Sun Tzu wrote that leadership is a matter of intelligence, trustworthiness, humaneness, courage and sternness (Naude, 2004). Many great theories of leadership have emerged from Blake and Mouton's managerial grid, Blanchard's situational leadership, Greenleaf's servant leadership and more. Naude (2004:3) makes the

statement that "great leaders enable ordinary people to do extraordinary things". I would like to put forward a goal of coaching to be that great coaches make ordinary leaders lead extraordinary. The Integral Model has been applied to business and to leadership practice. There are four main theories of business management that can be applied to the four quadrants. These are Theory X, which stresses individual behaviour (upper-right quadrant); Theory Y, which focuses on psychological understanding (upper-left quadrant); cultural management which stresses organisational culture (lower-left quadrant); and systems management which emphasises the social system and its governance (lower-right quadrant). (Daryl Paulson's "Management: A Multidimensional/Multilevel Perspective"). Hence, when we are looking at coaching in organisations and with the leaders therein, the four quadrant model with its lines and stages of development are extremely valuable.

A1.5   Brief description of psychotherapy and counselling

Psychoanalytic psychotherapy is psychotherapy based on psychoanalytic formulations that have been modified conceptually and technically. Psychoanalysis has as its ultimate concern the uncovering and subsequent working through (reparenting, growing, or restructuring) of infantile conflicts as they arise in the transference neurosis. Psychoanalytic psychotherapy takes as its focus the current conflicts and current dynamic patterns i.e. the analysis of the patient's problems with other persons and with themselves. It is also characterised by interviewing and discussion techniques that use free association much less frequently.

Transference issues – the feelings and experiences from our original experiences with our care-takers are transferred onto present relationships – are taken into consideration but are not the main focus.

There are very many different forms of therapy ranging in emphasis on working with the unconscious, or the mind, the body and/or behaviours. These may range from insight therapy to supportive therapy. The focus may also be on the individual, couple, group, the system or the organisation. Many therapies are worked with at different levels as will be discussed in Chapter 5.

Counselling grew in popularity in the 1960s and grew out of the movement towards growth in human potential. Every life challenge is viewed as a point of growth. The focus was away from hierarchical structures based on a medical model towards a more goal –orientated process and based within the humanistic client-centered approach. Counselling does not delve into the deep recesses of the mind; the focus is more on the here and now, on the problem itself. In this way there is a great overlap with coaching whereas this is not the case with psychotherapy.

A1.6   Self-fulcrums

(Wilber, 2000a:102-105)

F1:   this is the shallowest surface of Spirit; the self is still undifferentiated from the material world – problems at this stage can therefore contribute to a disturbing lack of self-boundaries, infantile autism, and psychosis. The world view at this stage is archaic consciousness; if this is not differentiated (transcended) and integrated (resolved) it can lead to primitive pathologies. If the journey to the Self is sabotaged at its first step the repercussions are severe.

F2:   this is the separation individuation stage, the emotional bodyself differentiates itself from the emotions and feelings of others. Problems at this stage can contribute to borderline and narcissistic conditions, where the self treats the world and others as mere extensions of itself (narcissism) or the world invades and painfully disrupts the self (borderline). This is both due to the fact that the world and the self are not stably differentiated. The Worldview is magical; the Self can magically order the world around in omnipotent fantasy; the environment is full of animistic displacements (anthropomorphic impulse projections) and word magic reigns. Fixation at this magical level (and magical subpersonalities) is a large part of the cognitive repertoire of the borderline and narcissistic conditions.

F3:   the early mental self (the early ego or persona) first begins to emerge and differentiate from the body and its impulses, feelings, and emotions, and attempts to integrate these feelings in its newly conceptual self. Failure (oedipal/electra) can contribute to a classic neurosis; anxiety, depression, phobias, obsessive compulsive disorders, and excessive guilt at the hands of the newly internalised superego. The conceptual self if frightened of and overwhelmed by the feelings of the body (especially sex and aggression) and in its misguided attempt to defend itself against these feelings, merely ends up sending them underground (as subversive subpersonalities) where they cause even more pain and terror than when faced with awareness.

All of these early fulcrums F1 to F3 are heavily egocentric and preconventional – fixation to the narcissistic modes keeps consciousness circling on the surface of the Self.

F4:   This expands into a fully fledged role self (or persona) with the emergence of the rule/role mind and the increasing capacity to take the role of other. The Worldview is mythic – often found displayed in mythological gods and goddesses – which represent archetypal roles available to individual. These are simply some of the collective, concrete roles available to men and women – roles of the strong father, a caring mother, a warrior, a trickster, anima, and/or animus. Jungian research suggests that these are collectively inherited but this does not mean they are transpersonal. These are bolstered by the

specific cultural roles that the child begins to learn at this stage. (Therapy at this stage involves uprooting these myths and replacing them with more accurate, less self-damaging scripts and roles). These preformal archetypal roles are bolstered by the specific cultural roles that the child begins to learn at this stage through specific interactions with family, peers and social others.

F5: In moving from the preconventional and narcissistic to conventional and mythic – membership, consciousness has profoundly deepened from egocentric to sociocentric. It has expanded from "me" to "we" and thus plumbed new depths on its archaeological journey to the Self. I is slowly abandoning the pale and primitive surfaces, becoming less narcissistic, less of the shallows, less of the surface, and diving instead into the deep, where individual selves are increasingly united in that common Self which shines throughout the entire display and is the move from egocentric – magic to sociocentric – mythic, the heart of the all encompassing Self is increasingly intuited.

With the emergence of formal-reflexive capacities, the self can plunge yet deeper, to a postconventional, global, worldcentric self – namely the mature ego. There is a global humanity and compassion. Problems at this stage often centre on the incredibly difficult transition from conformist roles and prescriptive morality, to universal principles of conscience and postconventional identities: who am I, not according to others, but according to my deepest conscience. (Erikson's identity crises is a classic summary of many of the problems at this stage).

F6: As vision-logic (beyond formal operations) begins to emerge, postconventional awareness deepens into fully universal, existential concerns: life and death, authenticity, full bodymind integrations, self-actualisation, global awareness, holistic embrace – all summarised as the emergence of the centaur. In this journey the exclusive reign of the Self is coming to an end and the Spirit is beginning to shine through. The more we go within the more we go beyond. When one looks deep within the mind, in the very interior part of the self, when the mind becomes very, very quiet and one listens with infinite Silence, the soul begins to whisper.

Figure A1   **Archaeology of the Self**

F-6 spirit
F-5 centaur
F-4 ego
F-3 persona
F-2 body
F-1 matter
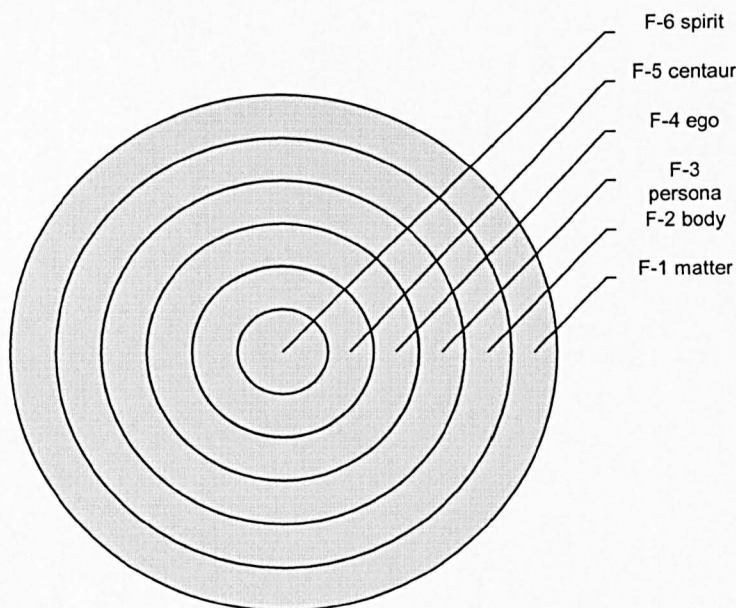
Source: Wilber (2000b)

Wilber's view is that spirit – the real self – can only be obtained by going deep into the self.

A1.7   *Leveraging the personal*

Williams *et al.* (2002:121-128) also presents a perspective that would support depth work. They see individual effectiveness as being enhanced by:-

- Identifying and understanding the internal motivators –unconscious motivators – that drive behaviour, from outside of one's awareness:
- Current personal life information can be compared with work data for the purpose of identifying similarities and differences
- Referencing unconscious functioning has been thought of as inappropriate to executive coaching but when an executive coach has the training to explore the past in pursuit of a better understanding of the present, the benefits are undeniable. It is generally accepted that most of people's behaviours operate outside of conscious awareness

- Early childhood effects exert an enormous unconscious effect on certain individuals which can create major blocks in functioning and performance if not dealt with. Exploration of emotions leads to increased self-awareness.

A1.8 Levels of coaching

(Knudsen , 2002)

Knudsen (in Fitzgerald and Berger, 2002) refers to the five levels of coaching dynamics which were adapted by Yahana (1998). The first level refers to cognitive and task or skill-related learning; the second level relates to describing and naming behaviour; the third level relates to coaching that is conducted at the emotional/reflective level which are core personal issues; the fourth level, entitled interpretative/reframing deals with values, beliefs and assumptions about reality; and the fifth level deals with the unconscious, which Yahana claims is not appropriate for business coaching situations and is more appropriately explored in personal psychotherapy. This is contrary to Williams' point of view. While strictly speaking this is a useful way to make the distinction, except that the use of the concept of the unconscious is often an important area of debate. If the unconscious is taken to mean a part of the psychic structure wherein much of one's repressed feelings and thoughts exist alongside traumatic events which are held at bay through complicated but perhaps necessary defence mechanisms then this is the area of therapy. If by unconscious what is meant is that region that lies just beneath the surface of awareness and is forming an obstruction because of reactive patterns of thinking, feeling and doing, then this is the domain of coaching. Both disciplines have as their aim to make conscious unconscious patterns of behaviour, but therapy has as its aim to bring to consciousness trauma that may need to be addressed and healed while coaching has as its aim to make conscious limiting assumptions, whether they are about feelings, behaviours, potential, self or others. A very important principle which operates to hold the distinction between the two domains is that therapy approaches a client with the knowledge of deep childhood wounding – the Drama of the Gifted Child as described by Alice Millar (1979) – while coaching approaches the client with the conviction of healthy adult functioning and positive creativity – "that man has the capacity as well as the desire to develop his potentialities – that man can change and go on changing as long as he lives" (Horney quoted in Munroe, 1955).

A1.9 Phenomena for coaching work in depth

Williams *et al.* (2002:121-128) also presents a perspective that would support depth work. They see individual effectiveness as being enhanced by:

- Identifying and understanding the internal motivators –unconscious motivators – that drive behaviour, from outside of one's awareness.

- Current personal life information can be compared with work data for the purpose of identifying similarities and differences.

- Referencing unconscious functioning has been thought of as inappropriate to executive coaching but when an executive coach has the training to explore the past in pursuit of a better understanding of the present, the benefits are undeniable. It is generally accepted that most of people's behaviours operate outside of conscious awareness.

- Early childhood effects exert an enormous unconscious effect on certain individuals which can create major blocks in functioning and performance if not dealt with.

- Exploration of emotions lead to increased self-awareness.

A1.10 Ethics document: COMENSA

COMENSA CODE OF ETHICS

Purpose

COMENSA serves to set the ethical standards for South Africa in the fields of coaching and mentoring. It is likely that this Code of Ethics will change and evolve over the years as coaching and mentoring gain independent recognition as professions.

Mission

To set and uphold an appropriate code of ethics to serve the coaching/mentoring professions of South Africa which defines the ethical behaviour that supports and sustains this expanding profession. We will outline values, standards and fundamental principles to which members of COMENSA agree to abide by, and by which they may be measured and/or supervised and against which they willingly agree to be assessed.

Definitions

The term 'coach' or 'mentor' is used to describe all types of coaching/mentoring that may be taking place, both inside and outside the work environment. COMENSA recognises that there are many types of coaching/mentoring taking place and these will need to be defined as more detailed standards are produced.

