

# Coaching Supervision Academy Diploma in Coaching Supervision

## COURSE HANDBOOK

4<sup>th</sup> September 2020



Coaching Supervision Academy – the supervision specialists

[www.coachingsupervisionacademy.com](http://www.coachingsupervisionacademy.com)

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## 1. Welcome and Introduction

Edna Murdoch      *CSA Founder, Chief Executive*  
Miriam Orriss      *CSA Co-Founder, Executive Chair*

Welcome to CSA's training in Coaching Supervision. We are delighted that you are developing your practice and your business to include supervision – it is an area of the coaching profession that is making a major contribution to the development of highly skilled coaches. We fully anticipate that within a short time, coaches at all levels will be expected to be in supervision.

The programme course runs over a 12 -month period. It will be largely experiential, giving you plenty of time to explore all aspects of supervising clients and supervision practice. Teaching and theory will back up experiential work on key supervision themes. Additionally, there is a wealth of information in the Reading List and the Diploma Resource Library (currently issued through the shared Drop Box) that will give you plenty to ponder over the coming months. Any supplements to the Handbook will be emailed to you directly and shared in Dropbox.

Throughout the course you will encounter opportunities to draw on experiences of peers, tutors, guests and your own supervisor. Inspiration from the CSA community, together with the process of building your own identity as a coaching supervisor, will help you decide how you want to incorporate coaching supervision into your business.

We want you to get the most out of the course and ask that you come ready to experiment, explore and enjoy.

Very best wishes for your success!

Edna, Miriam and the CSA International Training Team

## 2 Course Framework

### Aims and Approach

At CSA, we train executive coaches to be first class supervisors, capable of working in a variety of business, professional and organisational contexts. Currently our training is delivered in the UK and Europe, USA, Australia and across Asia Pacific. Our aim is to develop highly skilled, mature professional supervisors. To that end, our virtual programme utilises blended learning approaches with academic, practical and experiential work combine to produce a fully integrated learning experience for our students.

CSA also provides a platform for all our graduates to enjoy a learning community through CPD events and accreditation as a coaching supervisor.

### Foundations of CSA's Approach

“Who you are is how you supervise”  
Edna Murdoch

This statement strongly demonstrates the basic principles underpinning this course. It illustrates the importance of self-understanding in supervisory work. This programme consciously supports the personal development of the supervisor. The statement also points to the philosophical foundations of the programme – we train and work in a context of deep presence, mindfulness and awareness of the energetic field of supervisory conversation. These foundational elements are woven into the fabric of the training and they enhance learning on training days, webinars and tutorials - as well as within your triads and with your supervisor. This essentially contemplative approach is a key ingredient in magnifying reflective capacity in our students and creating spacious conversations in which clear thinking can occur.

**Our approach** is both educational and facilitative. Our teaching model has twin strands: generative learning, together with professional and personal development.

**Our aim and purpose** are to provide a collaborative learning environment over a 12-month period, one in which students will be both challenged and resourced.

The **key goals** of the Coaching Supervision model that we have developed at CSA are to provide space and time for:

- Reflection
- Insight
- Support
- Challenge

## Course Cornerstones

<b>Full Spectrum Map</b> Overview framework including theory, models & tools	<b>Energy Management</b> The Quantum Perspective
<b>Relational Presence</b> Including Theory U	<b>Contracting</b> Supervision agreements and boundaries

The four cornerstones will be evident throughout the programme:

1. **Full Spectrum Map** is an overarching framework that includes a number of key theoretical elements, models, tools and other essential features present in the broad field of the supervisory relationship.

It includes Hawkins and Shohet's 7-eyed model which is a core element of the course. Other models used in coaching, may also find a place within supervision, and may be highlighted during training e.g. Thinking Partnership (Kline), Appreciative Enquiry etc. In addition, the programme incorporates new thinking as it emerges in coaching e.g. insights from neuroscience, understanding and use of Attachment Theory and other new knowledge.

Tools offered through the CSA Diploma include those drawn from related disciplines such as Coaching Psychology – e.g. key concepts from Gestalt, Transactional Analysis, Transpersonal Psychology and Adult Learning. These equip trainee supervisors with ideas and skills that help them to navigate the interpersonal work of supervision. In addition, there are exercises, teaching and practice on: Building Learning Partnerships, Becoming a Reflective Practitioner, Ethical Maturity, Creative Supervision Tools, Working with Unconscious Process – including Parallel Process, Advanced Dialogue Process, Supervision and Systems, Building the Internal Supervisor and Group Supervision.

2. **Relational Presence.** This is the essence of our work as supervisors – being in relational presence with ourselves and those with whom we work. CSA draws on Theory U and the seminal work of Scharmer & Senge, which helps students to understand and enhance their relational presence, essential in the creation of the supervisory partnership.
3. **Contracting** in Supervision is another essential element in the core training pieces of this programme. We explore the explicit and the implicit psychological contracts that may be present in the supervisory relationship.
4. **Energy Management** supports students to understand and work with systems. As the course unfolds we see and experience how the energy within the system is critical to the success of the supervisory relationship. Additionally, by paying attention to the energy we can learn so much more about what might be happening within ourselves - in the here-and-now relationship, within the client-coach relationship, and also within the wider system

These four cornerstones provide a basic structure for student learning and ensure that CSA graduates become mature reflective practitioners able to operate appropriately in any professional environment.

## Course Confidentiality

CSA takes the confidentiality of information seriously and recognises the necessary personal and business sensitivities that may arise during coaching supervision sessions and training.

All information relating to students, which may be shared with CSA in any way, is regarded as strictly confidential between the student and CSA.

The CSA team operates a **shared confidentiality** agreement; this means information *will be* shared between members of the team supporting the student's learning journey. Information will not be divulged to anyone outside of CSA. This is subject to the usual limitations – if CSA is legally required to give information, or if CSA has information that suggests you or someone else is in danger of serious harm. In any of these exceptional cases, where possible, CSA will discuss the situation with the student and inform them of any such concern or requirement.

Students will participate in experiential learning environments and within these they may divulge personal and professional information – they may also hear personal and professional information given by team members and assistants in service of group learning. A group confidentiality agreement will be developed on Day 1 of the course, and may be enhanced, revised and re-contracted at other appropriate times during the course. These agreements stay in place for the duration of the programme *and beyond* to protect everyone.

The External Moderator is considered to be part of the CSA team with regard to the sharing of information only where they are actively involved in moderating the Assessment process.

Webinar confidentiality: please be advised all CSA webinars are recorded in order that other students from the cohort may listen if they miss the live broadcast. These are stored on a private file and access is by invitation only to course participants and the CSA team. These will be deleted from any public servers six months after the end of the programme and archived for reference if required.

**Recording by students: any recording of module sessions, webinars, tutorials and supervision sessions by students must be explicitly contracted for with those concerned. If there is no explicit contracting, then the expectation is that no student is recording the session.**

No recordings - or extracts of recordings - are to be posted in any public area. All measures must be taken by each student to maintain confidentiality and to maintain their own individual trustworthiness in the group. Care should be taken when storing recorded material on devices. All recordings saved on student's own computers should be deleted at the end of the course.

### 3 Course Outline

#### Key Requirements

This is a virtual programme and all elements of the programme will be delivered online via Zoom. Students must attend all eight on-line training days; six one to one tutorials; eight supervision sessions; eight practice triad meetings; and at least one pre-course webinar and nine out of the following eleven webinars that will be offered. There is also a significant amount of written pre-course work, and two pieces of written work at the end of the course. There is a required Reading List (Appendix 1) and a Diploma Resource Library (Appendix 2) containing many articles relevant to the practice of supervision.

