**NHS Leadership Academy Coach Supervision programme – Day 1**

Workshop leader notes

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| Time | Activity | Notes |
| 9.30 | Invite each person to introduce themselves: name, organisation, a word that sums up how you are feeling this morning.  Introduction to the programme. The overall purpose of this programme is to give you the awareness, skills and knowledge you need to be effective coach supervisors.  The aim of these first two days is to give you sufficient awareness, skills and knowledge to start supervising.  Day three is to consolidate your learning having started to apply what you learn these two days through practising as supervisors.  So now let’s just focus on these two days. Our main challenge is you each developing what I would call a supervising perspective or frame of reference – supervising is different to coaching! It is as if you are all experienced swimmers here to learn a new swimming stroke – it will feel strange at first and you will be inclined to go back to the strokes you already know. But over the course of these two days you will be spending plenty of time in the water practicing and I am confident you will get the hang of it.  Practicalities, domestic arrangements, fire procedure, breaks.  Hand out training packs and talk through them briefly.  Remind them of their two pre-course tasks. Also point out books I have brought for them to look at.  **Ground-rules** for the three days. Acknowledge that there are likely to be overlapping networks in this room, so we need to be mindful of what we share from what has been said in small groups.  Summarise the programme for the three days: **summary in folders** |  |
| 10.00  10.20 | **Definitions, history & purpose of supervision.** – Powerpoint input.  Highlight in definitions each one used the term ‘reflect’ or ‘reflection’. So one of our tasks as a supervisor is to encourage and enable a coach to reflect on their work.  I would like you each to bring to mind someone you are currently or have recently coached. Just hold them in mind, notice how you feel as you think about them. I am going to set out some cards with images on and I would like you each to select a card that in some way you connect with the client you are thinking about – don’t over think it – it may work best to just notice which card you feel drawn to. Now find yourself a partner, preferable someone you didn’t know before you arrived this morning.  In your pairs decide who will speak first and for about six/seven minutes speaker – just speak about your client, your thoughts and feelings about them (rather than lots of detail about them) whatever comes to mind, perhaps how the card relates. Listener – be curious, ask questions, reflect back what you notice in your partner as they talk and be willing to share your own reactions too, particularly feelings, mood and images. I will ring my bell when it is time to swap roles.  How did that go? Point out that they have just undertaken a piece of coach supervision.  After break I plan to do a brief input on Feedback and then I want to do a supervision demonstration by supervising one of you on a recent piece of coaching client work, so have a think over break if you would like to volunteer. |  |
| 10.45 | **Break** |  |
| 11.35  11.50 | **Giving and Receiving Feedback**. This is an important skill for supervisors and one that you are going to use a number of times during this training programme.  Offer **CORBS & LACR on powerpoint**. Check for questions.  Demo – for about 20 minutes. I will do my best to make this a demonstration of how to supervise, but of course it could end up being a demo of how not to!  I encourage those of you observing to notice what I do, or don’t do. What might you have done in my place? What occurs between us? Do you notice any structure to the conversation?  Request feedback and discuss what people observed. |  |
| 12.30 | Lunch |  |
| 13.20  13.50  14.20 | **Cyclical Model** – overview then **Contract.**  In pairs – what would you want in a supervision contract as supervisee and as supervisor, for the moment you can leave the organisation in which this coaching and supervision is taking place to one side – we will bring that in tomorrow. 15 mins, then bring back and share on flipchart paper.    **Focus**. Point out that a supervisee may have more than one focus in a session. With a partner – 10 minute each. Person A identify the coaching issue you plan to present for supervision tomorrow morning in your practice supervision session. Explain to your partner what the issue is and what outcome you are looking for from the supervision session. Person B – listen carefully and ask questions in order to help your partner sharpen up the focus of their issue and clarify the outcome they are looking for. Don’t start supervising them on the actual issue! After 10 minutes swap roles. |  |
| 15.00 | Tea |  |
| 15.15 | **Space & Bridge**  Please get into two groups of three. In this exercise I want you to go through the three core stages of the Cyclical Model in a supervisory pair, with an observer. Timing 15 minutes for each session and 5 minutes for feedback on the session so 60 minutes in total.  To simplify it slightly I am going to let each choose one of these cards to provide the Focus for the exploration in ‘Space’. You each go in each role: supervisee, supervisor and observer in turn.  Supervisor – in the first ten minutes your task is to enable your supervisee to reflect and explore the question on their card. Then for final five minutes shift the direction and encourage them to think about the implications of what they have explored on their future coaching work – encourage them to be as concrete as possible in this final third of the session.  Supervisee – explore your chosen question or questions from your card.  Observer – how effective is the supervisor in facilitating reflection by the supervisee? Are they able to shift from Space to Bridge and how effective are they in managing that shift? Be ready to give them constructive feedback using CORBS. Also act as time keeper; let them know after ten minutes and again when it is time to finish after fifteen. |  |
| 16.00 | Check how that exercise went.  **Review – powerpoint.** Then in the whole group ask everyone to think back to the Space & Bridge session you did earlier this afternoon – when you were the supervisor. Imagine that you didn’t have the observer and the time for feedback at the end, but instead you had five minutes for a mini review of the session you had just had your supervisee.  What would have been great questions you could have asked your supervisee to help that review conversation to get going? Let’s go round and each of you tell us one of your review questions – I will write them up. |  |
| 16.45 | So, how are you all now at the end of our first day – closing round. |  |
| 17.00 | Close |  |