The term 'client' denotes anyone using the services of a coach/mentor. We believe the term 'client' is interchangeable with any other term that the parties to the coaching/mentoring relationship may be more comfortable with, such as 'colleague', 'learner', 'partner', 'coachee', protégé or 'mentee'.

It is recognised that there are circumstances where the coach/mentor may have two 'clients', the individual being coached and the organisation who may have commissioned the coaching/mentoring. In this Code we have used the term 'sponsor' to differentiate the latter.

The term 'supervision' describes the process by which the work of the coach/mentor is overseen and advice/guidance is sought. The process may differ in significant ways from that undertaken in other professions, such as psychotherapy and counselling.

COMENSA Code of Ethics

- Fundamental Values
- Competence
- Context
- Boundary Management
- Integrity
- Professionalism
- Breaches of the Code

1. Fundamental Values

(a) Inclusivity: The coach/mentor will conduct themselves in a way that demonstrates an understanding and respect for the dignity and diversity of all people. The coach/mentor is committed to the transformation of South Africa and the promotion of equal opportunities for all.

(b) Dignity: It is the primary responsibility of the coach/mentor to provide the best possible service to the client and to act in such a way as to cause no harm to any client or sponsor.

(c) Integrity: The coach/mentor is committed to functioning from a position of integrity, professionalism and personal responsibility. As a fundamental principle of ethics, the coach/mentor is accountable for their own conduct.

2. Competence

The coach/mentor will:

(a) Maintain high standards of competence and exercise care in determining how best to serve the needs of the client in the coach/mentor relationship.

(b) Ensure that they are adequately educated and skilled in the coaching and mentoring technology that they use to deliver their services.

(c) Develop and enhance their level of competence by participating in relevant training and continuing opportunities for professional development.

(d) The coach will establish a relationship with a suitably qualified supervisor, who will regularly assess their competence and support their development. The supervisor will be bound by the requirements of confidentiality referred to in this Code of Ethics.

3. Context

The coach/mentor will:

(a) Understand and ensure that the coach/mentor relationship reflects the dynamic context within which the coaching/mentoring is taking place.

(b) Ensure that the expectations of the client and the sponsor are understood and that they themselves understand how those expectations are to be met.

(c) Embrace cultural considerations and broad-based issues of empowerment.

4. Boundary management

The coach/mentor will:

(a) Maintain professional integrity irrespective of the demands of the sponsor or client.

(b) Honour the confidentially agreement in the coaching/mentoring relationship.

(c) At all times operate within the limits of their own competence, recognise where that competence has the potential to be exceeded and where necessary refer the client either to a more experienced coach/mentor, or support the client in seeking the help of another professional, such as a counsellor, psychotherapist, consultant or business/financial advisor.

(d) Be aware of the potential for conflicts of interest of either a commercial or emotional nature to arise through the coach/mentoring relationship and deal with them quickly and effectively to ensure there is no detriment to the client or sponsor.

(e) To maintain transparency of communication with other members of the coaching and mentoring professions within the confines of existing confidentiality agreements.

(f) Not engage in any sexual contact with existing coaching or mentoring clients, and ensure a period of one year from the conclusion of the coach/mentor relationship before engaging in such contact.

(g) Acknowledge that the coach/mentor is in a powerful relationship with the client and therefore sexual relations are unethical and unprofessional.

(h) Disclose information only where explicitly agreed with the client and sponsor (where one exists), unless the coach/mentor believes that there is convincing evidence of serious danger to the client or others if the information is withheld.

(i) Act within applicable law and not encourage, assist or collude with others engaged in conduct which is dishonest, unlawful, unprofessional or discriminatory.

5. Integrity

The coach/mentor will:

(a)   Act with integrity and conduct the coaching/mentoring relationship in a truthful, honest and clear manner.

(b)   Act to the benefit and in the interest of the client in the coaching/mentoring relationship.

(c)   Approach the coach/mentoring relationship with personal commitment and respect for all other professions.

(d)   Ensure that they are both mentally and physically fit to deliver coaching and mentoring services at all times.

(e)   Assume ownership for self learning and self growth.

(f)   Never represent the work and views of others as their own.

(g)   Act responsibly with regards to the assessment of the need for coaching as a means of intervention.

(h)   Ensure that any claim of professional competence, qualifications or accreditation is clearly and accurately explained to potential clients and that no false or misleading claims are made or implied in any published material.

6. Professionalism

The coach/mentor will:

(a)   Consciously create a coaching environment that supports the independence of the client within the coach/mentoring relationship.

(b)   Maintain professionalism and faithfully pursue obligations and agreements made in the coach/mentoring relationship.

(c)   Be focused primarily on maximising the effectiveness of the client in his or her life and/or work context.

(d)   Not exploit or manipulate the client in any manner including, but not limited to, financial, sexual or those matters within the professional relationship.

(e)   Ensure that the coach/mentoring contract is appropriate and proportional to the objectives of the coach/mentoring relationship (e.g. fees, coaching/mentoring objectives, duration).

(f)   Understand that professional responsibilities continue beyond the termination of any coach/mentoring relationship. These include the following:

(g)   Maintenance of agreed confidentiality of all information relating to clients and sponsors.

(h)   Avoidance of any exploitation of the former relationship.

(i)   Provision of any follow-up which has been agreed to.

(j)   Safe and secure maintenance of all related records and data.

(k)   Demonstrate respect for the variety of different approaches to coaching/mentoring and other individuals in the profession.

(l)   Not bring any other coach or mentor's reputation into disrepute through their actions or communications.

7. Breaches of the Code

The following principles apply to breaches of this Code of Ethics:

(a)   COMENSA members will at all times represent coaching and mentoring in a way which reflects positively on the profession.

(b)   COMENSA members will confront a colleague when they have reasonable cause to believe they are acting in an unethical manner, and failing resolution, will report that colleague to COMENSA.

(c)   Where a client or sponsor believes that a member of COMENSA has acted in a way which is in breach of this Code of Ethics, they should first raise the matter and seek resolution with the member concerned. Either party can ask COMENSA to assist in the process of achieving resolution.

(d)   If the client or sponsor remains unsatisfied they are entitled to make a formal complaint to the Ethics Committee.

(e)   In the event that a complaint should be made against a COMENSA member, that member must co-operate in resolving such a complaint.

(f)   The coach or mentor will bring to the attention of the Ethics Committee of COMENSA knowledge of coaches who are conducting themselves in grossly unethical acts.

Ethics Committee

Further information can be obtained from the Ethics Committee:

- Chair JHB Ethics Committee: Jill Hamlyn (jill@tpb.co.za); Anuschka Boden (anuschka@pathfinderscc.co.za)
- Chair CT Ethics Committee: Marc Kahn (marc@encounterconsulting.co.za)
- Chair DBN Ethics Committee: Lauron Buys (Lauron@cbiz.co.za)
- National Co-ordinator: Sunny Stout Rostron (express@iafrica.com)

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A1.11 Functions of supervision

(Integrative Psychotherapy Training, 1994)

Table A1	Functions of supervision				
Educational	*Administrative*	*Supportive*	*Motivational*	*Personality enrichment*	*Modelling*
Aims Assessment Contract Programmes Learning principles Process	Planning Organising Leading Directing Control Evaluation	Levels - Administrative Educational Personal Supervisor's role	Role of: Worker Organisation Supervisor Work Content	Phases: Excitement Expectation Dependence Identification Activity Overemphasis: Control Identity and ind- ependence Calmness and partnership	Knowledge Attitude Behaviour
Source: Personal notes from Maria Gilbert (Integrative Psychotherapy Training, 1994)					

A1.12 Supervisor's tasks

According to Proctor the supervisor's tasks include that of the (Lainsbury, 1999):

- *normative* – to deal with ethics, developing self management, act as a quality control and help to monitor issues;

- *formative* – to deal with contracting, self development, educating, and to work didactively through experiential self awareness; and

- *restorative* – act as a support, a space to unload, to reflect, to look at the self-talk.

The following aspect was added on as a fourth dimension and indicates a shift in the thinking around supervision to include:

- creative – to enable and find new ways of looking at set patterns – to reframe.

A1.13 Models of supervision

One may apply or adapt many of the known helping professions' models of supervision to coaching, such as: I have inserted the word coach to substitute for that of counsellor.

- Holloway's (1995) Systems Model, which looks at dimensions (relationship, client, institution, trainee, supervisor, institution), tasks (skills, awareness, self evaluation), and functions (monitoring, evaluating, advising, modelling, consulting, sharing, supporting);

- Stolenberg and Delworth's (1988) Developmental Model, which looks at levels of development from trainee to master coach referred to as self-centered, client-centered, process-centered and process in context centered, and their key characteristics;

- Hawkins' and Shohet's Process Model (2000) (seven-eyed model) which looks at content, strategies and interventions, the coaching relationship, the coach's process, the supervisory relationship (parallel process), the supervisor's own process, and focusing on the wider context in which both processes are taking place; or

- Rickett's and Donohoe's Cognitive Behavioural Model which focuses on acquiring skills and knowledge, encourages self-assessment and autonomy provides feedback, assessment and case conceptualisation, coaching relationship issues, monitors process of supervision, and looks at the levels of experience.

- Page and Wosket (2001) Cyclical Model which focuses on a framework or map that includes both process and function and will involve the stages of forming a contract, focus on issues and presentation, work in the space through collaboration, containment and challenge, making use of a bridge through which consolidation, action planning and goal setting can be established, and finally to review through feedback, grounding, reconstructing, assessment and evaluation.

- Carroll's (1996) Five Stage Model which incorporates assessing the supervisee, the relationship, the context, roles and practicalities; contracting which deals with management, roles, evaluation, learning objectives and emergencies; engaging which deals with the use of time, presentation, learning needs, developmental stages, parallel process, external influences; evaluating the supervisee, supervisor, the training and the agency context; and lastly this model deals with terminating through review, looking ahead and references;

- Inskipp and Proctor (1995) use the Working Alliance as their model. This emphasises the importance of the relationship, the tasks, the responsibilities, roles, tasks and relationships, the working alliance and the context

- A Task-Oriented model for mental health professions by (Mead 1990) suggested that one of the goals of supervision was the necessity to see that the changes in therapist behaviours were related to the changes in the client behaviour and as a result had as its aim to try and scientifically produce manipulative changes so that supervision could consistently produce capable and competent therapists.

I have difficulty with this last model as it appears to be seeking to set up a pre-determined process which could deny the uniqueness, humanist and intrapersonal dimensions of working with people. This would fit a modernist and scientific model of human beings. As Wilber (2000b) would advocate; operating from a behaviouristic, scientific and reductionist perspective limits a full view of human potential as it only deals with the right hand quadrants.

Wells and Pringle Bell (2005) put forward a Self-Supervision Model which places the supervisory relationship; the person of the supervisor; the person of the therapist; and the therapy relationship; at the centre of focus. They developed this model because little attention had been focused on helping supervisors develop skills in how and when to disclose their emotional responses, associations and experiences. Their paradigm emphasises the importance for the supervisors to be able to model self-awareness, a multi-cultural perspective and ethically guided and informed use of self-disclosure.

A1.14 Learning partnerships

Supervision has traditionally focused on the passing down of skills, monitoring, assessing, evaluating or giving feedback. Carroll and Gilbert (2004) have included one of the most often used sources of learning theory from that of David Kolb (1981) and his work of experiential learning in creating learning partnerships. The aspects of experiencing, reflecting, conceptualising and active experimentation are now seen as an integral part of supervision. These authors see the worlds of mentoring, coaching and consultation as closely allied to the

world of supervision as well as seeing links with line management supervision. Even though the roles and responsibilities can be different, the essence of all supervision is the same – "how can I the supervisor, facilitate the learning of supervisees from the actual work they do?" (Carroll and Gilbert, 2004:10). These authors also make mention of the goal of the supervisee which is to be able to present their work in a safe and facilitative environment so that learning can take place.

I have taken four definitions of supervision from Carroll and Gilbert's (2004) book "On being a Supervisee: Creating Learning Partnerships" and adapted them to coaching. They are as follows:

- Supervision is a regular, protected time for facilitated, in-depth reflection on coaching practice (adapted from Bond and Holland, 1998).