#### Content

What?	Details	Who?	How?	Requirement?	Evidence towards final award
Pre-course work	Reading and 5 written pieces	Students	Self-study	To be completed 4 weeks before first module	Work submitted to CSA Admin. and feedback given via your assigned Tutor
Teaching Modules (Workshop days)	8 days	Students	Experiential Presentations Theory Discussion	Attendance at all teaching workshop days  Also, please note in addition that between Module 2 & 3 and between Module 3 and 4, trios will be set up by Faculty organised by the CSA office for observed practice and feedback with a member of the Faculty Team on Zoom	Attendance and Programme Leader/Team Report Student Learning journal assignment demonstrate learning journey.
Webinars	12 x 90-minute webinars	Students	Webinar	At least one of the pre-course calls and at least 9 of the webinars from the series must be attended	Attendance: if you are unable to attend the minimum of 9 webinars, please contact your tutor to discuss how this can be resolved. An option to listen to a recording of a missed webinar and submit a 500 - 1000 word review to your Tutor may be agreed.
Tutorials	6 x 1:1 individual tutorials	Student and named Tutor	Arranged between tutor and student - phone or zoom	Attend all tutorials	Attendance and written Tutor Report (Appendix 3)
Triads Supervision Practice Groups	8 x supervision practice groups x 2 hours (min)	Students	Self-organised. Phone or zoom	8 supervision practice groups + participation as supervisor, supervisee and observer.	Attendance and participation

Supervision (see Approved course Supervisor List)	8 x 1-hour sessions.	Student and Supervisor	Student chooses supervisor. Both agree dates. Phone, zoom	8 Supervision sessions	Attendance and Supervisor Report (Appendix 4)
Individual supervision practice	5 x 1-hour sessions. 5 sup'ees or 4 sup'ees + 1 group	Students self-organised	Phone, skype or zoom	5 x 5 supervision sessions	Tracked in tutorials, explored in supervision and student learning journey and competence further evidenced by a Written Case Study
Reading	Required and optional	Students	Self-organised	Required reading list plus optional reading	Referenced in Case Study. Evident through Tutorials
Written Assignments	Learning Journal	Student	Keeping, and drawing on, their continuous journal throughout the course.		Markers with written feedback
	Case Study	Student	Choosing one client from their 5 supervisees to comment on in depth, covering the 5 sessions that they had with that supervisee Please note that you cannot use any Group Supervision work for your Case Study.		Markers with written feedback

Further information relating to course content

- Triad Feedback Process: See Appendix 5
- Webinar Guidelines: See Appendix 6
- Dual Relationships with Supervisees: See Appendix 7

**Syllabus - In the virtual programme this is covered over the 4 modules and 12 supporting 90-minute webinars.**

## Module 1

Part 1: Key Elements in Coaching Supervision.

- Introduction to CSA's Full Spectrum Coaching Supervision Model, Tasks and Skills – includes the 7-eyed process model.
- Beginning the Supervision Conversation – a 'learning partnership'.
- Establishing the supervision contract; and multi-party contracting etc.
- Psychological Contracting
- Theory U and working with the fertile void of emergence
- Coming into relational presence and discovering the power of working with energy fields
- Using feedback/feedforward in supervision
- Advanced Dialogue Process – deepening the conversation
- Exploring and working with relationship dynamics
- Understand the impact of energy in the supervision space

## **Modules 2 and 3**

Parts 2 and 3: Advanced Skills and Knowledge.

- Use of Self
- Becoming a reflective practitioner
- Coaching Psychology –TA, Gestalt, Transpersonal Psychology
- Using the Magic Box, creativity,
- Ethics and Standards - what forms and informs us and our standards
- Group supervision and organisations as systems
- Working with the body and intuition in supervision
- Unconscious factors in Coaching Supervision
- Neuroscience and supervision

## **Module 4**

Part 4: Assessment and endings.

- Assessment
- Relational Ethics in Supervision
- Looking forward- continuous development
- Endings and Transitions
- More working with groups and systems
- Creative Approaches in Coaching Supervision

The CSA delivery team will be tuning into the essence and learning needs of the cohort and may therefore amend parts of the syllabus as necessary.

Modules are supplemented each week throughout the duration of the course by on-going teaching, discussion and/or demonstration in 12 webinars; 6 x 1 hour tutorials; 8 x 2 hour peer learning triads; 3 observed practice sessions in trios (who are not members of your triad) with feedback from Faculty [the 1<sup>st</sup> will take place with the teaching days of Module 1 and the other 2 will be planned between Modules 2 and 3 and Modules 3 and 4]; and 8 x 1 hour supervision sessions to reflect on student's supervision practice.

## Course Timeline.

Monthly Grid of activities required throughout duration of course showing all components of the course. This is the likely format across the programme – individual variations will naturally occur.

	TOTAL Number	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
<b>Modules</b>	4	1				2				3			4
<b>Observed Practice</b>	3	1						2			3		
<b>Tutorial</b>	6	1	2		3		4		5		6		
<b>Triads</b>	8		1	2	3	4	5	6	7	8	Or 8		
<b>Webinar (Precourse webinars in Sep 2020)</b>	12	2	3	4	5	6	7	8	9	10	11		12
<b>Supervision (receive)</b>	8		1	2	3	4	5	6	7		8		Or 8
<b>Supervision (provide)</b>	5 per supervisee		1	2	3	4	5				(Etc...depends on each supervisee start date. Complete as many as possible before Observed Practice Assessment)		
<b>Continuous Required Reading (supported by optional reading)</b>	12	1	2	3	4	5	6	7	8	9	10	11	12
<b>Learning Journal</b>	1	Keeping a record of your learning journey.....Writing up & submission											
<b>Case Study</b>	1	Demonstrating the application of your learning in practice.....Writing up & submission											

## 4 Assessment Process

Assessment is a continuous process whereby all aspects of observation, feedback and formal assessment are part of the student's learning experience building to a final evaluation of their fitness to practise as a coaching supervisor. The course leads to an accredited Diploma and has a stringent assessment process. The assessment process is evidence-based, and the aim is to track development of the student's critical thinking and practical application of the theory. Various 'touch points' such as observation during modules, tutorial sessions, contributions during webinars where appropriate, allow the team to observe and evaluate progress towards the required standard.

## **Completing all Aspects of the Course**

Students are required to comply with all elements as detailed in Section 3 above, to the required standard, in order to be eligible for award of the Diploma. It is important that students stay on track with all aspects of the programme as laid out in Section 3 as each element builds on and supports the others. If a student feels they are falling behind it is positively encouraged that they discuss this, in the first instance with their Tutor to identify the support needed.

## **Competence**

Students must demonstrate their competence as coach supervisors through:

### **a) Meeting ethical guidelines and professional standards**

Understand and demonstrate relevant professional standards e.g. ICF, EMCC  
Demonstrate the ability to build and maintain an appropriate supervisory relationship across 5 sessions in accordance with the style of training and the theoretical frameworks provided as part of the CSA programme

### **b) Establishing the Supervision Agreement**

Attend to contracting at all phases of the work  
Establish clear agreements, monitor adherence, and demonstrate ability to re-contract as necessary  
Respect the learning contracts between supervisor and supervisee(s)

### **c) Co-Creating the Relationship**

Illustrate CSA's underlying values  
Demonstrate the ability to supervise from the "I'm ok, you're ok" position - non-judgmental and unattached to outcomes  
Show genuine concern for the Coach's (supervisee's) welfare and future development  
Demonstrate throughout personal integrity, honesty and sincerity  
Demonstrate respect for client's perceptions, learning style and personal being  
Seek agreement to work with the Coach (supervisee) in sensitive, new areas

### **d) Being fully present**

Demonstrate ability to supervise from a place of relational presence  
Demonstrate ability to re-centre/refocus as necessary and the capacity to notice when ability to stay in relational presence is compromised  
Ability to use the here-and-now relationship in service of the supervisees learning

### **e) Communicating Effectively**

Demonstrate active listening and the capacity to engage in professional conversation with much enhanced awareness of self, other and impact – e.g. drawing on advance dialogue process

### **f) Facilitating a Learning Partnership**

Demonstrate skills in enabling significant learning for their supervisees in each session

## **Continuous Assessment**

Peer and tutor feedback will be offered throughout the course. Feedback will be given verbally during Peer supervision practice group meetings (called: triads) in Practice groups (with member of Faculty) and on workshop days. Tutor feedback will be given verbally to the student during Tutorials.

There is tutor assessment of supervision practice towards the end of the course. Each student supervises his or her tutor for 20-25 minutes. Verbal feedback will be given at the time.

At the end of the course, the tutor will complete the tutor report (Appendix 3). This report is completed in consultation with the student, and returned to the CSA Admin. It is part of the information gathered to demonstrate student progress through the course. It also forms part of the final evaluation of the student's fitness to practice as a coaching supervisor.

