Coaching Supervision Framework

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Coaching Supervision Framework Based On RACSR
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Introduction

CCL research has suggested that leaders attribute as much as 70% of their leadership lessons to on-the-job-challenges, 20% to experiences in relationships, and only 10% to lessons derived from formal classroom activities (McCauley & McCaull, 2013). It may therefore make perfect sense for companies to accelerate their rise in the coaching culture value chain by not only training line managers in how to informally coach their teams on the job, yet also assign professional external or internal coaches (usually from HR and Learning & Development) to guide managers and executives through transition and transformation. As the world gets more and more VUCA (Volatile, Uncertain, Complex, and Ambiguous) more shelters of reflection and laboratories of action will address a pressing need.

There is great value in extending this idea of shelters of reflection and laboratories of action to the work of professional coaches. Coaching supervision is the means to achieve this and is an essential part of the continuous professional development for coaches. For those who organize coaching services, it’s the key to effective quality assurance, to managing the risks that can be part of coaching, and to drawing learning from the coaching conversations that take place in the organization. (CIPD report on Coaching Supervision, 2006)

The CCL Coaching Model revisited

The CCL model of coaching is based on a research based adult learning model further informed by practice (Frankovelgia and Riddle, 2010). It wraps the coaching Relationship around four other elements: Assessment, Challenge, Support, and Results (RACSR).
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CCL Coaching Framework

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Assessment</th>
<th>Challenge</th>
<th>Support</th>
<th>Results</th>
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</thead>
<tbody>
<tr>
<td>Establishes</td>
<td>Creates Awareness,</td>
<td>Challenges Thinking</td>
<td>Listens for Understanding,</td>
<td>Sets Goals</td>
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<tr>
<td>Boundaries,</td>
<td>Evokes Discovery</td>
<td>Assumptions,</td>
<td>Facilitates Engagement</td>
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<tr>
<td>Builds Trust</td>
<td>and Insight</td>
<td>Promotes Practice</td>
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Through a coaching supervision lens those competencies could be described as follows:

1. **Relationship**

**Establishes Boundaries:** • Clarifies supervisee expectations • Discusses confidentiality and the information flow across stakeholders • Clarifies roles, ground rules, session format, and agenda • Manages time

**Builds Trust and Credibility:** • Connects almost immediately with a wide variety of supervisees • Creates a safe reflective space • Displays a collaborative style (verbally and non-verbally) • Acts from unconditional positive regard • Uses humor to release tension or to address difficult topics with a light touch • Displays broad knowledge and experience and matches supervisee’s knowledge • Addresses difficult issues with credibility and commands supervisee’s respect • Handles power and authority appropriately and with sensitivity to cultural differences

2. **Assessment**

**Creates Awareness and Encourages Self Discovery:** • Appropriately provides feedback in the moment about supervisee’s observable behavior, the relationship between supervisor and supervisee, the tools and interventions supervisee is bringing to bear, supervisee’s self-reflections, the relationship between supervisee, client, and the wider system, and supervisor’s own thoughts, feelings, and reactions • Clarifies strengths and areas for improvement • Establishes a shared understanding of supervisee, client, context, and system • Understands Intention • Encourages reflection • Increases self-awareness

**Interprets and integrates assessments (only applies if assessments are part of the coaching process):** • Explores supervisee’s comfort and confidence with assessment data; supervisee’s approach to assessment data review in context of client’s needs and preferences as well as their own preferences; supervisee’s ability to use assessment data as springboard to drive powerful coaching conversations • Provides feedback and alternate approaches for supervisee to consider
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3 Challenge

Challenges Thinking and Assumptions: • Uncovers beliefs and assumptions • Uses generative questioning • Challenges supervisee without being judgmental • Able to hold silence • Encourages new ways of thinking • Pushes boundaries (supervisor’s and supervisee’s)

Promotes Practice: • Encourages experimentation with new tools, models, or approaches • Practices feed-forward rehearsals with supervisee to these out in the supervision session

4 Support

Practices Deep Listening: • Shows curiosity • Listens and observes at different levels (behavioral, emotional, systemic) • Summarizes, paraphrases • Works with emotions (the supervisee’s and the supervisor’s)

Provides Acknowledgment: • Provides recognition and encouragement • Recognizes strengths • Explores and honors values • Works with supervisee’s preferences and learning style

5 Results

Facilitates Results that Matter: • Gains commitment on specific Actions with clarification of Milestones, Accountability, Obstacles, Resources, and Support • Reviews supervisee’s goals periodically and feeds forward to encourage new behaviors

Note that all of the above competencies are also valid for professional coaches at an advanced level with the nuance that supervisors will need to be able to take a helicopter view or meta-perspective, not only with an eye on the coaching content and process the supervisee is reporting but as well (we would add mainly), with other eyes on the relationship between supervisee and their client and the wider system, what’s happening between supervisor and supervisee, etc. (Hawkins, 2006).
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There are specific competencies that are expected from a supervisor which are not coaching competencies per se as they are part of the norming and educational roles of the supervisor.

<table>
<thead>
<tr>
<th>Ethical Capacity and Maturity</th>
<th>Knowledge Sharing</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>• Promotes and models ethical standards and codes of the profession</td>
<td>• Shares coaching expertise appropriately in function of supervisee needs</td>
<td>• Promotes, models, and communicates quality standards; encourages these to be applied in the context of the coaching engagement</td>
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<tr>
<td>• Supports supervisees in developing ethical awareness and responsibility in their coaching practice</td>
<td>• Provides resources</td>
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<tr>
<td>• Is able to discuss a wide range of ethical dilemmas</td>
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<tr>
<td>• Is aware of the legal constraints on supervisors to disclose in the country s(he) operates</td>
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<tr>
<td>• Is able to live with the ambiguities of an ethical decision</td>
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