- Supervision is a working alliance between two professional coaches where supervisees offer an account of a variety of aspects of their coaching, reflect on it, receive feedback, and receive guidance if appropriate. The object of this alliance is to enable the coach to gain in ethical competency, confidence and creativity as to give the best possible service to clients (adapted from Inskipp and Proctor, 2001).

- Supervision is the construction of individualised learning plans for coaches working with clients (adapted from McNulty, 2003).

- When a person consults with a more "seasoned" and experienced coach practitioner in the field in order to draw on their wisdom and expertise to enhance his/her practice, then we would call this process supervision (adapted from Gilbert and Evans).

A1.15 Obstructions

- Disclosure: When working with the concept of self-disclosure, there are ethical considerations: it must be of benefit to the supervisee; it must do no harm, be in integrity, and respect the other's right of self-determination as well as trustfulness (Hawkins and Shohet, 2000).

- Self-monitoring: Supervisors need to work with their own self-knowledge and awareness. They will need to be self-monitoring as well as using supervision of their own work as a resource for them. Supervisor's empathic failures in using the self are often related to a shadow or denied side of themselves and can often be represented by arrogance, grandiosity or narcissism.

- Managing change: One of the most important aspects in managing change is that the "letting go" process is often ignored. This needs to be worked with in order to "let come" (Bridges, 2003; Scharmer, 2004).

- Systems: It is generally accepted that organisations can be viewed as complex adaptive systems and what follows from this is the level of unpredictability (Wheatley, 1999). The coach therefore has to develop a psychological muscle to prevent insights from being re-absorbed into that which is "subject" – our personal structures of interpretation – and to help the client to move to the "object" where "things can be seen and considered, questioned, shaped and acted on" (Fitzgerald and Garvey Berger, 2002:30). The pull towards collusion with a client is powerful and assumptions need to be challenged regularly.

- Culture: Another important consideration is the cultural interface. Tyler *et al.* (1991 in Hawkins and Shohet, 2000:89) identify three ways of responding to culture: the universalist, particularist and transcendentalist. Hawkins and Shohet (2000) put forward the Seven-Eyed Model of supervision to manage transcultural issues.

- Power dynamics: Elizabeth Holloway (in notes from M. Gilbert 1995) talked of reward, coercive, legitimate, expert and referent power as all finding their way into the supervisory context. Hawthorne (Hawkins and Shohet, 2000) talks of how supervisors struggle with their own use of power in the role and may even abdicate their power.

- Issues in supervision: Arloe (1963) has referred to the quality of reporting that is "open and honest" with no intention to conceal the details of the vicissitudes of the therapeutic interaction". Despite expectations of honesty misrepresentations do occur. To be aware of the possibility of negative impacts in the supervision situation – a high level of awareness is needed, attention needs to be given to the affective field which may reflect or evoke narcissistic vulnerability, and the supervisor needs to avoid complacency (Hantoot, 2000).

- Developmental: Carroll and Gilbert (2004) in their outstanding guide for supervision – creating learning partnerships – recommend that the developmental stages of learning in supervision need to be understood. To do this one would need to identify one's own learning style and recognise those of the supervisees. They outline three stages for the supervisee:

  Stage 1 – Relying on your own internal critic as supervisor – this is the process whereby the negative critical internal voice prevails and it is during the stage of unconscious incompetence to conscious competence. Good supervision provides an opportunity to help undo the shaming internal critic

  Stage 2 – that of the "Internalised" supervisor – this is a process of assimilating the external supervisor's voice into one's own system of reference and moves the supervisee to conscious competence

  Stage 3 – developing your own "Internal Supervisor" – this is a stage of integration whereby all that has been learnt, experienced and observed, is operating at an

effective and refined level and the supervisee is putting their own personal stamp on the process.

A1.16   Phenomena in supervision

(Maria Gilbert)

Table A2 Phenomena in supervision		
Game-playing	*Burn-out*	*Narcissistic behaviour*

Identification
Manipulate work requirements
Compliments
Role confusion
Power struggle
Agenda
Supervisor' own games
	Presentations
	Cognitive abilities
	Life philosophies
	Organisational demands
	Lack of training
	Lack of support
	Unrealistic goals
	Rigidity
	Social factors
	Personality traits
	Status
	Economics
	Inadequate leadership
		Resist authority
		Identification
		Inability to empathise
		Inability to form therapeutic
		  relationships
		Resistance to suggestions and
		  advice
		Lack emotional warmth
		Premature assessments
		Hostility and aggression
		Extreme need for attention and
		  recognition

Source: Maria Gilbert course notes		

A1.17   Important conditions for creating effective supervision

A1.17.1   Relationship

The importance and impact of coaching that is done effectively requires the support of a place in which the coach too can be empowered through the supervisory space and once again, it too is dependent on relationship which is the core of all human connections. Relationship is dependent on the subjective experiences of the intersubjective space based on "implicit relational being" of the client and coach and not only involves doing but being. The relationship is critical (Spinelli, 2005) – it is the transformative element that reaches far beyond cleverness, knowledge and skills.

Carl Rogers, the essence of relationship and what makes this are the basic concepts of trust, congruency, authenticity, unconditional positive regard and empathy. Kline's (2004) work on creating a thinking environment refers to help being about telling others what to do, thinking for them, and she contrasts this with real help which consists of "listening to people, of paying respectful attention to people so that they can access their own ideas first." (Kline, 2004:39).

Maria Gilbert suggests that the elements in Table A3 are important to consider.

Table A3	Supervisory relationship		
Dependency	*Power v authority*	*Resistance*	*Conflict*
Manifestation	Source (trust, work situation, self-esteem)	Towards organisation	Outcome with clients
Motives	Outcome (conflict, avoidance, power, struggle, missed learning experience)	Towards supervisor	Supervisor's role (identify, clarify, functions)
Clients	Supervisor's role	Towards work (clients)	Interpersonal source (attitude, styles, behaviours, communications)
Supervisor role		Towards profession	Intrapersonal (inner conflict, transference, power/control, emotionality)
			Cultural (values, norms, gender, class, race)
			Organisational (procedures, structures, physical environment)
Source: Maria Gilbert 1995			

A1.17.2   Core conditions

A1.17.2.1   Empathy

Self and relational psychology has given additional relevance to the place of relationship and in depth exploration of the meaning of empathy. "We can measure the deviation of the skin above the eye to the minutest fraction of an inch, yet it is only through introspection and empathy of the inner experience that we can begin to understand the shades of meaning of astonishment and disapproval that are contained in the raising of an eyebrow" (Khoum, 1959:464). The way to demonstrate empathy is by exquisite listening that communicates the coach's and supervisor's attention and attunement to the client. To do this the supervisor too has to develop what Scharmer (2003) calls presence. This position is seen as being fully present in awareness to the present moment as well as being able to listen deeply, to being open beyond one's preconceptions and historical ways of making sense of the world.

A1.17.2.2   Optimal conditions

Some concepts which support the development of the relationship and which I think are imperative for a shift in thinking to occur within the supervisory relationship have been borrowed from the theory of self and relational psychology. These have to do with the following: optimal responsiveness, optimal frustration and optimal attunement (Kohut, 1971). Focussing on Hegel's master-slave analogy, the work of Jessica Benjamin (1990) makes note

of the need for recognition that relationships are evolving; in the relationship a process known as transference takes place; there will be a struggle for independence and moments of authentic meeting (Process Change Study Group, 1998).

A1.17.2.3 Holding space

The supervisory relationship can thus act as a facilitating environment and so provide a container, a "holding space" (Winnicott, 1957) in which the coach and the supervisor can continually negotiate their intersubjective experience. It is this space in which the coach can survive the triangulations and the negative attacks that can pull one in to enactment with the client and the organisation. Yet Clarkson (2000) argues that a holding space is for babies, and the intervener needs to be able to let people fall off the cliff, to develop robust skills with which to manage life (and work).

A1.17.2.4 Being able to think with the coach about the client ...

Bion (1961) speaks of the ability to "mentalise" for one's client – to be able to think about what is going on for the client. This capacity will need to have been internalised by the coach in order for him to do this for the client. When one is immersed in a system, however, it is very difficult to raise one's head above the multiple systems that we as coaches operate in, in order to "think about" and apply full vision. The multiple levels and layers of coaching, makes the facility of the supervision process an imperative, as it enables the coach to see multiple aspects of the coaching intervention. The coach brings to the supervisor a client, usually never seen or known by the supervisor and reports selective pieces of information about the client, the process and the context.

A1.17.2.5 Reflective practice

Supervision to date has adopted a posture of inquiry, leading to reflective practice for the coach. Reflection is a powerful element in Kolb's learning cycle and is a core practice for the coach. This enables the supervisor to help the coach to look beyond his or her own assumptions as well as beyond the workplace in order to help the client achieve more lasting and sustainable change through a deep understanding of the client's world.

The notion of reflection has been around from centuries and can be traced back to Aristotle's discussions of moral action and practical judgement. Mezirow (1981) refers to seven levels of reflectivity, the first four of which he refers to as "consciousness" and the last as "critical consciousness". The latter is viewed as a uniquely adult capacity and that it is here where perspective transformation occurs, and that is learning as it involves assessing the adequacy of concepts, recognition of the habit of making assumptions, and that more than one perspective is necessary to account for the experience of another or culture.

David Kantor – advocated the view– that the coach is his or her own primary instrument – a concept initially put forward by Carl Rogers who advocating using the self as instrument in the therapeutic environment.

Carroll and Gilbert (2004) put forward that reflection is a sophisticated skill. The ability to reflect has its roots in our past experience, our personality and environment. It is an internal activity. Donald Schon (1982, 1987) did studies on the reflective practitioners and found that across a spectrum of practitioners researched – they all create artistic performances by responding to complexity in simple, spontaneous ways, when they have to choose between competing theories to deal with a unique case. He called this refection-in-action. Carroll and Gilbert suggest that when we as supervisors engage with our supervisees we become our own internal supervisor – a term taken from Patrick Casement (1985).

A1.17.2.6 Posture of inquiry

Supervisors therefore should also adopt a posture of inquiry. To develop reflective skills one needs to be open-minded, inventive and imaginative, be still, listen, respect, think with newness, be vulnerable, look for alternative meanings, not avoid the unfamiliar, be emotionally aware, suspend judgement and be present. Carroll and Gilbert (2004) suggest that reflection goes through different levels of focusing on effect on self, effect on core relationships, on motivation for inquiry, abstract principles, and human relationships, connects across categories and is based Kegan's post-modern view based on the value of diversity, multiple perspectives and flexibility.

Reciprocity – the general meaning is give and take – it's the background feature of all productive supervisory relationships. Reciprocity is an attitude of mind in which the supervisor performs the task of differentiating internally the supervisory relationship from the analytic vertex. Bion (1965:145-6) refers to "views with which I am identified. With myself as the vertex all these vertices which represent 'other-people-as-seen-by-me'" in the context of the asymmetry of the supervisory relationship.

Empathy is a form of identification and as such is a perceptive process. Jung described it as a movement of libido toward the object in order to assimilate it (Jung, 1971:87). It is a process influenced by reciprocity – a term which refers in its general meaning to a mutual give and take.

The analyst knows that every single statement he makes is an account of the state of his psyche, whether it be a fragment of understanding, an emotion or an intellectual insight, all techniques and all learning how to analyse are built on this principle. It is thus part of the

analyst's training experience to realise that he is often going to learn and that as a consequence he himself is going to change.

Therefore both supervisor and supervisee are going to learn – this is reciprocity.

This encourages mutuality. The essence of supervision is to provide a place in which to think (Rustin, 1996). It is therefore both clinical and didactic. It is a space where a certain quality of attention, not dissimilar to analysis in that the communications are being thought about from the position of multiple vertices. It is like analysis too in that supervision leads to the internalisation of a process and a model, which enables us to monitor our sessions. Openness to different ways of thinking about experience, absence of judgemental attitudes, benevolence and analytic thinking in all its forms are features which characterise both supervision and analysis. But supervision in unlike analysis in that the supervisee's transference to the supervisor is not systematically analysed or interpreted.