The student's supervisor completes a feedback form towards the end of the course, also in consultation with the student (Appendix 4). This is also submitted to the CSA Admin as part of the overall assessment.

## **Specific Criteria for the Observed Assessment of CSA Students**

On the observed assessment day, usually the penultimate day of the course, the students' level of practice will be assessed against the following criteria aligned to the course competencies:

- Establishing a working contract at the outset of the session, and re-contracting as necessary
- Facilitating the supervisee in their learning and development
- Establishing and maintaining relational presence
- Working with a systemic awareness
- Exploring non-conscious psychological processes where relevant e.g. transference, counter transference, projection, and parallel process
- Employing supervision models, theories, and frameworks as appropriate
- Demonstrating a safe pair of hands, managing time, holding the process as well as content, creating flow, generating new insights and outcomes

Whilst the assessment is mainly focused on the role of supervisor, please be aware that the input a student contributes to the triad as observer and supervisee is also taken into account. In that regard what will also be assessed will be:

- Bringing appropriate supervision material as a supervisee, in the service of the supervisor
- Giving clear, evidence-based, non-judgmental feedback to the supervisor whilst in the observer role

This observed assessment is part of the overall assessment. The CSA Faculty Observer will provide a written report, aligned to course competencies, to the Programme Leader.

## Written Assignments

The two written assignments help CSA to assess the standard the students have achieved through:

1. enabling students to demonstrate their learning journey
2. enabling students to demonstrate the application of learning into practice

Students are required to keep a **Learning Journal** throughout the course and to write a brief (3000 words) reflection/summary of their learning, as part of the final assessment.

Students are also required to submit a 5,000 word **Case Study**. The Case Study provides an in-depth analysis of the students' supervision work with one supervisee, to show evidence of their supervision process across 5 sessions and the student's learning on the course.

**NB** See Appendix 10 Written Assignments for criteria and guidelines

**N.B.** For clarification the Competencies listed above are behaviours that we expect to be demonstrated by CSA qualified supervisors. The shorter specific criteria also listed above are the highlighted competencies which in the assessed observed practice on the penultimate day of the course, are used by the assessors to mark the students.

Please see the additional Capabilities document in Section 6 of the Resources library

### Written work submission instructions

**Both assignments are to be emailed to Sam Fremantle [sam@csa.uk.net](mailto:sam@csa.uk.net) no later than Monday 25<sup>th</sup> October 2021**

Front page: Student Name, Word Count

All pages: Numbered.

All references used must be appropriately attributed.

The word count must be within + or – 5% of the total required above.

If the written work is outside these parameters it is unlikely to be marked. If this happens the student may necessarily receive a 'deferral' result.

Any case study without the writer's name and the word count on the front, may be refused to be marked by the marker, particularly if the word count appears outside the limits

## Marking

Each written assignment is independently marked and assessed by two of the CSA Course team. A proportion of assignments (10% or a minimum of 2) are reviewed by the Internal Moderator to monitor standards.

## Moderators

### ➤ Internal Moderator

**Role:** to support consistency, fairness, and equity in the standard of the overall assessment process for the programme.

**Responsibilities:** random sampling 10% or a minimum of two, of all aspects of course assessment leading to the award of the Diploma in Coaching Supervision. This includes tutor and supervisor reports, training team feedback and the markers' assessment.

Also, the Lead Trainers will request moderation of a student's work in situations where there is an apparent disparity or disagreement between assessments / assessors (e.g. tutors / supervisors / markers).

Moderation of the student's work in the event of deferral and subsequent appeal by a student

Discussion of any concerns or issues with the Lead Trainers.

### ➤ External Moderator

**Role:** to ensure that all aspects of the assessment process are consistent, fair and equitable and accord to the requirements of both CSA and the external accreditation bodies (ICF, AC, APECS and EMCC). Liaison with the Course Director and Lead Trainers as appropriate.

**Responsibilities:** External moderation of a student's work as necessary e.g.

- where a new perspective is necessary
- there are issues arising from conflicting reports or feedback
- there is a dispute that cannot be resolved internally.

## Plagiarism

Access to information via the Internet means that material from a wide variety of sources is available to students. Plagiarism can be unintended and result from copying material without adequate referencing. You must show at the point of use that you are directly quoting by the use of quotation marks and you must show where the material is from. All quotes need to be referenced with the name of the author and the date of the publication in brackets and the book or article fully detailed in your Reference List at the end of the assignment. The use of CSA's trademark must also be appropriately attributed.

If plagiarism at any level is suspected, your work will be referred to the Course Director and Lead Trainers for consideration and may be passed to the external moderator for assessment. The action taken will depend on the conclusion reached by the Course Director and Lead Trainers and may result in deferral of the award of the Diploma.

## **Final Assessment / Deferment / Delayed submission**

All reports, including the feedback on marked assignments, are submitted to the Lead Trainers in conjunction with the Course Director, for final evaluation and decision to award the Diploma.

If a student is deferred, recommendations will be suggested which enable the student to develop towards the required standard for the Diploma. This may involve extra time, practice, input and/or re-assessment of written work or practical assessment.

In all cases where there is question, a concern, an incoherence in the reports or experiencing of the students' progress through the course a discussion with the relevant team members will be held, led by the Lead Trainers, to ascertain the position of the students learning. In this case, the students' course Supervisor *will* be part of the discussion. All those involved will embrace the shared confidentiality agreement and content of supervision sessions will be shared only to the extent that information contributes to the final assessment of progress towards the Diploma.

If a student delays submission of their final written assignments (Learning Journal / Case Study), or any other element of the assessment process, a revised schedule for submission will need to be discussed with the Lead Trainers. Agreement for delayed submission will be dependent on individual circumstances and the decision to grant this will be made by the Lead Trainers. It should be noted that there will be a £100 GBP administration fee applied for any agreed extensions. Even in exceptional circumstances, there will only be one extension date granted. Should the agreed extension date prove to be insufficient students will need to discuss the matter directly with the Lead Trainer. If a further extension is agreed this will incur a second administration fee and will be the final permissible extension.

Whatever the circumstances, all elements of the assessment process must be completed and submitted within 12-months of the end of the student's course programme.

If submission is not possible within this timeframe, students will be required to undertake appropriate additional training before award of the Diploma will be considered.

## **Queries and Appeals**

If a student wants to query the result of their assessment process, they must inform the Lead Trainers or Course Director within 28 days of receipt of the final assessment result. Written assignments may then be forwarded to the Internal Moderator for further consideration and review. The Internal Moderator will provide a written report, which the Lead Trainers will discuss with the student. The Internal Moderator will then make a final decision about the assessment outcome, recommendations regarding further learning and reaching the CSA Diploma standard.

If the student is still not satisfied with the outcome, they may submit grounds for an appeal and any other related information of relevance, to the Course Director within 28 days of the report from the internal moderator. All documents will be submitted to the External Moderator who will consider the situation with an appropriate member of the Course Team. This decision is final.

## Special Circumstances

Special circumstances may affect a student at any point in their learning journey. Often these show up more profoundly at or around assessment. A wide variety of special circumstances may necessitate an extension to deadlines or may require an alternative way to assess competence as a supervisor.

Examples of special circumstances are usually situations or conditions that have seriously affected the student's performance for a period of 4 weeks or more e.g.:

- Serious or prolonged illness of yourself or a family member
- Serious disruption of personal life (e.g. through bereavement)
- Variety of conditions e.g. dyslexia etc.

Ideally the student will raise any issues with their Tutor as early as possible. The student must also inform the Lead Trainers of any requests relating to the assessment process at least 3 weeks before the submission deadline for the final written assignments.

The student needs to state clearly:

- the special circumstances they want to report
- when these occurred
- how long their studies have been affected
- how it has affected completion of their assignments or any other element of the course.

A doctor's certificate may be required.

## Assessment Process Summary

All student work and reports (Tutor, Supervisor, Practice Assessments, Markers) are collated and submitted to the Lead Trainers when all course elements have been completed by the student i.e. all supervision sessions with supervisees; all supervision sessions with supervisor; all tutorials; workshops; final observed practice and both the Case Study and Learning Journal have been received and processed by the external marker.