Process according to Rustin (1996) – I am learning from the relationship with the supervisee and from their relationship with the patient and from their relationship with me. I recognise that there exists in their mind my relationship with their patient. And this sometimes causes difficulties in their work with their patient. I also demonstrate in my interventions that my relationship with the supervisee is monitored from different vertices including the supervision itself. I pay attention to what is being reported the way it is being reported and what I experience is being reported. While this is happening I am considering and rejecting hypotheses about the material under consideration. I am thinking about this in the context of what \ now about the supervisee their characteristics, tendencies to understand the material in a particular way, and their residual psychopathology as revealed in relation to me. Technically this means that I often make use of questions expressed ruminatively or tentatively. This is because questions allow issues to be raised in a non-threatening way. We can understand the material by the coming together of two minds in a form of parenting in which the thoughts and ideas we have about the patient are the children of the process – getting to know you. However this coming together can stir up old feelings and sores. Struggle to find a common language. My water to her fire. Old transferential issues may surface. I take care not to bring in own experiences overtly e.g. cases. If the focus is too much on the therapist and not on client – it can be persecutory. We need to challenge theory and truisms. Jung said we need to make a theory for each patient and Fordham said we need to make a theory for each session.

A1.18　A brief history of Integral perspective

Wilber (2000b) identified early pioneers of an integral approach such as Goethe, Gustav Fechner (1801–1887) William James (1942–1910) Schelling, Hegel, and William James. They had access to early scientific data on evolution. In this century pioneers also abound from Steiner to Whitehead to Gebser but he makes special mention of James Mark Baldwin (1861–1934). Baldwin (in Wilber) forged a psychology and philosophy that is only now being recognised for its scope and history. He was the first great developmental psychologist to clearly define a stage of development; he sought to integrate introspective phenomenology with scientific evolutionary epistemology. (I see the use of Grounded Theory as a direct consequence of this thinking – hence its fit with my research) Baldwin believed that the three great modes of experience were aesthetic, moral and scientific and he proposed detailed developmental stages in each of those domains – i.e. he was one of the first to trace development in all four quadrants; his scheme was taken up by Piaget and Kohlberg, Karl Popper and Donald Campbell. Baldwin realised that no consistent view of development could possible be reached without a doctrine of development of consciousness (Wilber, 1996). He saw this development as going through a series of qualitatively different stages. Jurgen Habermas was highly influential but Wilber saw his contribution as being all quadrants but not all level. Sri Aurobindo's influence was through his view which was concerned with transformations of consciousness (UL) and the correlative changes in the material body (UR).

The core of the perennial philosophy is the view that reality is composed of various levels of existence. This process involves a transcendence and inclusion of the next level to form the full spectrum or holarchy of being and consciousness. The access to the magic and the mythic, to the evolved saints and yogis, was almost wiped out by the authority of science in the modern era and a massive denial of consciousness (Wilber, 1996:61).

A1.19　The four quadrants – an example of use

These four provide four perspectives of the whole. This view can be from the inside (upper left quadrant), which includes all feelings, thoughts, hopes, fears, sensations, perceptions, assumptions in what might be called our individual structure of interpretation (Flaherty) or personal constructs (Kelly). This is the first-person, and uses the "I" language and is a phenomenal and subjective view. Consciousness however, can also be seen as objective (upper right quadrant) involving brain mechanisms, and neurophysiological systems. This is a third-person view and uses "it" language. This makes up the interior and the exterior of my own consciousness. Wilber (2004).

A1.20   Kegan's Orders of Mind – Stages

The first three levels are similar to those found in current theories about child and adolescent developmental stages namely:

first order – the impulsive and magical thinking of the 2-6 year old;

second order – the egocentric stage of the 6 – teen years;

third order – the conformist or socialised stage of the late teens and beyond. It is estimated that 80 per cent of the adults in developed nations reach this order where they have internalised one or more systems of meaning, can respect the needs of others and think abstractly (Integral Institute)

However, when we are working at the level of executive coaching and the supervision thereof, we would be working (hopefully) in the two other stages of consciousness that Kegan postulates. The limitation at this third-order level occurs when a client is faced with a conflict situation. This client may have internalised that power in the organisation should be collapsed (lower-left quadrant) and managers should consult with their staff about decisions (lower-right quadrant) – but has also internalised the ideology of his culture (upper-left quadrant) which suggests that consulting with others shows that you do not know your stuff (upper-right quadrant) and is a sign of weakness (upper-left quadrant). Such a client could get stuck when it comes to making decisions the "right way", and he will turn to others to solve the conflict. (Fitzgerald and Berger, 2002).

The 4th order is the stage of autonomy and it is at this stage adults become self authoring. Sir John Whitmore (2004:13) spoke at a recent coaching and mentoring conference and stated that in a world where external authorities were failing, "coaches have an important contribution to make to their client's establishing an inner authority". Adults functioning at fourth-order level have created a self-governing system that operates outside of the value systems given to them by their family, work or culture. They do not feel torn apart by conflict and decision-making and are self-guided, self-motivated and self-evaluative. They have found their voice and can operate from multiple viewpoints. They can manage ambiguity.

The 5th order is referred to as the integral level. This is never seen before midlife and rarely then. These adults have learnt the limits of their inner system and the limits of having an inner system in general. Those at this level can look across inner and outer systems and see the similarities hidden within what previously looked like differences. There is a synthesis towards a meaningful whole (Fitzgerald and Berger 2002) and an ability to understand paradoxes and managing the tension of opposites.

A1.21   *Spiral dynamics*

In his model entitled "The Emergent Cyclic Double Helix Model of Mature Adult Biopsychosocial Behaviour", Graves states that "briefly, what I am proposing is that the psychology of the mature human being is an unfolding, emergent, oscillating, spiralling process marked by progressive subordination of older, lower-order behaviour systems to newer, higher-order systems as an individual's existential problems change".

Graves decided to verify Maslow's hierarchy of needs to understand what psychological health was. The current belief up to this point was that it was a state and Graves' data showed that it was a process. Graves proposed that as human beings exist in a particular milieu or environment, they develop a set of responses which best helps them cope with the context and this forms a new set of values. This is an important point as up until this time much focus on knowledge in the world was on the question of "what" and this model started to work with the "how". To illustrate this Beck and Cowan who continued the work of Graves after his death and called the work spiral dynamics, make use of the metaphor of a glass. They suggest that one considers the value system as a glass container or the "how" and the contents the "what". As a result of this, what seems to be completely opposite contents of thought may share the same values system of the container. (McNabb, 2005).

The first six memes are "subsistence levels" and refer to what is called first-tier thinking. The next two waves incorporate "being" and are referred to as second-tier thinking in which there is a revolutionary shift in consciousness:

Beige: Archaic – Instinctual; Reactive: this involves survival, safety, sex, and instinctual needs. At this level survival bands are formed and seen in first human societies, newborn infants, senile elderly, mentally ill street people, and shellshock incidence. This accounts for 0.1 percent of the adult population and 0 percent of power.

Purple: Magical – animistic: Tribal: Thinking animistic, magical, good and bad, spells, blessings and curses. Kinship high and lineage establishes political links. Sounds holistic but is atomistic. Forms into ethnic tribes. Seen in belief in voodoo like curses, ancient grudges, family rituals, magical ethnic beliefs, strong in Third World settings in the forms of gangs, sports teams, and corporate "tribes". 10 percent of population and 1 percent of power.

Red. Power Gods. Egocentric: First emergence of self distinct from the tribe; powerful, impulsive, heroic. Basis of feudal empires – power and glory and will protect underlings for obedience. The world is a jungle, full of threats and predators. No regret or remorse. Seen in the "terrible twos", rebellious youth, frontier mentalities, feudal kingdoms, epic heroes, wild rock stars. 20 percent of the population, 5 percent of the power.

Blue: Conformist Rule: Absolutistic: Life has meaning and direction and purpose with outcomes determined by an all powerful other or order. Principles are right and wrong. Rigid social hierarchies, paternalistic. Impulsivity controlled through guilt. Concrete and fundamentalist. Seen in Puritan America, Confucian China, Dickensian England, Islam fundamentalism, moral majority. 40 percent of population, 30 percent of power.

Orange: Scientific Achievement: Materialistic: At this level the "self" moves from herd mentality to find meaning through individualism. It is hypothetico-deductive, experimental, objective, mechanistic and mechanical. Highly achievement oriented, natural laws can be mastered and manipulated for one's own purposes, strategic gains and market place alliances are formed to create corporate states. Seen in Wall Street, Emerging middle classes, colonialism, cosmetic industry, liberal self-interest. 30 percent of population, 50 percent of power.

Green: The Sensitive Self: Personalistic: Communitarian, human bonding, ecological sensitivity, and networking are all important here. The human spirit must be freed from greed, dogma, and this encourages feelings of care, relational self, group intermeshing. There is an emphasis on dialogue and relationships. Decisions met through consensus and reconciliation. Enrich human potential. Often called Pluralistic relativism. Subjective, shows sensitivity for earth and inhabitants. Seen in deep ecology, postmodernism, Rogerian counselling, humanistic psychology, World Council of Churches, Greenpeace, Foucault, diversity movements, human rights issues. 10 percent of the population, 15 percent of the power.

Second-tier consciousness:

Yellow: Integrative: Existential: Life is a kaleidoscope of natural holarchies, systems and forms. Flexible, spontaneous and functionality is high. Differences and pluralities can be integrated into interdependent, natural flows. Knowledge and competency should supersede rank, different levels of reality and movement is up and down the spiral. Good governance facilitates the emergence of entities through the levels of increasing complexity

Turquoise: Holistic: Universal holistic system, holons/waves of integrative energies, unites feeling with knowledge, and has multiple levels interwoven into one conscious system. There is universal order but this is not based on external rules. There is an emergence of a new spirituality. This thinking uses the entire spiral and sees multiple levels of interaction.

Second-tier thinking: 1 percent of the population, 5 percent of the power. This refers to the leading edge of consciousness.

A1.22   The seven archetypal field structures of attention

(Scharmer, 2003:5)

1. Downloading: projecting habits of thought – seeing 0

2. Seeing: precise observation from the outside – seeing 1

3. Sensing; perception from within the field/whole – seeing 2

4. Presencing: perception from the source/highest future possibility – seeing 3

5. Crystallising vision and intent – seeing/acting from the future field

6. Prototyping living examples and microcosms – in dialogue with emerging environments

7. Embodying the new in practices, routines, and infrastructures

Appendix 2

Notes Relevant to Chapter 3

A2.1   Wilber's model of validity claims

Figure A2   Wilber's model of validity claims

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┌─────────────────────────────────────────────────────────────┐
│  INTERIOR                    EXTERIOR                         │
│  Left- hand paths            Right-hand paths                │
│                                                              │
│      SUBJECTIVE              OBJECTIVE                        │
│                                                              │
│   Truthfulness              Truth                            │
│   sincerity                 correspondence                   │
│   integrity                 representation      INDIVIDUAL    │
│   trustworthiness    I │ It  propositional                   │
│                              ─────────────────  COLLECTIVE   │
│                    W│ Its                                     │
│   Justness                  Functional fit                   │
│   cultural fit              systems theory web               │
│   mutual understanding      structural-functionalism         │
│   rightness                 social systems mesh              │
│                                                              │
│   INTERSUBJECTIVE       │   INTEROBJECTIVE                   │
└─────────────────────────────────────────────────────────────┘
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A2.2   Sample codes

Refer to Section 2.5.2 (each * refers to 5x mentions of phenomena, i.e. frequency)

timing *************** lead to client finding the answer (ik) ************* (e.g. = 65
    mentions)

exploration (ic) ***

information giving (is) ******

self-observation (ip) ***********

immediacy where client is now (isa) **********

noticing own boundaries (ica) *******

set container (im) ***********

Memo

(This was a process that evolved out of their own needs for safety yet still without full psychological understanding.)

need for trust (im) *****************************

parallel processes (idd) *********************************

focus in on process – not advising – not solution (idp) *******************

Memo

(Big learning for most – getting out of this mindset)

note /focus on rendering of interpretation of issues as way of uncovering process in use

personal interpretation V systemic (iip) ***

Advocate (iis) **

Challenge (iic) *******

Observe (iil) ***************

Help the coach feel received valued and understood (iit) *************************

To help the coach to review (iij) *********************

Value self (iip) ***

Open up to critical feedback (iipa) **********

A2.3   Questionnaires

A2.3.1   Sample Questionnaire 1

Dear Colleague

I am at present completing my professional Doctorate in coaching through the International Centre for the Study of Coaching in association with Middlesex University. My research topic is titled: Towards a theory of coaching supervision, and I presented a part of my work at the 11th EMCC Conference in Brussels, and was met with very positive review.

I have looked at, and worked with a large number of coaches and their supervisory processes and needs, and have gained some understanding of the unique needs of coaching and its impact on the supervisory process. I have also compared these finding to those of the existing models of supervision that are offered by the helping professions. I am using a phenomenological approach and grounded theory in the research.

What I would appreciate enormously, in the interest of doing a comprehensive piece of research, is some of your ideas, opinions, practices about coaching supervision that you may be exposed to or undertaking yourself.

Some of the questions that would provide interesting information are the following:

1. What would you define coaching supervision to be?

2. If you have had any exposure to supervising in another discipline, what would you say are the similarities and differences –if any – that you may have encountered in supervision, between that discipline and coaching?

3. What do you think are the special needs and demands of coaching that would show up/have been evident, in the supervision process?

4. What has been your major challenge in supervising coaches? (Is it working from different models, different trainings, different expectations?)

5. What do you think are the major challenges for supervisors of coaches?

6. What streams of coaching do you supervise (e.g. executive, life, performance) and do these different streams of coaching lead you to supervise in a different way, using different models, or frameworks and if so what would these be?

7. What model of supervision do you follow: your own, systems, developmental, cognitive, etc.? Please clarify and say why you might have chosen this model.

Please note that any information that you give me will be treated with the confidentiality that is required by the university's code of ethics and of course the ethical standing of coaching as a professional body. The purpose of the information would be to assess the various aspects of the process of supervision in coaching and no personal/descriptive information will be used unless it is relevant and is in accordance with your wishes. What I would ask permission for, is to quote you, if you have done any research into this that you would be willing to share and which would that be in the interests of the research. Your own work will of course be attributed to you unless you state otherwise. I would like to publish my paper and credits will be attributed to their sources.

Many thanks

Paddy Pampallis Paisley (HED BA Hons Psy. M.Ed.Psy Cum Laude)

(Paddy Pampallis Paisley is an executive coach, supervisor and registered psychologist. She is a director of The Learning Centre, The Coaching Centre and is on the steering committee of COMENSA – The Coaching and Mentoring Association of South Africa. She recently presented part of her research paper at the EMCC conference in Brussels.)

A2.3.1.1 Sample response (a)

(Emerging themes are underlined)

1. What would you define coaching supervision to be?

    The _support_ and _challenge_ of coaches and mentors in developing their practice

2. If you have had any exposure to supervising in another discipline, what would you say are the similarities and differences –if any – that you may have encountered in supervision, between that discipline and coaching?

    No direct _experience._

3. What do you think are the special needs and demands of coaching that would show up/have been evident, in the supervision process?

    Parallel process can be strong – esp. for "elder statesman" mentors – see Clutterbuck and Megginson (1999) Mentoring executives and directors for a description of these beasts.

4. What has been your major challenge in supervising coaches? (Is it working from different models, different trainings, different expectations?)

    The major challenge for me is _integrating the different models_ and using them to illuminate each other.

5. What do you think are the major challenges for supervisors of coaches?

    Managing the double _task_ of getting into the supervisee's world so as to _empathise_ and see their intent and to _remain outside_ so as to contextualise and challenge AT THE SAME TIME.

6. What streams of coaching do you supervise (e.g. executive, life, performance) and do these different streams of coaching lead you to supervise in a different way, using different models, or frameworks and if so what would these be?

    Executive, career, developmental. no, these do not lead me to supervise in a different way. Thanks for the question – perhaps I should _differentiate_ but not hitherto.

7. What model of supervision do you follow: your own, systems, developmental, cognitive, etc.? Please clarify and say why you might have chosen this model.

    We have integrated David Lane (needs no introduction), Julie Hay (predominantly TA) and Peter Hawkins (systemic) into our own model.

A2.3.1.2 Sample response (b)

1. What would you define coaching supervision to be?

Four things: first of all a space for the coach to share cases with a supervisor, to <u>discuss</u> <u>dilemmas, difficulties, ethical practice</u> – and to find a <u>sounding board</u> to discuss particularly difficult cases. I actually have <u>my own model</u> for supervision – which is pretty basic but seems to work. Would be happy to share that with you – and in fact did share it at one of our sessions in the Waterkant very early on in our research and meetings with other doctoral students. The second aspect is for the <u>growth and development of the coach</u> – to ensure that the coach is coaching <u>ethically</u> and to talk about the use of, <u>development of the coach's</u> <u>model</u>, and any research the coach may be engaging in. I think there is a third aspect of supervision which is the <u>space</u> where the supervisor <u>challenges</u> the coach, in a similar way that the coach challenges the thinking of the client. So in a sense, the supervisor is a '<u>thinking</u> <u>partner</u>' for the coach, as the coach is a 'thinking partner' for the client. Some <u>similarities</u> with coaching and supervising are <u>in confidentiality</u> – and fourthly in an organisation where there is a team of coaches I believe there should be a 'supervisory' coach who gets all the coaches together to supervise how their work is going and to be sure they are <u>on track</u> not just for the client, but for the <u>organisation's goals</u> as well.

2. If you have had any exposure to supervising in another discipline, what would you say are the similarities and differences –if any – that you may have encountered in supervision, between that discipline and coaching?

The other arenas that I have had supervision practice is as a manager of line managers, teams and staff, and also as a supervisor of new coaches, new trainers and new facilitators. <u>The difference</u> in supervising trainers, facilitators and coaches 'as they practice' is that you give them <u>feedback on strengths, weaknesses and areas you actually</u> see them doing, as you are seeing them '<u>perform</u>'. The key difference with supervising coaches is, unless you are running an academic/practitioner training, you <u>don't usually see the coach perform</u> – that is where being involved in the training of coaches is useful so you can coach them on the spot, in the minute as it were.

3. What do you think are the special needs and demands of coaching that would show up/have been evident, in the supervision process?

The first issue is one of <u>confidentiality</u> – which is to <u>protect the name of the client</u> and the client's organisation, Often a coach in supervision lets slip who they are coaching – and this is not in keeping with a code <u>of ethics</u> of confidentiality. The second area is that of '<u>inner</u> <u>development</u>' of the coach and could be possibly be added as a fifth dimension to question one. That is, the coach should be being coached, supervised and I firmly believe be in therapy to ensure the coach is constantly '<u>dealing with their stuff</u>' in the same way that a clinical psychologist has to for their continuing professional development. Needs that show up are the

definite need for a 'coaching and mentoring body' to <u>regulate coaches and mentors</u> – one that all will belong to, participate in and adhere to!

4. What has been your major challenge in supervising coaches? (Is it working from different models, different trainings, different expectations?)

My particular challenge when supervising coaches is quite frankly their lack of <u>emotional maturity</u> – many coaches in training today are just in the beginning stages of developing their careers, and their careers in coaching – and often make quite few 'errors' in their coaching due to their <u>ego getting in the way</u> (i.e. they don't get that it is the <u>client's agenda</u>, not their agenda; and that the coach's job is to be a thinking partner, <u>not to fix the client</u>! And to <u>remove 'judgment'</u> of the other, of the client.

5. What do you think are the major challenges for supervisors of coaches?

<u>Continuing professional development</u>, doing their own <u>inner work</u>, thinking they have to come up with the answers for the client, and <u>dealing with their own existential angst</u> – living it out through the client.

Am I too tough on the coach? I think the <u>lack of professionalism</u> is the biggest hurdle. I also think there is enough work for all – so too much competition and lack of trust amongst coaches is also an issue in RSA.

6. What streams of coaching do you supervise (e.g. executive, life, performance) and do these different streams of coaching lead you to supervise in a different way, using different models, or frameworks and if so what would these be?

I have mostly supervised consultants who have been doing their training in coaching but have some emotional maturity of life; also students in coaching who are executive, life and performance coaches. I am currently supervising a few mature students who are or will be executive coaches. Sometimes I get asked to have 'coffee' which is a shorthand for supervision as a once off!

7. What model of supervision do you follow: your own, systems, developmental, cognitive, etc.? Please clarify and say why you might have chosen this model.

I have developed my own model – It has improved with the evolving executive coaching model that I am developing with my doctoral research. My <u>model</u> is <u>systemic, integral, cognitive and influenced by existentialism, Jungian analytical psychology, cognitive behavioural psychology, management science and motivational models</u>.

A2.3.2   Sample Questionnaire 2

Dear Colleague

I am at present doing my Professional Doctorate in coaching through the I-Coach Academy and in association with Middlesex University (London). I am a practicing executive coach, psychotherapist supervisor and teacher.

The title of my research is "Towards a theory of supervision in coaching". As you may well know there is a great deal of literature on supervision in organisations and in the helping professions – but very little if anything – to my knowledge – about the supervision of coaching. The EMCC are having discussions about the guidelines for supervision in coaching, but this does not directly answer the question of exactly what is coaching supervision? In doing this research, I also need to find a basis for what is similar or different from the helping professions supervisory practices and methodologies.

I have been on a two year programme with the I-coach academy doing their coaching programme and managing and implementing the supervision days, theory and practice, and have drawn much of my data from this. I would now like to get some expert input from those of you who are doing coaching supervision or who may be interested in this research and its impact on the profession.

What would be very valuable is to have you peruse the following questions and, if acceptable to you, let me have your thoughts on them.

I would also like to ask that if you do contribute, that I may quote you in my research. The research would of course be sent to you for your approval prior to any submission to the university, to validate your contribution. If confidentiality is required, I will honour such a request.

The questions that have emerged are the following, and assume that there is a base of knowledge about what constitutes supervision as predominantly practiced in the counselling or therapeutic arena:

1.   What is coaching supervision?

2.   What would a definition of coaching supervision be?

3.   Is coaching supervision different from other kinds of supervision that is implemented in the helping professions. In practice and from present data, there appears to be a great deal that is similar with regards the frameworks for supervision; also with regard the core conditions of being with another; that the supervisory roles, ethics, functions (Proctor's formative, restorative and normative processes), phases, etc can be applied across the

board of supervisory practice in the helping professions. So, if this is the case, then how is, or what – if anything – would make coaching supervision different?

4. Is coaching supervision, supervision – or is it coaching? (meta –coaching)

5. If it is not coaching, what differentiates it?

6. Does the context differentiate coaching supervision and if so how? (Much of the helping professions supervision takes place in organisational settings so would coaching in a business organisation be any different)?

7. Does the type of coaching make a difference? e.g. executive coaching versus performance coaching; simple versus complex coaching?

8. In the helping professions, the supervisee is probably working with a supervisor who shares a similar framework or model of working – how does this effect coaching when there are a number of models for coaching, and that many coaches apply a multimodel approach. With psychology, therapists who want to be trained in psychoanalysis will go to a psychoanalyst for supervision; likewise a cognitive behaviourist will go to a CBT therapist. Does this apply to coaching? Should this apply to coaching supervision?

9. How will working with multiple models affect the practice of supervision?

10. Are there differences in the breadth and depth of the work of coaching that will affect the supervision approach? Psychotherapy supervision, for example, deals with working in depth; is the focus in coaching more towards the breadth of intervention due to the multi levels/complexity, in/at which a coach works, i.e. broadly with personal, interpersonal and systemic issues and often in a particular context e.g. business with more than one stakeholder.

11. If there is a difference does it depend on the goals?

12. If there is a difference does it depend on outcome?

13. Would the theoretical underpinnings differentiate coaching supervision from other types of supervision (counselling and psychotherapy and social work)? How so?

Please let me know your thoughts about the above. If you have any other questions you may see as relevant to ask, please would you add them in?