This collated file therefore includes:

- Case Study
- Learning Journal
- Markers' written feedback
- CSA Assessor's written feedback from final observed practice
- Supervisor report
- Tutor report
- Lead Trainers' Reports

All evidence is taken into account and the student is successfully awarded the Diploma in Coaching Supervision.

Alternatively, if the student has not met the standard for the CSA Diploma in Coaching Supervision suggestions recommendations will be offered to enable the student to make significant progress and meet the standard within a specified time frame.

## 5 Qualifying and Post-qualifying

During the final module the Lead Trainers will give students an indication of when the results will be released. The date depends on all work and reports being received into the central location with Sam Fremantle [sam@csa.uk.net](mailto:sam@csa.uk.net). Where possible the results will be released as planned.

Students will be notified by Lead Trainers via Sam Fremantle. Certificates will be sent in the post. If possible we would like to arrange a virtual Awards Ceremony in early 2022.

Students automatically become an Accredited member of the CSA Graduate Community. This automatic accreditation lasts until the next re-accreditation round.

Graduates should keep a Log of their Continuous Professional Development (CPD). 30 hours CPD with a relevance to supervision is a requirement for on-going re-accreditation with CSA.

All Graduates should also keep a record of supervision received. Re-accreditation requires Graduates to have received of 4 hours paid professional supervision per year. This is in addition to the 30 hours CPD.

Further to the required 4 hours of supervision, separate from the 30 hours CPD, graduates may also include an additional 6 hours supervision (which could be peer supervision) within the 30 hours CPD Log.

## 6 Student Feedback

Dedication to the quality of our programme is a regular and ongoing process and is always at the heart of what we do in CSA. Students are encouraged to provide feedback throughout the course and this can be channelled through any of the Course Team, Tutors or Supervisors.

We welcome any information that supports positive change and will enhance both the effectiveness and enjoyment of the programme.

## 7 Complaints

The spirit in which complaints are received and held is important to CSA. Every effort will be made to manage and resolve the issue as compassionately, clearly and efficiently as possible.

Students who have a complaint about any aspect of the programme or anyone involved with the programme, are asked in the first instance to make this known to the Lead Trainers. They must inform the Course Director when a complaint is made, confirming the nature of the complaint and the steps taken to resolve the issue.

If the complaint is about the Lead Trainers the student can contact the Course Director or Operations Manager directly.

If the student feels that their complaint is not being addressed adequately, they can request that their issue is referred to the Internal or External Moderator for consideration. The student should be given feedback about the steps taken to address their complaint. CSA will make every effort to address and resolve the complaint to everyone's satisfaction.

## 8 Administration

### Fees

A non-refundable deposit must be paid before acceptance on the course is finalised. The balance of the fee is payable at least 30 days before the course starts. The full fee remains payable even if the student decides to leave part way through the course.

In some circumstances, if the student is self-funding an application may be made to cover the cost with instalments. Please contact the Operations Manager to discuss this option if required.

### Technical Requirements.

Students need computer access with internet connection, able to receive regular e-mails and join webinars when required.

The Diploma Resource Library is available electronically and students may print as necessary.

Familiarity with Zoom will be required - accessed online or by phone. The recordings of the Webinars may be accessed via the Participant's Dropbox file or on the Cohort Hub Page

A new process is being developed to help students keep track of their progress throughout the programme and to also share with their Tutor. This will be available to students via the Cohort Hub Page.

### Course Dates

Sam Fremantle [sam@csa.uk.net](mailto:sam@csa.uk.net) will confirm the dates and times of modules and webinars. In the unlikely event that a change is necessary Sam will inform all students.

Please ensure that you allow full attendance of the online course. Leaving early at the end of the a teaching module or webinar (except in very exceptional circumstances discussed and agreed prior the sessions) is a breach of the agreement you made to fulfil the requirements of the course (see page 7) Failure to observe this requirement may affect not only the learning of the student concerned, but also the learning of others. Please talk to the Lead Trainers if you are experiencing any challenges with the timing of the course.

## 9 CSA Code of Ethics and Conduct

### CSA Philosophy

At CSA we have developed our approach to supervision training in response to those who seek a place where all coaches can reflect on their work with clients.

We consider that a trained supervisor can provide a blend of psychological knowledge of human development, interpersonal relationships and insights particular to classic supervision practice, which can give coaches and other people professionals a place and time to explore and develop themselves to their fullest potential. Our approach is facilitative and our model has the twin strands of generative learning alongside ensuring that coaches meet professional standards.

Our purpose is to provide a collaborative learning opportunity that is safe and encouraging for coaches who wish to develop themselves so that they go on becoming the best they can be.

## Our Expectations

- Coaching Supervision is a distinct practice and requires that the supervisor has some psychological knowledge of human development, of the ways adults learn and change, interpersonal dynamics, organizational psychology and a systems perspective. There is clearly an overlap in terms of knowledge and skill set with coaching, mentoring, consulting and counselling and our expectation is that supervisors will know when clients need referral to another support professional and will be aware of the available resources to do so.
- CSA requires that all trainees undertake a minimum level of supervision (8 hours) whilst undergoing training and that thereafter, they continue with their own professional development, fulfilling the CSA criteria, to remain eligible for inclusion on the CSA list of accredited supervisors. Please note that it is **critical** that students receive timely and regular supervision from their own CSA Supervisor (from the list given) to support them in their own supervision practice whilst in training.
- This program carries 108.5 ICF CCEUs (77.5 Core competencies; 31 Resource Development) this includes the supervision you receive as part of the course. Coaches who wish to obtain an ICF credential or renew an ICF credential may also be required to be aware of, and adhere to, the ICF Coaching Core Competences and to follow the ICF Code of Ethics in addition to the requirements of the CSA programme.

## CSA Standards of Ethical and Professional Conduct:

### Coach Supervisors are expected to:

1. Respect differences in approaches to coaching and coach training.
2. Recognise and seek appropriate professional help for personal issues that may interfere or conflict with their ability to work within their professional relationships. The supervisor will be expected to follow advice concerning appropriate action to be taken, including suspension or termination of their supervisory relationship(s).
3. Accurately create, maintain, store and dispose of any records of work done in relation to supervision practice in such a way to promote confidentiality and comply with any applicable laws.
4. Take responsibility for setting clear, appropriate, and culturally sensitive boundaries in relation to any physical contact or other issues with clients. Be sensitive and respect all aspects of difference, diversity, and inclusion
5. Construct clear agreements with clients, ensuring that supervision client(s) understand the nature of supervision, the bounds of confidentiality, financial arrangements and other terms of the supervision agreement.

6. Respect the client's right to terminate supervision at any point during the process and be alert to indications that the client is no longer benefiting from the supervision relationship.
7. Take all reasonable steps to notify the appropriate authorities in the event a supervision client discloses an intention to endanger self or others.
8. Respect the confidentiality of the client's information, except as otherwise authorized by the client or as required by law.
9. To obtain agreement with clients before releasing their names as clients or references or any other client identifying information.
10. Obtain agreement with the person being supervised before releasing information to another person compensating the supervisor.
11. Seek to avoid conflicts between their own and their clients' interests.
12. Openly disclose and fully discuss with the client how to deal with any actual conflict of interest or the potential for a conflict of interest, in whatever way best serves the client.