A2.3.2.1 Sample answer

1. *It is care of the client through <u>maintaining standards, accountability and ethics</u>. It is about <u>facilitating a process of learning</u> and <u>professional development</u>.*

2. *It is a conversation about coaching that brings about <u>awareness and professionalism</u> through sharing, exploring, teaching and understanding.*

3. *As I understand it an important <u>difference</u> would be the goal and <u>the context</u>. Coaching is not just about the coaching client but about the <u>organisation</u> and as such the supervisor*

works with these <u>multiple levels</u>. It is also not about exploring the <u>inner world</u> of the client but rather focusing on the coach and the coach's structure of interpretation.

4. I think it <u>does involve some coaching</u> – as <u>modelling</u> – but it involves a number of other <u>roles</u> such as <u>educating</u> and <u>directing</u> at times.

5. That it is also about professional development and that the supervisor would at times need to have <u>the answers</u> – the coach may be in a <u>crisis situation</u> with the client and need to give <u>the coach information</u> – the time line dictates a great deal – there is often not time to work with process. It is <u>goal-oriented</u> in the short term.

6. I think so – because of the <u>delivery to the organisation</u> who is also often paying.

7. I guess if one was <u>performance</u> coaching only – the objectives would be geared towards this but I presume you are talking about high level executive coaching – I don't think <u>outcomes</u> change things – the supervisor is the supervisor and will <u>bring whatever</u> is there to the supervision.

8. I think supervisors will need to be able to <u>work with a multiple number of models</u> – if the <u>model is primary</u> to the work then the supervisor may have to "learn" it but it is more about <u>high-level capacity</u> for thinking and not just about models – they <u>support coaching</u> – not make it. If people need to learn models they need to go to specialist coaches in that field.

9. See 8.

10. Yes – I think that coaching supervisors need to have a <u>wide background</u> of relevant knowledge for working with executives – not specialist knowledge but psychology, business and organisational knowledge. Don't think you can be <u>effective without a psychology background</u>.

11. The <u>goals of supervision</u> in <u>therapy</u> are <u>different</u> – its about exploring the unconscious and growing up the structure of woundedness – in coaching its about <u>understanding</u> but the <u>goals are linked to business outcomes</u>.

12. Not sure how this differs from 11.

13. Yes – particularly with focus of <u>internal work</u> and no with the need for <u>understanding of client</u> – but at <u>different levels</u>.

A2.4   Open coding sample

(Coding in italics)

• Looking at it from a developmental point of view – *process.*

• Each person has a different model of coaching – but how does the model of supervision fit into this – what about a multi-model – *models.*

- What does supervision look like in training and in practice – what are the extremes – *what is supervision?*

- Watch the triad's development with each model with in turn may be influenced by the supervision model – *models.*

- When a coach coaches – what is the difference between that and supervision – reflecting and reconstructing – *techniques.*

- Do we have to protect the client – embrace patience – *attributes.*

- What happens that makes the change – is it the questions or is it out of fear – *motivators.*

- Coaching supervision looks different from counselling supervision – is that because the methods or focus are different – *differences – focus.*

- Authentic – how does that look – *core conditions.*

- May get wonderful clinical supervision but how does that look for coaching – *clinical.*

- What are the boundaries between coach and supervisor – *boundaries.*

A2.5   Axial coding

Table A4	Axial coding				
Space to think	Accountability	Accommod-ating	Avoidance	Big picture	Reactive
Anxiety	Context	Parameters	Task	Detail	Implicit
Task focus	System	Tracking	Client-centered	Technicalities	Will
Commit to action	Who is the client	Problem solving	Coach-centered	Skills	Integrity
Stuckness	Power	Mindsets	Tools	Assessment	Sustainability
Style of coaching	Content free	Mental models	Validation	Evaluation	Emotions
Shifts	Amount of talking coach does	Culture	Goals	Manipulation	Thinking
Reflection	Skills	Influence	Links with learning	Counselling	Listening
Feedback	Tools	Levels	Group	Depth	Evolutionary
Raising consciousness	Imposition of views	Functions	System	Analysis	Developmental
Confidence	Teaching	Roles	Note-taking	Purpose	Inferiority
Using time	Questioning	Stages	Effectiveness	Competitiveness	Masks
Space to think	Process	Enactments	Professionalism	Space	Relationship
Failure	Ethics	Resistance	Connection	Confidence	Alliances
Reframing	Contexts	Blocks	Standards	Self-knowledge	Consulting
Make explicit	Philosophy	Patience	Policing	Inhibition	Therapy
Honesty	Learning	Values	Maintain self	Perceptiveness	Readiness
Safety	Planning	Frameworks	Self care	Authenticity	Legalities
Managing difference	Use of self	Enabling	Partnering	Closed	Transparency
Charging	Positive engagement	Mindfulness	Networking	Generative	Performance management
Burn out	Clarity	Understanding	Care	Beginnings	Scapegoat
Paradoxes	Clarifying	Regression	Ambiguity	Endings	Pathology
Balance	Contracting	Change	Safety	Transitions	Dilemmas
Competencies	Input of theory	Courage	Trust	Exploration	Negotiations
Fit	Referrals	Confrontation	Leadership	Breaks	Empathy
Polarisation	Rejection	Dissent	Attention	Strategy	Collaborate
Boundary mngt	Challenging	Clearing	Focus	Triangles	Understanding Org

Table A5	Provisional Categories A: Project findings – supervision			
Structures of supervision	*Stages/Phases during supervision*	*Methods of supervision*	*Responses to supervision*	*Behaviours in supervision*
One on one: Coach to supervisor	Early stage - confused; high anxiety	Facilitative	Opt for positional power	Challenging
One(coach) to group; supervisor leads	Opening membership	*Laissez-faire*	Confusion	Depressed; withdraw
One presents; Group responds	Storming; Testing power	Directive	Reflective	Download
All participate ad hoc	Contracting	Co-operative	Focused	Sceptical
Triads	Norming forming boundaries,	Consensus – group sets agenda	Definition	Co-operative
Larger groups of 8 or so	Settling – stable	Supervisor sets agenda	Calm	Assertiveness
Fishbowls	Autonomous		Mixed	Energetic
One large group with facilitator	Insightful; Aware		Inclusive	
	Professional		Responsive	

Table A6	Provisional Categories B			
Stage	*Task*	*Process*	*Energy*	*Reaction*
Forming; Inclusion	Orientation; What, how, who, when	Dependent	Inwards towards members	Threatened, high anxiety
Storming; Assertion	Organisational; Process/ procedures	Independent; Conflict	Towards internal competition	Jealous, competitive
Norming	Share facts, feelings, opinions	Cohesion	Flow	Acknowledgement
Performing; Cooperation	Problem-solving	Inter-dependent; Trust, harmony, confidence	Outward towards common goals	Celebrate together, cohesion; Shared goals

Table A7	Coaching supervision themes							
Boundaries (Bo)	*Processes (Pr)*	*Responsibilities (Re)*	*Roles (Ro)*	*Attributes (At)*	*Techniques (Te)*	*Model building (Mb)*	*Models (Mo)*	*Management (Ma)*
Pushing edges	Transference	Take action	Create safety	Authenticity	Challenging	Provide context	Process	Self-care
Depth of work	Parallel	Add value	Support	Honesty	Reframing	How to	Psycho-dynamic	Burn-out
Manage rel	Modes of relating	Raise consciousness	Encourage	Trust	Clearing	Clarity	Systems	Time
Personal needs	Feedback process	Observe time limits	Reflect	Objectivity	Content free	Link with process	Integral	Workload
Time use	Flow	Objective	Open up	Sharing	Reflecting	Make explicit	CBT	Individual
Disclosure	V structure	Accuracy	Explore	Accepting	Managing paradox	Define under-pinning	Developmental	Organisation
Responsibility	Confusion	Challenge	Form alliance	Non-threatening	Managing silence	Assess?	Humanistic	Balance
Confidentiality	Conversation tones	Aware of agendas	Set purpose	Confident	Applying theory	Input	Inform client	Structure
Diversity management	Sitting with silence	Manage power dynamic	Educate	Challenging	Coach centred	Throughput	Assess	Have psychological knowledge
C – friends	Exploration	Build rapport	Facilitate	Consciousness	Client-centred	Output	Meta-model	Organisational knowledge
Socialising	Info giving	Work with ambiguity	Mentor	Awareness	Coaching		Social-Political	Development
In team	Self-observation	Containment	Coach	Modelling	Generative			
Ending rel that not effective	Set container	Determine patterns	Dev competencies	Positive	Expanding			

Table A7 (continued) Coaching supervision themes

Boundaries (Bo)	Processes (Pr)	Responsibilities (Re)	Roles (Ro)	Attributes (At)	Techniques (Te)	Model building (Mb)	Models (Mo)	Management (Ma)
Ethics	Rapport	Aware of pathology	Conduit	Honouring				
Referrals	Uncovering	Set contract	Ethics	Academic knowledge				
Endings	Reviewing	Manage process		Patience				
	Tool for learning	Work with depth		Non-reactive				
	Projections	Tracking		Perceptiveness				
	Rivalry	Set learning actions		Experience				
	Inhibitions	Understand context		Non-egoic				
	Avoidance	Multi-model access		Empowering				
	Open disruption	Guide		Compassion				
	Deployment	Give feedback		Articulate				
	Transfer of power	Evaluate		Professional knowledge				
	Learning	Maintain standards		Analytical				
	Individuation	Raise blindspots		Accountability				
		Assure quality		Broad based knowledge				
				Transparency				

Table A8   Coaching supervision themes

Style	Tasks	Method of S	Challenges	Blocks	Levels	Stages	Create shift	Goals
Facilitative	Focus	Fishbowl	Cycling	No structure	Primary	Develop-mental	Focus on internal	Work with business
Democratic	Taking action	One-on-one	Being subjective	Unclear roles	Personal	Life	Empathy	Open blind Spots
Perceptual	Assessing	Group	Assessing process	Non-active	Inter-personal	Organisation	Being explicit	Analyse current sit
Client-centred	Link with learning	Peer	Model driving process	Non-specific	Client's system	Personal	Demo enactments	Review
Coach-centred	Question	Consultative	Dysfunctionality	Focus on client v coach	Superficial	Adult	Manage avoidance	Plan
Participative	Set parameters	Audio-taping	Failure to act	Focus on content	Content v depth	Learning	Focus on process	Learn
Leading	Frame problem	Video-taping (training)	Tracking	Too much theory		Career	Clear expectations	Specifics? Answered
Developmental	Check assumptions	Transcript	Time constraints	Acting on assumptions		Consciousness	Managing anxiety	Clarify
	Evaluate	Case presentation	Seek distinctions	Problem solving		Beginner	Self-authoring	Connect
	Raise issues		Model made explicit	Looking at causes		Experienced	Detachment	Share
	Manage space		Feedback	Mind sets		Highly competent	Using courage	Assist understanding
	Challenge		Not impose	Prejudice		Awareness Accommodation Assimilation	Consciousness	Relate to performance

Table A8 (continued) Coaching supervision themes

Style	Tasks	Method of S	Challenges	Blocks	Levels	Stages	Create shift	Goals
	Hold big picture		Group dynamics	Power issues			Taking risk	Determine objectives
	Ethics		Difficult conversations	Anxiety			Process of individuation-separation	Reflect
	Understanding		Knowing self	Attached to outcome			Achievement of goal	CPD
	Reflect		Sitting with anxiety	Overprotective				Tap into resources
	Clear communication		Change	Enactments				Experience
	Model self awareness		Determining Patterns	Stuckness				Experiment
	Conceptualise Feedback		Regression	Blocked thinking				Technical input
	Teach		Fix it	Defensiveness				Dynamic output
	Create condition for effective learning		Burn out	Resistance				Link learning with model
	Share		Suspending judgment	Manipulation				Come to shared concerns
	Build capacity		Complexity	Shallow reflections				

Table A8 (continued) Coaching supervision themes								
Style	*Tasks*	*Method of S*	*Challenges*	*Blocks*	*Levels*	*Stages*	*Create shift*	*Goals*
	Coaching skills		How deep to go?	Triangulations				
	Counselling skills			Wounded healer				
				Empathic failure				
				Polarisation				