# Reading List

**Continuous Required Reading (supported by optional reading).**

**The following books are required reading:**

## **Coaching Supervision**

Bachkirova T. Jackson P. Clutterbuck D. (2011) **Coaching and Mentoring Supervision**. McGraw Hill

Birch J. & Welch P. Editors (2019) **Coaching Supervision: Advancing Practice, Changing Landscapes**. Routledge: Oxford

Carroll M & Gilbert M. (2005) **On Being a Supervisee**. Vukani  
You may be able to find a copy of this excellent book however it is currently out of print. If unobtainable students may also read:

Eric De Haan and Willemine Regouin. (2016) **Being Supervised; A Guide for Supervisees**. Karnac

Haan De E. (2012) **Supervision in Action: a relational approach to coaching and consulting supervision**. McGraw Hill OUP

Hawkins P. & Smith N. (2006) **Coaching, Mentoring and Organizational Consulting, Supervision and Development**. McGraw Hill, OU Press

Hay J. (2007) **Reflective Practice and Supervision for Coaches**. OUP

Murdoch E. & Arnold J. (2013) **Full Spectrum Supervision**. Panoma Press

Shohet R. (2007) **Passionate Supervision**. J Kingsley

Shohet R. (2011) **Supervision as Transformation**. J Kingsley

## **Coaching Psychology**

Bluckert P. (2006) **Psychological Dimensions of Executive Coaching**. OUP

## **Creativity**

Lahad M. (2000) **Creative Supervision, the use of Expressive Arts Methods in Supervision and Self-Supervision**. Jessica Kingsley

## **Ethics**

Carroll & Shaw. (2012) **Ethical Maturity in the Helping Professions**. J Kingsley P

## **Mindfulness and Presence**

Kline N. (2009) **More Time to Think, A Way of Being in the World**. Fisher King Publishing

Ridings A. (2011) **Pause for Breath**. LIP

Senge P. (2004) **Presence, Human Purpose and the Field of the Future, Society for Organisational Learning**. Mass

## **Neuroscience**

Lewis A. Amini F. Lannon R. (2001) **A General Theory of Love**. Random House

## **Reflection**

Patterson, E. (2019) **Reflect to Create! The Dance of Reflection for Creative Leadership, Supervision and Professional Practice**. London, The Centre of Reflection and Creativity Ltd.

**The following books are optional and highly recommended:**

Benefiel, M. & Holton, G. (2010) **The Soul of Supervision – Integrating Practice and Theory**  
New York, Moorhouse Publishing

Hetty Enzig (2017) **The Future of Coaching** Routledge

Scott S. (2002) **Fierce Conversations**. Piatkus

**Neuroscience and Quantum Physics**

Brown & Brown. (2012) **Neuropsychology for Coaches**. OUP

Iain McGilchrist. (2012) **The Master His Emissary**. YUP

Lipton B. (2007) **Biology of Belief**. Cygnus

McTaggart L. (2003) **The Field**. Element

Russell P. (2000) **The Global Brain Awakes**. Element

*Amanda Blake (2018) **Your Body is Your Brain** Trokay Press (to be included on the Required Reading List for programmes starting in 2021 onwards)*

**Coaching Psychology**

Brunning H. Editor (2006) **Executive Coaching, Systems Psychodynamic Perspective**. Karnac

TA - Anything by Eric Berne: **Games People Play** or **TA Today, Scripts We Live By**.

**Supervision**

Clutterbuck D., Whitaker C., Lucas M. (2016) **Coaching Supervision: a Practical Guide for Supervisees**.  
Routledge, London. *(to be included on the Required Reading List for programmes starting in 2021 onwards)*

**Creative Practices**

Prentice, K. (2020) **Nature's Way**, Designing the Life you Want through the Lens of Nature and the Seasons, UK, Ingraham Spark

**Learning and resistance**

Leonard G. (1992) **Mastery**. Plume *(to be included on the Required Reading List for programmes starting in 2021 onwards)*

Penguin Books Selby J. (2004) **Quiet Mind**. **Random House** *(to be included on the Required Reading List for programmes starting in 2021 onwards)*

**Presence, Mindfulness**

Kabat Zinn and Otto Scharmer - any books  
Rodenberg P. (2007) **Presence**. Penguin Books  
Selby J. (2004) **Quiet Mind**. Random House

**Embodiment**

Palmer W. & Crawford J. (2013) **Leadership Embodiment**.

Koffman F. (2006) **Conscious Business. Sounds True Leadership** *(to be included on the Required Reading List for programmes starting in 2021 onwards)*

Katharine St John-Brooks. (2013) **Internal Coaching: The Inside Story**. Karnac Books Ltd *(to be included on the Required Reading List for programmes starting in 2021 onwards)*

### **Business**

Koffman F. (2006) **Conscious Business**. Sounds True

Katharine St John-Brooks. (2013) **Internal Coaching: The Inside Story**. Karnac Books Ltd

Heffernan, Margaret (2019) **UNCHARTERED: How to map the Future together**.

Clutterbuck, D. Gannon, J. Hayes, S. Lordanou, I. Lowe, K. & MacKie, D. (Eds) (2019), **The Practitioner's Handbook of Team Coaching** London: Routledge

Edmondson, Amy C. (2019), **The Fearless Organisation: Creating Psychological Safety in the Workplace for Learning, Innovation and Growth**, New Jersey John Wiley & Sons

Gerhardt, Sue (2004) **Why Love Matters**

Hill, Sarah (2018), **Where Did You Learn to Behave Like That?** A Coaching Guide for Working With Leaders, CreateSpace Independent Publishing Platform, UK

Kolb, D.A. (1984) **Experiential Learning: Experience as a source of learning and development**. Englewood Cliffs, N.J. Prentice Hall

Kantor, D. (2012) **Reading the Room** San Francisco: Jossey Bass

Kegan, R. & Lahey, L. (2009) **Immunity to Change** Boston Mass: Harvard Business Press

Lane, David A., Watts, Mary, & Corrie, Sarah (2016), **Supervision in the Psychological Professions**, Open University Press London

Proctor, B. (2000) **Group Supervision** London: Sage

Rothschild, Babette (2006), **Help the Helper: Self Care Strategies for Managing Burnout and Stress**, Norton & Co, USA

Schon, D. (1983) **The Reflective Practitioner How Professionals Think in Action** USA, Basic Books Ltd.

Thornton, C. (2016) **Group and Team Coaching: The Secret Life of Groups** (2nd Ed) London: Routledge

### **Leadership**

Anything by Margaret Wheatley

**APPENDIX 2**

# CSA Diploma Resource Library

*The Diploma Resource Library is distributed to students via a shared Dropbox folder and accessible through the Cohort Hub Page. It contains documents, articles, maps and tools that cover the full range of the Diploma Training. Examples of the content is given below. It has been divided into six sections. The contents in each section are in alphabetical order and are not listed as in the order below. You will need to find your own way round them! Please take time to familiarise yourself with the Library, printing out any docs that you want so that you can best serve your own learning. Be aware there is some duplication so look before you print.*

## **Section 1**

- **Supervision:** definitions, competencies, tasks and skills.
- **Definitions, Aims and purposes** CIPD survey by Bath Consultancy, 2006.
- **Tasks:** Ethical practice; Ethical Questions.
- **Tools:** Giving and receiving feedback; Dialogue - a proposal; 2-chair work Images & Metaphor; Magic Box; Intuition; Some facilitating questions; Reflective Inquiry; Body-Mind-Feelings Exercise.
- **Meta Skills:** Body work; Use of Self; Internal Supervisor; Mindfulness.

## **Section 2**

### **Models of Supervision**

1. Full Spectrum Map	CSA's Model
2. 7-Eyed Process Model:	Hawkins & Shoheit
3. Contemplative:	Rabin & Walker
4. Time to Think:	Nancy Kline
5. Integrative Relational: (Inclusion Map)	Gilbert & Evans
6. 3D model of Karpman Drama Triangle	Miriam Orriss

## **Section 3**

### **Learning & Development**

- Learning Styles
- The impact and relevance of early developmental & educational experiences on adult learners
- The U-Process – (Senge)
- Reflective Practice
- What to look for when observing real plays during the practice sessions Preparation for Real Plays
- Paper on Donald Schon's work
- Christine Thornton's paper on Group work

## **Section 4**

### **Psychological/Sociological Models of Personality, Relationships and Organisations**

- Transactional Analysis: Karpman Drama Triangle
- Gestalt: cycle of contact, figure and ground
- Paradoxical Theory of Change
- Jungian: projection and shadow: soul dimension, wise compassionate observer
- Body mind: Thinking Through the Body by Roz Carroll
- Psychodynamic: unconscious dynamics, parallel process, transference and counter transference and projective identification
- Psychodynamic-Systemic approach to working in organisations

## **Section 5**

### **Quantum Perspectives in Supervision**

- Beings of Light
- Coaching Presence
- Energy Management
- Working Alliance
- Understanding Energetic Principles
- The Sentient Heart
- The Heart of Coaching
- On the Physics and Psychology of the Transference as an Interactive Field

## **Section 6**

### **Ethics and Codes of Conduct**

- CSA Code of Ethics and Conduct
- CSA Capabilities
- ICF Core Competencies
- EMCC Competence Framework June 2020

**APPENDIX 3**

## Tutor Report Form

Send to Sam Fremantle: [sam@csa.uk.net](mailto:sam@csa.uk.net) at the end of the CSA Diploma Course.