Table A9	Supervision in the helping professions						
Boundaries	*Process*	*Responsibilities*	*Roles*	*Techniques*	*Model-building*	*Model*	*Management*
First explore Issues of work	Session Format	Self-assessment	Counsellor	Listening	As per training - specific theory related	Developmental	Planning
Personal work only if affecting work	Case-centred	Identify practice Issues	Educator	Probing		Process	Contracting
Confidentiality	Therapist-centred	Share	Manager	Reflecting		System	Organising
Sharing material	Interactive	Feedback	Consultant	Process explored		Working alliance	Leading
Action on ethics	Transference	Monitor	Teacher	Prescriptive		5 stage model	Evaluation
Contracting	Counter-transference	Contracts	Colleague	Informative		Cyclical	Set goals
Sharing info	Projections	Organisational demands	Boss	Confrontative		Psychodynamic	
Not gossip	System centred	Taking appropriate authority and power	Expert	Cathartic		Cognitive	
Professional	Resistance	Build relationship	Administrator	Catalytic		Integrative	
Ethics	Learning	Transcultural knowledge	Motivational				
Referring on	Integration						
Termination	Power struggles						

Table A9 (continued) Supervision in the helping professions

Style	Tasks or function	Method	Challenges	Levels	Stages	Create shifts	Goals
Non-directive	Understand dynamics	Tutorial	Colluding	Supportive	Developmental	Self-reflection	Personality enrichment
Transactional	Educative	Training	Conflict of roles	Depth	Internal critic	Confrontation	Assess
Directive	Supportive	Managerial	Being proactive	Insight	Internalised supervisor	Consciousness	Learn
Supportive	Managerial	Consultancy	Dependency	Behaviour modification	Internal supervisor	Openness	Gain theory
Modelling	Normative	One on one	Power play			Working through process	Diagnosis
Rogerian	Formative	Group	Resistance			Learning	Research
Psychoanalytic	Aware	Peer	Behavioural adaptation				New practice
Behaviourist	Understand client	Audio taping	Cognitive adaptation				
	Explore	Video taping	Acceptance				
	Reflect	Transcript					
	Feedback	Case presentation					
	Ensure quality of work						
	Be a resource						
	Monitoring						

Table A9 (continued) Supervision in the helping professions							
Style	*Tasks or function*	*Method*	*Challenges*	*Levels*	*Stages*	*Create shifts*	*Goals*
	Professional awareness						
	Case conceptualisation						
	Self-evaluation						
	Counselling skills						

A2.6   *Example of my notes*

COACHING	COUNSELLING	THERAPY

Personal
More directive   Less directive
Shorter   Takes longer
Present – future   Past –present
Less focus on emotions   Focus on emotions
Greater focus on thinking   Focus on thinking
How/what/   Why

Value of coaching – is the doing focus – taking conversation out into action.

Appendix 3

Notes Relevant to Chapter 4

A3.1   The i-Coach Supervision Model

The supervision model put forward by i-Coach was developed by Professor David Lane.

In this was presented a model which included:

A variety of coaching/supervision models

Single and multiple models

A meta model to :

    explore frameworks

    integrate frameworks

Figure A3   The i-Coach Supervision Model

As can be seen by the above model the supervision process would take into consideration the following and would be from the supervisor's perspective:

1. **The system**, i.e. the organisation or context in which the coach is working:

    *   might include getting relevant information from the organisation about the coaching; giving information – feedback – to the organisation about the coaching;

    *   would involve having information about the client in relation to the team or department she might be working in;

    *   and lastly, would involve tracking the journey of the client and the coaching relationship.

2. The **personal domain** would include work on:

    *   the actual case;

    *   the coach's personal development;

    *   ethical consideration.

3. The **interpersonal domain** would entail:

    *   working with the coach to develop and explore his personal model of coaching;

    *   work appropriately with the needs of the client;

    *   develop best practice.

This framework for supervision looks at the question posed by the variety of coaching and coaching models that the supervisor may need to deal with. What is taken as a given is that this would involve the individual coach and the relationship with the client, the processes that they will undergo, and which will be dependent on what the purpose of the coaching is. Working within an organisational context the supervisor would have to take into consideration that the client might be working with a team and a CEO and there would need to be a values alignment with the needs of the client and that of the organisation.

A3.2   Case formulation model

I-Coach Academy then used Professor David Lane's (faculty member) model for exploration of supervision: the Case Formulation Model. While acknowledging a variety of known models such as the Systems Model (Holloway), The Developmental Model (Stoltenberg and Delworth) and the Cognitive Behaviour Model (Ricketts and Donohoe) the Academy used the CF Model as a meta model. This comprised:

1. **Definition** – of problem; to define purpose, process and the person in the room; the object and role of the supervisor here is to generate and contract around a shared concern, develop increased awareness, generate a contextual analysis, and develop and integrated

profile of the coach, client and organisation as well as matching with the supervisor profile.

2. **Exploration** – of factors that influence the coaching in context to experience. This uses a reflective process whereby hypothesis are tested in order to generate a basis for understanding the factors that influence the coaching and supervision process. This is done through observation as a means to construct and reconstruct personal meaning (Kelly). This will generate new ideas and provide a basis for formulation.

3. **Formulation** – working explanation of the model of the world that the client may be operating from and which can be tested with experiments in the world through change to what is desirable, feasible, and leads to action. This would then be monitored.

4. **Intervention** – plan of action – the new understanding of the world will be applied through experiments and with new behaviours. These enactments will be monitored and would make use of various sources for change e.g. People systems, organisational, social and political.

5. **Evaluation** – of effectiveness and efficacy of programme of coaching and the creation of future objectives, with view to the impact and value of the coaching.

A3.3 Structure of the programme

1. Learning day – taught module; followed by a
2. Supervision day – skills practice;

x 6 (learning triads were formed).

In the first year the supervision day comprised of working in:

*   Triads = a Coach, a Client (in role) and an Observer (Masters students) plus a Supervisor (Doctorate student) and overseen by a Professor;
*   feedback at the end of the day was done through a "fishbowl" process.

In the second year the supervision day comprised of working in:

*   Small groups of eight or ten Certificate and Masters students which included the second-year students and the new intake of first-year students.
*   These groups were "supervised" by the Doctorate students – two to each group.
*   Large group discussions/feedback was held at the end of the day with an occasional fishbowl structure or large group forum. (first-year students were also supervised/tutored by some Doctorate students).

A3.4   Summary of emergent phenomena from the first-year students

- The process of the group forming, identifying with each other, developing an understanding and confidence around supervision and what it entails was part of a dynamic process particular to this group.

- The functions of supervision were looked at through the use of the i-coach supervision framework and included a teaching function and understanding of ethics.

- Development, model building, personal, interpersonal, and systemic issues were explored.

- Managing blocks and dealing with anxiety was high.

- Looked at the observable and the non-observables that were exerting force such as the use of projections, parallel processes and transference and counter-transference.

- The fundamentals for contracting, preparation for and reflection of supervision issues were pressing issues.

- Looked at the process through input–throughput–output.

- Linking the learning days with supervision was useful.

- Dealing with assessment of self, process and performance-objective observation – not interpretation, was a key learning for the group.

- Model-building was often on the agenda.

- Definition of skills was a primary concern.

- Looked at the intrapsychic processes to understand judgements and anxiety.

- Cognitive behaviour processes were noted.

- Bringing difficult conversations to the foreground was key.

A3.5   My role and reflections from the second year

My role here was more active than in the first year – the major differences to implementation of supervision were the following:

- A much more structured programme with a design for input, throughput and expect outcomes – this stood out as a stark difference from the non-directed and possibly student-centered approach – which given the newness of this concept for most students was not as useful.

- This structure provided a greater direction for the students and freed up thinking time to be applied to the issues that were relevant to them rather than grappling with the concept of supervision.

- There was a process through each day which mirrored and modelled a sound supervision process – building a container/rapport, exploration of issues, conceptualisation, extrapolating learning, feedback, review, action plan.

- The review sessions at the end of the day were varied between feedback from individual groups as well as fishbowl exercises.
- Reflective notes from the students – supervisors and self were then gathered and analysed.

A3.6   Feedback on supervision – difficult conversations

Difficult conversations

We had an interesting topic which had so much potential to teach us so much. It was 'Difficult Conversations' (as per Harri-Augstein).

It was inspired by an event that happened in our community, which led to a few people feeling hurt, unheard and was pivotal with regards an area that we have to work in with coaching and that is cultural difference and power dynamics. I feel that instead of talking to each other about it, the group and leaders chose to avoid the difficult conversation and went looking for support – or thought that it was too fragile to deal with in our context rather than have this difficult conversation surfaced. Pity – it will fester!

And I totally agree, it is a difficult conversation to have. And lots of difficult conversations are easier to avoid than confront, because we don't have the skills to deal with them. What are the skills required to deal with difficult conversations I wonder. Detachment must be a major one. Unfortunately I did not feel that we got to any place where we could work further with this issue. I don't feel that I got some valuable tips on what difficult conversations are all about. We mentioned a few criteria of which emotional reaction being the most obvious for me. It would take two mature people who are willing to set aside their emotions, or a skilled facilitator.

Individual supervision

Once again I learn a lot from the supervision we did in groups. I presented a client and was questioned by three different people. This worked well. The following happened:
- *One person questioned me and could only take me to a point. This was as comfortable as he felt he was.*
- *Then another person questioned me and took me to a deeper level.*
- *Then a third person questioned me on the same level but from a different angle.*

I found all of this very useful. It taught me the following:
- *Each coach was comfortable going to a different level, and they stayed within that, and respected the other's desire to take it further.*

- *When it was getting a bit tricky, it was also the group of people around us who restricted where the coaches were prepared to go. We could not get to very personal issues, and there was a whole lot more to be investigated which was restricted by the presence of other people watching.*

- *It is important to have different angles on the same situation, whatever level you are working on. It provides a new insight. I enjoyed having the different coaches coming from their different places.*

- *When there is emotional stuff involved in coaching, it is often your own stuff it seems.*

One thing that bugged me was that it seems the same people are bringing their cases for supervision. This doesn't work for me. I feel that everyone should be putting themselves under this kind of scrutiny. I feel that everyone has seen me with three cases now, and of course there are a lot of suggestions and ideas, but I would like to see them present their cases. Feel like I am putting myself a bit on the hot spot. Had not felt this before, and it is obviously just tipping too far to one side now. There just seems to be a reluctance to share what they are doing. And this is what frustrates me now. But I must be patient because I remember feeling very vulnerable and intimidated about sharing what I was doing and that is probably how they are feeling. Give them time. (ir)

A3.7   Evidence of themes

Evidence of thematic, content and process emerged in the following ways:

- The theme that emerged was the coach's responsibility to the client.

- When is the client accountable?

- What are the coach's fears and insecurities around the client?

- The client often does in the coaching relationship what they do in real life – brought up the question of parallel processes and transference.

- How does a coach develop leadership capacity in self and in client?

- How do you manage paradox?

- Themes emerging in the client material.

- Issues around how much to charge for the service.

- Issues of burn-out and failure.

- Fear of pushing the client away.

- Trap of making assumptions.

- Who is the client – the individual or the organisation?

- How explicit do you make your model – if the basis of coaching is transfer of skills.

- Concepts difficult to work with – the why question schooled out of me.
- What is it about me – my personality?
- Model in my head that is directing me.
- Can't rush process.
- Confidentiality and ethics.
- Not making things explicit.
- Avoiding difficult conversations.
- Allowing for transition process.
- Dealing with silence.
- So much going on.
- Learning process.
- In a system value for raising awareness – change will come down the line when individual or organisation ready.
- Need to understand transitions process.
- Looking at the depth – how it impacts our lives.
- Timing.
- The degree to which we are responsible for our lives.
- Anxiety – need to trust self.
- Need to go to depth to get bedrock assumptions.
- Thought creates reality – how do you get someone there?
- Getting bogged down.
- Complex process.

Feedback from supervisors

Organisational questions:

- How do you assess to work in an organisation – level org functioning at level of CEO.
- Different levels of consciousness.
- Limiting assumptions.
- Systems power-play.
- Pushing coach into role.
- Readiness for change.
- How organisation manages change.
- Understanding of role of supervision.