Tutor's Name:

Tutee's Name:

Your Tutee should have had 6 1:1 tutorials with you before **30<sup>th</sup> September 2021**. Please comment below:

Please confirm that all tutorial sessions have been completed?

If they have not, please identify how many sessions the tutee has had and if they are group or individual tutorial sessions. To fulfil all the requirements of the course a student must have had three of each.

Please confirm that your tutee has met the following CSA requirements following Module Four (*please check the boxes*)

- Completed all course pre-work
- Had 8 practice group sessions
- Attended the pre-course call and 9 of the 11 other webinars
- Supervised 5 supervisees (or 4 supervisees and one group)
- Had 8 sessions with their CSA Coaching Supervisor
- Submitted their case study and learning journal
- Completed the required readings
- Attended all 4 Modules and observed practice sessions with Faculty between Modules 2 and 3 and Modules 3 and 4

What have you observed to be the main focus of the student's learning over the period of the course, and how you have seen them evolve?

Based on tutorial sessions, comment on the degree to which your tutee has reached the level of practice required for the Diploma in Coaching Supervision, as outlined in the competencies. If you believe that the student has not reached the required level of practice, what have you observed to be the reason for this?

If you consider your tutee has not met the required level of practice, what further learning do you think is appropriate?

Please tell us what discussions you have had with your tutee regarding this - particularly in relation to the areas you believe your tutee needs more time and support.

Many thanks for your time.

Karyn and Elaine  
Co Trainers UK Diploma Course

**APPENDIX 4**

## Supervisor Report (i)

To be sent to Sam Fremantle: [sam@csa.uk.net](mailto:sam@csa.uk.net) at commencement of supervision relationship.

Supervisor Name:

Student/supervisee Name:

Has chosen you as their supervisor during the CSA Diploma in Coaching Supervision course.

Do you know this student/supervisee in any other capacity? YES/NO

If YES, please describe the relationship?

## Supervisor Report (ii)

To be sent to to Sam Fremantle: [sam@csa.uk.net](mailto:sam@csa.uk.net) at end of CSA UK Diploma Course 2021

Student/supervisee Name:

Will have 8 x 1hr supervision sessions with you before **30<sup>th</sup> September 2021**. These will be focused on the student's placement supervision sessions: 5 supervisees x 5 sessions each or 4 supervisees + 1 group.

Please comment on the points below:

Please confirm that 8 supervision sessions with you have been completed?

Please provide a joint statement about student's progress - completed by you and your supervisee.

This will be a reflection on the Student's practice, based on:

- The assessment criteria in the Handbook.
- The Student's and the Supervisor's evaluation of the Student's progress on the programme,
- The main issues you have explored together and how confident the student now feels to practice.
- Please also comment on what both you and the student feel is well embedded in the student's practice and what are still learning edges for the student.

## Supervision Practice Groups 'Triad' Guidelines

We will be asking you to choose the triads that you will work in for the duration of the course. The triads formed before the end of the 1<sup>st</sup> Module and will remain in place for the duration of the course. You will have many opportunities to connect with others to help inform your choices - but we have found that good learning always comes from the triads. We thought it would be useful if you had a description beforehand of the format we would like you to use

The triad is designed to aid the learning and to support all concerned. You are asked that each time the triad meets, that you all play each role - Observer, Supervisor and Supervisee. Divide the time you have, so that you each have equal time in every role. This means that every time the triad meets there will be three supervision sessions.

Each session actually consists of five distinct phases that are designed to keep the process safe for everyone. As you can see below, the Observer is in fact the main and key role. Often there is a tendency for the dialogue to continue between the supervisor and the supervisee once the supervision is over, because the rapport built between them during the session can be powerful, but it is important for the learning and safety that you keep to the following format:

1. Observer and Supervisor - set up the session together, so that the Observer knows what the Supervisor wishes to receive feedback on.
2. Supervisor and Supervisee - the supervision session. When this ends, the dialogue between them ends too.
3. The Observer manages the feedback process as described in Triad Roles below.
4. Observer and Supervisee – after the feedback process the Observer checks if there are any further points from the Supervisee, not already addressed in (3) that might support the Supervisor's learning. This is also a time to check if Supervisee needs any support after the session.
5. Observer and Supervisor - Observer has a final check in with Supervisor and ideally also gives a final appreciation; this preferably does not refer to the session but rather to a general quality that the Observer has seen in the Supervisor, that they value or admire. Obviously this needs to be genuine and succinct - usually a one-word appreciation works best.
6. In giving feedback we ask students to remember learning works best if the ratio of 'appreciation' is many times greater than the 'points for improvement!' Therefore, feedback should include accurate reflection of 'what went well' and a couple of key points under 'even better if...'

Remember, as supervisee you can bring any relevant material. In the case of Triad work on this course, unlike any other supervision situation when you are in the role of observer or supervisee, you are 'in service' of the learning of your peers and colleagues, and in this particular instance the Supervisor with whom you have been working. In addition to working on your 'real-time' material. You may bring anything that affects your work, or yourself as a practitioner, directly or indirectly.

### **Triad Roles**

## THE OBSERVER

- Is in charge of the overall session
- Keeps time for the session - checks if the supervisor wishes for an indication of when the session is coming to an end (some prefer not to)
- Before the session begins asks the supervisor what aspects in particular, they would like to receive feedback on and then focuses on these during the session.
- Observes the session between the Supervisor and Supervisee
- Manages the feedback process and flow as each person in turn provides their feedback.
- (1) The Observer supports the Supervisor's self-observation process using the following questions:
  - What worked/went well?
  - Where did you get stuck?
  - What would you do differently next time?
- (2) Supervisee feeds back via the Observer – please ensure that direct conversations do not occur between the Supervisor and Supervisee during feedback.
- (3) Observer feeds back focusing particularly on what the Supervisor has requested them to attend to.
- (4) During Modules and Assessment process, the CSA Observer will add any pertinent points that have not previously been mentioned in the feedback process so far.

### **Additional notes:**

If there are any points not covered by the Supervisor, the Observer may add them at the end. Also, the Observer will focus especially on what worked and give encouragement.

In the rare case that the Supervisor is unaware of any problems and/or unable to highlight them when asked, the best approach is to determine which is the one, or at most two, aspects that if it was corrected would make the biggest difference to the Supervisor's work.

- Checks with the Supervisee if there is anything he/she needs, ensure that the Supervisee only responds to the Observer.
- Asks if the Supervisee wishes to add anything that may have been missed in the feedback session.
- The Observer may check with the Supervisee if there is something the Supervisor wishes to know - please do this through the Observer to keep the space safe for the Supervisee

## THE SUPERVISOR

- Is in charge of the supervision session only - when the supervision is over, the Supervisor hands back to the Observer.
- Explains to the Observer what aspect/s of the supervision they would like to receive feedback on and if they wish to have help with the timing of the session.
- Checks the Supervisee is comfortable - where they want to sit etc
- Supervises the session.
- Gathers in /receives the feedback which is offered from the Supervisee and Observer; and learning can be further processed at future tutorials or supervision sessions.

## THE SUPERVISEE

- Receives supervision.
- Offers feedback - what they found especially useful and/or helpful and want to underline, or what felt 'clunky' or didn't fit so well. This is fed back via the Observer.
- Is in service to the learning of the Supervisor.

## **APPENDIX 6**

# Webinar Guidelines

We have found in our experience of running the webinars that a simple contract on how we are together during Webinars is helpful

Here is what we have devised:

We start the call on time, welcoming people as they arrive.

We begin the Check in at 3 minutes past the hour.

If you arrive after that we will come to you at an appropriate point later – usually at the end of the Check In.

Check in is a maximum of 10 minutes, so that will only permit a sentence each on the following:

- a) How are you arriving on the call - this helps you to check in with yourself (practicing mindfulness) and lets us know what's in the field.
- b) Expectations of the call - helps us to tailor the call and address your expectations; we ask that you think of this before you join.

The facilitator (presenter) will then run the call, each call has a different facilitator with a different style. However, they will be similar in the following:

1. It will be interactive with the facilitator introducing material and asking questions to the group and in some instances, asking named individuals to answer, especially if this is relevant to your check in questions. If you feel caught on the spot, it's fine to say that and they will ask someone else.
2. We will end the call 5 minutes before the hour with a check out about what you are taking away.
3. All webinars are recorded by the CSA Host and uploaded to CSA Dropbox and Cohort Hub Page.

Webinar recordings are held only for the duration of the course - for participants to go back to, or for those not present to catch up through listening and writing a summary. These recordings are strictly confidential to this cohort and the team – please ensure you take appropriate care should you have cause to listen to the recording. The material is private to the group so please ensure that if you are listening to a webinar recording at a later date that the recording cannot be overheard.

If downloading from the CSA dropbox folder please Copy (do not drag as it will delete!) into your device only if necessary AND please delete from your device once you have listened.

Unless you let us know to the contrary, we will assume you are in agreement and the format of the Webinar will be as outlined above. We are also open to feedback on how these could be more effective for you, so please let us know if you have an idea that you would like to share.

# Guidelines – Supervisees Dual Relationships

July 2020  
CSA - UK Programme

Dear Students

## Re Dual relationships with Supervisees

Over the last 15 years we have seen the CSA Diploma course flourish and grow in the UK and across the world. We have had a unique opportunity to observe the learning journey of dozens and dozens of students - high level executive coaches - who are extending into coaching supervision.

We notice so clearly patterns that show those students who choose supervisees with whom they have *other relationships*, have often had a more difficult time in developing their capacity as a supervisor.

Whilst coaches do often work in a context of dual relationships, this phenomenon is not well explored or documented.

Our experience has shown that dual relationships within the supervisory relationship can produce a very stark impact on the trainee supervisor's experience.

This has, at times, manifested as:

- inhibition within the supervisory relationship/dialogue
- fewer impactful interventions from the supervisor
- multiple parallel process dilemmas to unravel
- hesitation to embrace challenging or teaching opportunities
- reluctance to go to a pivotal place in supervisory relationship
- less use of tools and models from the programme
- slower learning
- compromised supervision sessions

As a student on the CSA course you are learning how to hold the supervision space and the relationship to best serve the supervisee, and in turn the client.

The added challenge of dual relationship has, in many cases, been detrimental to a student's progression on the course.

Therefore, we want to stress that you should choose supervisees who are:

- Not relatives, friends, partners – e.g. not someone you see socially.
- Not a colleague that you work with in any direct reporting relationship (i.e. line management); and not your business partner; or child's head teacher etc.
- Not in professional or business relationship with you e.g. responsible for allocating work to you or other contracting arrangements.

Sometimes our students have been deferred because it is clear from their case study and from their development on the programme, that navigating dual relationships with supervisees has seriously compromised the student's learning journey and capacity to practice.

Having stressed our warnings to you, we also urge you to talk with your Tutor about dual relationships and especially about any supervisee with whom you realise you have another relevant relationship.

Whilst wanting the best learning journey for you we also recognise that in many areas it is unlikely that you do not have some connection with your supervisees – either now or in the future.

Therefore, we want you to keep dual relationships to a minimum to support your learning in the first instance.

Further to that learning we also want to support you to notice, uncover, examine, analyse and make decisions regarding work that involves dual relationships. We want you to emerge as a coaching supervisor better equipped to navigate the complex, interconnected dynamics and resultant ethical dilemmas inherent in working with those with whom we have multiple relationships. We believe very strongly that tight management of this learning will ultimately enhance your coaching supervision practice.

With regards,

Karyn Prentice, Elaine Patterson and the CSA UK Team

## Guidelines - Supervisees Charging for supervision

1. It is important that you do **not** choose supervisees from among friends or colleagues – please read Appendix 7 on Dual Relationships.
2. You will negotiate fees with your prospective supervisees and this is an important part of the learning. Even if you decide to offer very much reduced fees, it is very important that you do not work 'pro bono'. This has often proved the quickest way to losing supervisees half way through the contract. Please talk this through with your Tutor if you are any doubt. Sometimes people feel awkward charging as they are trainee coaching/supervisors. Remember you are experienced and mature coaches and whilst learning new skills you also have a lot of existing, transferable skills. It is important that you value yourselves and what you bring to your Supervisees and that they value the work that you do together. Money is an exchange of energy and represents the value of the exchange between the Supervisor and Supervisee.
3. Typical fees our students charge range from GBP £40 - £120. UK and International students will need to consider the individual and local economic context amongst the many factors in the contracting conversation.

# Guidelines – Supervisees

## Engaging Supervisees & running Group Supervision

### Engaging Supervisees

You are required to work with 5 supervisees throughout the course, having at least 5 sessions with each of them.

It is helpful to have some of your supervisees 'signed up' before Module 1, where possible.

However, please do not start supervision sessions until:

- a) after Module 1
- b) you have engaged your supervisor from the CSA approved Supervisor list.

### Providing Group Supervision

You may run One group for 5 sessions as one of your '5 supervisees'. Please do not set this up until after Module 2 on Group Supervision in early 2021.

We strongly advise Supervision Groups are 3 people, or 4 people maximum. There are plenty of contracting issues, dynamics and other group processes that can show up in small groups.

You must not use your group as your Case Study.

Many times, in the past students have struggled with the complexity of group supervision.

Therefore, **before** starting your supervision group, you must also meet these conditions:

- a. Attend the webinar on Group Supervision.
- b. Attend the group supervision session in Module 2.

Discuss it with your supervisor and agree together when you are ready to start the group

Your supervisor does not have to formally confirm this however it will be helpful if they mention the discussion in the Supervisor Report.

## Written assignments

Writing is an important way for us to contribute to our profession's development and cultivate a wider understanding of our work and practice.

### **Assessment**

Each piece of written work will be marked by two markers and written feedback given to you. We encourage you to share your writing with at least one of your peers on the course, and to ask for feedback as part of your self-assessment. All references must be appropriately attributed.

### Learning Journal

#### **Criteria**

1. 3000 words (+/- 5%)  
If you exceed the word count your work is unlikely to be read.  
No explicit referencing is required in the Learning Journal assignment. Any References and/or Bibliography is included will not be counted in the Word Count.
2. The Learning Journal assignment should provide evidence of your reflective learning journey throughout the course – from the beginning, through the modules and other elements, to the final submission.
3. It may contain reference back to your initial learning objectives (submitted as part of your pre-course work)
4. The Learning Journal should demonstrate your learning towards becoming a coaching supervisor and may include challenges and how you overcame them, learning skills, emotional impact, insights ...any element that you consider significant in your progress through the course.
5. Additional Practicalities  
Front Cover: Your name  
Word Count  
Number all pages  
Use double spacing or font size 12.

#### **Learning Journal Guidelines and tips**

Your Journal is the place for you to note any thoughts, ideas, insights etc. that pertain to the art of coaching supervision as you go through the supervision course: group practice sessions, working with your own supervision clients, your own experience of supervision, and tutoring sessions, any reading and conversations you have about your learning.

The way you record your journey is entirely up to you – notes, drawings, mind-maps, audio notes...whatever works best for you. The purpose is to record the distance you travel during the course...the highs and lows, obstacles, joys and successes, impact of exercises, tools that resonated/didn't resonate and your reflection on any other aspect of the course and journey. Near to the end of the course you will need to refer to this journal in order to write your Learning Journal assignment.

When you come to begin to think about your case study you will have an excellent resource in the pages of your Learning Journal.

## Case Study

### Criteria

1. 5000 words (+/- 5%)  
If you exceed the word count your work is unlikely to be read.  
References and Bibliography at the end of the main body of text are required however do not count in the Word Count
2. The Case Study is an opportunity to demonstrate how you have taken the learning from the course and applied it in your supervision practice
3. The Case Study should include direct referencing to course material, core models, tools, theory, and essence
4. The Case Study should demonstrate your ability to reflect and review your work – a compassionate critique
5. The Case Study should demonstrate your competence to practice as a supervisor taking into account the competencies listed in the Handbook
6. Additional Practicalities  
Front Cover: Your name  
Word Count  
Number all pages  
Use double spacing or font size 12.