A3.8   Supervision intervention into a retail organisation

This coaching intervention took place in an international retail company and I managed the supervisory process and feedback into the organisation. The coach's brief was simply to work with the personal development of a group of bright young graduates who were involved in a challenging programme of fast-tracking. The coaches met with me three times over the course of six months.

A3.8.1   Supervision challenges

Of prime importance in any coaching intervention is the need for management of such an intervention. Research by The Corporate Leadership Council (2003) supports the fact that an organisation needs to put into place the following:

1.   Identification of (executive) coaching requirements.

2.   Finding best fit/matching with executives.

3.   Focus coaching engagements.

4.   Foster line manager and senior management involvement.

5.   Implement consistent delivery and quality of coaching.

6.   Assess coaching outcomes and effectiveness.

In this case a number of these functions were not put in place at a systematic level within the organisation – partly due to the fact that as coaching is an emergent profession these strategies are only now becoming part of organisational policy. Of the above, the first two were implemented and results in these areas were evident in that the coaches helped the clients to identify areas of coaching requirements and the fit with each client appeared to be good. The graduate programme from which the coachees were taken, served as an excellent platform upon which to build a coaching intervention and in the words of one of the coaches, *"this has been a particularly rewarding intervention as each client was on a leaning path already at the onset of the coaching engagement, which meant that the coaching could integrate with and add value to other areas of the graduate curriculum"*.

However, the supervision process had to manage a number of the other gaps, which emerged from not having implemented Points 3 to 6.

A3.8.2   Reflections on the supervision

Coaches had found it difficult at times to maintain consistency due to cancellations of appointments. Reasons for this could be either that the coachees were over committed, not available, or that the coaching was not a top priority.

The coaching processes of the coaches had taken different routes: from being very focused and goal directed at first to becoming more organic, and from less structure in other cases to greater structure. As the coaching progressed patterns emerged which pointed to the benefit of a more sustained ongoing coaching process.

Coaching with backbone, sensitivity and intention proved to be powerful ways of modelling for clients. There were issues around continuation and sustainability of important processes being put in motion has been raised.

The coaches would have liked to have known the following prior to engagement:
- Clarity about the organisational culture.
- Clarity about what type of leadership the company wants.
- Company values outlined.
- What is the practice for managing diversity.
- Brief given by organisation to the clients about what their coaching was for/about was not clear.

A3.9   Contracting

The beginning is critical. In my experience, and supported by views on other coaches who are also therapists, the contracting for therapy and coaching is very different. In therapy the contract gives permission for the therapist to go into the depths of the psyche, elicit a regressive experience, or work with the self structure at early stages of an individual's development. I see this as a descending process. Coaching however is purposeful, and I see this as an ascending process, which is based on the assumption that a healthy mature and adult perspective is present in the room; i.e. the coach is working with a more developed self structure (as per Wilber's self fulcrums). There is nothing to say that within a coaching situation, the depths of painful memories and experiences will not arise, but it is at that point that a distinction in created between therapy and coaching. The coach needs to be trained to cope with this but not to work this process with the client – that is the work of therapy. The coach has to know how to hold the client however, in such a moment.

Therefore in addition to the questioning, the contracting is pivotal (Spinelli, 2005) not because of what is said, but the coach, through the contract, creates a set of conditions by which she or he can adhere.

Knudsen (2002) reinforces this position. She states that the most fundamental requirement for coaching is that it begins with a substantive contracting process. It is through this process that

goals are explicitly related to business objectives and are not of a purely personal nature. This is an important issue to address and indicates that the personal and the business objectives can go hand in hand. From my own experience it has been the very rare occasion that the client that I have worked with only presents their business persona to me. Hodgetts (2002) states the case from the other point of view in that so often what appears to be an individual issue sometimes has significant organisational antecedents. What is usual is that it is both. That the coach has to work with both individual and organisational issues seems to be the truth of coaching, for to work from only one

Appendix 4

Notes Relevant to Chapter 5

A4.1   Results and interpretation

Table A10 Concerns and positive outcomes	
Concerns arose when:	*Positive outcomes*:
Roles were unclear (lower-right quadrant)	There was great value in modelling coaching by the supervisor (lower-right quadrant)
Structure appeared limiting or there was no structure (lower-right quadrant)	Observational skills honed (upper-right quadrant) – added to ability to be reflective (upper-left quadrant)
Group safety was an issue (lower-right quadrant)	Value of focused supervision (right quadrants)– provided safety and allowed for confidence boost and creativity(left quadrants)
Feelings of inequality/incompetence emerged (upper-left quadrant)	Some student coaches developed ownership of models and process and skills (right quadrants)
There was no clarity of purpose (lower-left quadrant)	A combination of advice, support and encouragement appeared important, especially when anxiety was high during the early stages of learning (left quadrants)
There were fears of showing needs and vulnerability (upper-left quadrant)	Working within a framework provided a structure against which to assess and set goals – this was liberating in some cases (lower-right quadrant)
Boundaries were unclear (right quadrants)	Familiarity with learning styles (upper-right quadrant) encouraged tolerance (upper-left quadrant)
There was no process for difficult conversations (lower-right quadrant)	Group process allowed students to gain a sense of others and what the issues were – added to learning (lower-left quadrant)
Much assumption making dominated in early stages (left quadrants)	Group and individuals developed skills of listening (right quadrants)
Multi-level processes were confusing (AQ's)	Through observation – feedback loops improved as did capacity to cope with complexity (lower-right quadrant)
There was unconsciousness/unawareness (upper-left quadrant)	Clarification improved – of roles and purpose (right quadrants)
Outcomes were diffuse (right quadrants)	Outcomes became more focused (right quadrants)
There was difficulty in identifying shared concerns (lower-right quadrant)	There was greater focus on core issues (left quadrants)
Projections were powerful (upper-left quadrant)	Self responsibility improved (upper-right quadrant)
No clarity of models – everyone had something different and there was no personal confidence to sustain the difference (lower-right quadrant)	Models started to emerge with creativity and clarity (lower-right quadrant)
There were students working at various stages of development, re skills, competencies and background knowledge and experience, which created frustration (left quadrants)	As students worked through the different developmental stages, they gained in clarity, purpose, competency, confidence and compassion (AQ's)

A4.2   Presencing

Through a process of being in the now, presencing or being in flow – new possibilities emerge.

This involves three different movement of awareness which include – co sensing, co-inspiring and co-creating. Through presencing, noticeable outcomes include a heightened sense of self, of energy and commitment which leads to long-term changes. It brings together three areas of discipline, science, contemplation, and the arts into a collective creation. When one is able to shift the structure of attention – and move through the thresholds of thinking, feeling and being (accessing will) new possibilities emerge.

Figure A4   Wilber's validity claims

INTERIOR	EXTERIOR
Left- hand paths	Right-hand paths
SUBJECTIVE	**OBJECTIVE**
Truthfulness	*Truth*
sincerity	correspondence
integrity	representation **INDIVIDUAL**
trustworthiness **I**	**It** propositional
	COLLECTIVE
We Its	
Justness	*Functional fit*
cultural fit	systems theory web
mutual understanding	structural-functionalism
rightness	social systems mesh
INTERSUBJECTIVE	**INTEROBJECTIVE**

Figure A5   Transformational Leadership

	Intangible Subjective Interior	**Tangible Objective Exterior**
Individual	**UL** **Individual People** Values, goals, feelings thoughts, perceptions, Management theory Y **I**	**UR** **Individual Performance** Behaviour, job, task, Management by objective, Management Theory X **It**
Collective	**We** **Culture** Shared values, perceptions, goals, meaning, cultural norms **LL**	**Its** **Systems** Policies, procedures, measurable output from the system and Systems Mgmt **LR**

Source: Cocciope and Albrecht (2004)

A4.3   Supervision in a retail organisation

There were a number of gaps in the management of the coaching into this organisation which reinforce how the management and co-ordination of a coaching intervention is critical to the success of the intervention.

Coaches found that:

- Consistency for meeting was difficult to maintain due to cancellations.
- The coaching had not been prioritised by the organisation but rather seen as an add on.
- The company had not systematically bought into the coaching intervention as a priority.
- Issues emerged with regard sustainability.

- The coaches needed to have had greater clarity about the organisational culture, the type of leadership the organisation wanted, company values, practice for managing diversity, and the initial brief (personal development) from the organisation re client's needs.

- They had to be alert to the complex issues that arose out of diversity.

- They need to understand process and power

- They struggled to determine when these issues created blockages beyond the obvious

- What also emerged was the company's own blindness to these issues.

- While espousing certain policies and beliefs (McGonagill, 2002), members of the board – all white and male – failed to recognise the impact of their own modelling and their blind spots between such espoused theory and practice.

- A particular patriarchal stance (and a terror of facing what Peter Senge calls "hierarchical breakdown") from the board members directly associated with this group, made it impossible for one of the female coaching clients to resolve her own issues with regards addressing these board members as she came from a particularly patriarchal family environment herself. Hence her potential was inhibited and she was viewed as reticent. There was a value misalignment.

What supervision achieved in this domain:

- What the supervision managed to do was to use Kegan's five steps for maintaining a Subject-Object shift that helped the coach to take her through her belief about the world, the implications of such a belief, to look for discrepant evidence, while charting the roots of the belief and testing its truth.

- Prior to the supervision the coach had viewed this within the present context only without looking at the historical roots and without addressing the impact of the greater system that was the contributing inhibitor to achieving her own potential.

Interpersonal domain:

- While improved performance was also noted in this domain – coaches struggled with managing equity treatment, involvement of senior management and in one case, a coach was caught in a triangulation (which is often an enactment of old patterns of behaviours finding its origins in one's family patterns where entertaining the idea of a third within a couple relationship becomes very difficult – it becomes a way of dealing with anxiety) between the client and the line manager. This needed very sensitive handling and focused supervision.

- Triangulations (discussed in detail in Mary Beth O'Neil's work) appears to be one of the most difficult areas that a coach can find him/herself in and the process of supervision is paramount to cope with the dynamics that play out in these situations.

What supervision achieved:

- As the coaching progressed, patterns started to emerge in the group dynamics, which the supervision process aided tremendously through identifying power plays, jealousies and trust issues.

- While there were positive shifts towards a greater alignment of graduates with culture and organisational goals, the other areas that coaches came for supervision on had to do with some of the senior and line-managers who were seen to be self-promoting rather than inclusive, displaying managerial defensiveness, jealousies about the graduates being a "special" group, and anxieties on the client's parts about meeting organisational requirements.

Personal domain

- In the personal domain, the clients had shown a number of benefits and growth from dealing with stress, personal awareness, developing personal goals, managing emotions, improved behaviours, improved time management, to the ability to reflect and to clarify life purpose.

What supervision achieved:

- Supervision helped with identifying and dealing with resistance, blockages and managing issues of diversity and power, some graduates somatised their stress and in some cases coaches needed help in developing the capacity for insight with their clients.

- Of the 6 coaches, 3 had considerable training and understanding of psychology and process work. These coaches were better able to manage the more complex dynamics than the other 3 coaches who had a predominantly business background. However, all the coaches had reported improved performance in one or the other domains of personal, team or organisational performance.

A4.3.1 Summary

Various themes emerged which may be useful to future planning within the organisation:

- Some clients demonstrated high levels of creativity and ability to work in multi-dimensional ways with problems.
- Overall, clients had high levels of personal awareness.
- Distinct commitment to professional and personal development.
- Commitment to pioneer change, and work with progressive management styles, of which empowerment seemed to be a key foundation.
- A need for more collaboration between the academy and the organisational needs.
- A need to make these explicit to the coaches.

- Clients seem to struggle to initiate new creative projects due to unconstructive feedback being commonly given within internal *organisational meetings. This could be particularly destructive* early in creative conceptualisation stages. There seemed to be a sense of other's feeling threatened by project initiation in the organisation.

- There seems to be anxiety around high levels of politics and "back stabbing." It may be useful to consider ways to build trust in the organisation.

- Clients struggled at times to keep momentum due to high levels of work and study pressure. It may be useful to consider ways of managing workload over the RA period.