### References

There are 3 types:

#### 1. Direct quotations

All direct quotations are given correct references in the text and in an alphabetical list. The exact words are quoted and name of the author, source of document, date and publisher listed in the alphabetical References at the end of the case study.

In the text, following the quotation mark put the author's name, date of publication and page number e.g. (MacDonald & Walker.1975: p3).

In the alphabetical References section at the end:

MacDonald, B. & Walker, R. (1975) Case Study and the social philosophy of educational research, Cambridge Journal of Education, 3, pp.2-11

#### 2. Specific theories or concepts

When you refer to an idea (but not in the exact words) of an author, or paraphrase a concept, include the name of the author, source of the document, date and publisher in the alphabetical references section.

In the text include the author's name and the date e.g. (Hillman: 1997)

In the References section:

Hillman, J. (1997) The Soul's Code. (London and New York. Bantam Books)

### **3. Bibliography**

A general list in alphabetical order by author (separate from the References section) of other relevant books or papers you have read that inspired your learning.

### **Case Study Guidelines and tips**

#### **Making a start, setting your creative self free**

It may help you to remember that many writers at some point feel fear and are blocked in their creativity. You are not alone by any means. If, however writing about your work holds no fears then please skip this section.

List all the things you fear the most about the writing task. Write your thoughts and feelings as freely as you can.

Perhaps find an image for your inner critic, let him/her know that this kind of criticism is old hat, bid it farewell; also know that she/he will be hot on your trail when you set off on your own!

Develop an inner support figure who encourages you to keep going whatever the setbacks; and, besides getting started on your preparation to draft your case study, also make date with yourself to play, relax, be soothed....a time to simply be, no thoughts, no pressures.

Julia Cameron in her book *The Artist's Way*, talks of the morning pages. This is a ten-minute write each day to set the flow going. Just begin and see what is there, with no agenda. Our conscious minds just need a space to release thoughts, ideas, and feelings. This process will start to release any 'stuff' that may block your preparation to start the case study writing.

Writing a Case Study gives you an opportunity to reflect on your work. In learning a new skill, we need both practice and reflection in order to develop conscious competence in the first instance. Your learning journey is unique to you and your writing will illuminate both the process and the content of your practice. It will show both the 'how' and the 'why' of your work as a coach supervisor. At its very heart a Case Study allows you to focus in depth and gives due attention to your unique style. You can expect to learn as you write, and this is indeed one of the aims of this assignment.

#### **Planning**

Make a plan for yourself of how you are going to gather the material for your case study once you have chosen your subject; notes of sessions, learning journal, notes from reading etc.

Tony Buzan's *Mind Mapping* can help you get started by putting down as many ideas, themes, issues etc. on to a large sheet of paper.

You need to write about the whole series of 5 sessions with one person to show how you built and maintained the supervision relationship. In demonstrating your learning and practice some sessions may require more focus than others – as long as the whole process is reflected.

Write about what really interests you, has caught your imagination, stopped you in your tracks, been an 'aha' moment. This will enliven your writing and flow more readily than anything else.

**Happy Writing** is a term I personally have found especially useful in helping me step out of my need to write the perfect paragraph! Once you can just begin to get some words down on the page, then you will have something you can craft. The word DRAFT here is important. Few writers are ever able to submit their work without a number of drafts.

New writers need support and encouragement. Once you have begun to draft your case study, show your writing to someone you trust - not to judge but to offer constructive feedback.

## Suggested Structure

'Case study is the way of the artist, who achieves greatness when, through the portrayal of a single instance locked in time and circumstance; she/he communicates enduring truths about the human condition. For both the scientist and artist, content and intent emerge in form.' (MacDonald & Walker.1975: p3)

A Case Study is a form of narrative. As such it should have a beginning, middle, and an end. If you are writing about periods of the work, it is useful to have sub-headings or labels as you write.

**Confidentiality** is particularly important. You may choose a pseudonym or make quite sure there are no identifying features of your client.

It is a narrative based upon thoughtful practice and you need to put in any references to relevant theories, details of interventions made, and the links between theory and practice.

### ➤ Introduction

Describe your supervisee; what was your first impression? Bring him or her alive to the reader. What kind of contract or working agreement did you make and what were the initial areas of coaching practice you agreed to work on? What themes or issues about your practice do you wish to explore in this case study?

### ➤ Overall course of the supervision

How did the sessions go? What supervision themes and issues were raised in your work? How did you work with these? Show how your reading informed your practice. Describe the philosophy including values and beliefs that inform your practice. Describe what really worked well and why, and share any snags, difficulties, hitches that may have occurred and your reflections on them.

### ➤ Your own supervision of the work

Weave into your narrative how you made use of supervision/tutoring on this work. What themes or issues did you explore in supervision?

### ➤ Summary and final reflection

Briefly summarise your work with this client. How did the course material and your own reading influence your work? How will this inform your future practice as a coaching supervisor?

**Written work submission instructions**

**Both assignments are to be emailed to Sam Fremantle [sam@csa.uk.net](mailto:sam@csa.uk.net) no later than Monday 25<sup>th</sup> October 2021**

Front page: Student Name, Word Count

All pages: Numbered

All references used must be appropriately attributed.

The word count must be within + or – 5% of the total required above.

If the written work is outside these parameters, it is unlikely to be marked. If this happens the student may necessarily receive a 'deferral' result.

Any case study without the writer's name and the word count on the front, may be refused to be marked by the marker, particularly if the word count appears outside the limits

## Information & Guidance: Competency Frameworks

The course is accredited by EMCC. Please read the [EMCC Coaching Supervision Competence Framework](#).

The course is approved by ICF. Please read the [ICF Coaching Competence Framework](#).

### ICF CCEUs

CSA Diploma in Coaching Supervision course is approved by ICF and carries **108.5 CCEUs**. These are made up of **77.5 Core Competencies and 31 Resource Development**. This includes the **8 CCEUs in Core Competencies** that are gained from the compulsory supervision sessions attached to the course.

#### ICF Policy

With this update, ICF Credential-holders will be permitted to **count work with a Coaching Supervisor toward Continuing Coach Education (CCE) requirements in the area of Core Competencies** for renewal of their ICF Credential. These hours are accepted on an **hour-for-hour basis**, and there is **no upper limit** on the number of Coaching Supervision hours that can be applied toward an ICF Credential renewal applicant's CCE requirement.

#### ICF's Position on Coaching Supervision

ICF recommends coaching supervision for full-time professional coach practitioners as part of their portfolio of CPD activities.

Coaching supervision is sufficiently different from coaching that training to provide the knowledge and opportunity to practice supervision skills is needed. As such, all coaching supervisors should receive coaching supervision training.

#### Additional notes

Coaching supervisors DO NOT have to have ICF credentials.  
There is no need for supervisors to apply for approval.

**NB** The **ICF France Chapter** insist that only ICF Master Certified Coaches can be on their registry of coach supervisors. That is a local policy and not ICF global policy.

# Faculty

## **CSA Executive**

Edna Murdoch	Founder, CEO, Director of CSA
Miriam Orriss	Co-founder, Executive Chair, Director of CSA, Course Director
Alison Hodge	Director of Research
Michael Smith	Chief Operations Officer

## **CSA UK Core Course Faculty**

Miriam Orriss	Course Director
Karyn Prentice	UK Co-Leader and Trainer
Elaine Patterson	UK Co-Leader and Trainer
Sam Fremantle	Programme Manager
Monica Ross	Senior Tutor / Trainer
Jackee Holder	Tutor
Kathryn Downing	Tutor
Will Medd	Tutor
Doug Montgomery	Tutor
Lynne Cooper	Tutor
Liz Nottingham	Tutor

## **CSA International Core Course Faculty**

Leanne Lowish	Founding Director CSA AP (Asia Pacific)
Nino Musumeci	Programme Leader (Switzerland)
Sam Magill	Programme Leader (USA)
Lynne de Lay	Programme Leader (USA)
Karyn Prentice	Assistant Director for Training (USA & Europe)