# Therapist to Coach
# Senior Practitioner in Coaching
# Reflective Practice Portfolio

| | |
|---|---|
| **Full name:** | |
| **Programme start date:** | |



[Version: September 2021]

# Contents


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## Introduction

This portfolio includes all the documentation you need to complete the Therapist to Coach Senior Practitioner in Coaching programme. Copies of the forms and guidance are also on the participants' section of the website: www.trishturner.co.uk. You may use and copy them to produce your evidence. For details of hours expected to complete each section, please see back page.

**Level of reflection and learning required**

You are required to demonstrate learning and be able to analyse and synthesise your understanding, making comparisons between theoretical frameworks and application in relation to your own model of practice. The focus for the programme is on self-guided learning and reflective practice.

**Reflective practice**

Coaches need to be keenly aware of how learning happens for them, particularly if they want to help others to learn. As you explore your role as coach you will need to observe and record your development. This portfolio aims to encourage you to:

- Enhance your self-awareness
- Be curious about your learning
- Practise as a coach
- Reflect on your learning
- Record feedback and assessment
- Evidence your practice
- Evaluate your practice

Please note that at senior practitioner level you are expected to provide an in-depth level of reflection on your self as a coach and in your practice.

**Assessment criteria**

Your Reflective Practice Coaching Portfolio is a logbook of evidence that you are required to produce along with having your coaching practice observed on the programme. It is assessed in its entirety enabling you to demonstrate your competency and capability.

For assessment of your portfolio as a whole the following three broad strands in relation to the EMCC senior practitioner competences and capability indicators are the criteria used throughout:

- Theoretical knowledge, cognitive skills and understanding
- Self-development and personal exploration
- Practical skills and application

This portfolio should be completed with reference at all times to the EMCC Senior Practitioner competency framework contained in the Participant Handbook.

This is not an academic institution, therefore what we are looking for is the story you have to tell, a conversation with yourself and with the assessors that helps us understand who you are, what your theoretical underpinnings are, what you believe about people and how they learn, change and grow, what you've learned about yourself and others, and how that learning impacts your practice. Enjoy the writing, so we can enjoy reading.

Your portfolio will be assessed and signed off by the trainer, who will assess the quality of your work and mark it accordingly. There will also be a second assessor. An external verifier may also see it for quality assurance. Any sections that are referred will need to be re-assessed. A copy of the assessment sheet used by the assessors is on the participant section of the website. The assessor's decision is final.

Please note that your portfolio will be only be assessed at the end of the programme when it is submitted and it is not assessed or reviewed by trainers or assessors prior to this date. However, you have the option of utilising monthly 60-minute
free tutorials with the trainer, where you can discuss your portfolio. Plus, the final half day workshop focusses on portfolio development, to support you in submitting your final version.

**Assessment indicators**

The assessment indicators at the back of the portfolio indicate the time ascribed for each element of the portfolio.

The EMCC Senior Practitioner in Coaching programme consists of approximately 500 study hours:

150 – skills and coaching practice
150 – reflection and review
150 – theory and models
50 – planning and process

A number of hours for these take place on the programme and the rest is evidenced via the portfolio.

**Submission process**

Portfolio submission date – **by 8th September 2022.**

You are required to submit ***either*** an electronic copy (preferred method) or two hard copies. Please see the 'Candidate declaration' page for more information on where to send them.

Failure to submit your portfolio on the due date without first requesting and agreeing an extension will result in an automatic fail. You will not be reminded that your submission is due, so please make a note of the date.

**Extensions**

Extensions for portfolio submission will only be considered in exceptional circumstances, such as family bereavement or personal serious illness. In the case of an extension being granted, you will have up to **eight weeks** to submit. If you need longer, a further **six months** can be allowed for a fee of £500. If you feel you are likely to need an extension, please contact the Trainer in writing at least 10 working days before the submission deadline.

**Re-assessment of portfolio**

Where the assessor judges that you have not attained the standard necessary to pass a particular competency or capability indicator, you will have the opportunity to be reassessed. In many cases, this may mean you will be provided with some questions in advance and invited to a recorded reflection interview with the assessors, to bring to life your practice and any gaps in the portfolio.  In some cases, you will be required to resubmit original work, which has been revised to take account of earlier weaknesses.

In rare cases, you will be required to undertake a new assessment designed to assess the particular area in which you were unsuccessful. In all cases, you will be given adequate feedback by the assessor, which should be used to guide you prior to reassessment. A fee may be charged to re-assess your portfolio.

If after any resubmission your portfolio does still does not reach the level required to meet Senior Practitioner criteria, it is possible to be awarded a qualification at the lower designation of Practitioner.

**Participant support**

If you should have any questions regarding your portfolio, please see the participant pages of the website for what to do.  You can also ask the Trainer:

Tel: 07729332174
Email: training@trishturner.co.uk

Please contact the Trainer if you should forget your website login password.

**Award**

Once your portfolio has been through the assessment process and the programme as a whole for this cohort has been quality assured, you can expect to receive an email notifying you of the outcome and, if successful an electronic and hard copy of your diploma will be sent to you.  Once received, you can call yourself a *qualified* EMCC Senior Practitioner in Coaching and display the logo (EQA).  Should you decide to take up the fast-track option for *accreditation* (EIA), you will receive your notification directly from EMCC Global, together with the logo.

# Section 1: Self-assessment

This section contains:

- Reflective assignment - competence
- Guidelines for the reflective journal
- Reflective journal template

## Reflective assignment – competence

[To be completed at the beginning of the programme.  Word count: maximum 1500 (excluding references).  You have a wealth of experience from your prior learning and experience.  We would love to hear about it here and it counts towards your accreditation of prior experience.  NB: There is an exercise on workshop 1, handout 1 – 'scaling your competences' - that will help you with this assignment.]

### HOW DO MY COMPETENCES AND SKILLS AS A COUNSELLOR/PSYCHOTHERAPIST/PSYCHOLOGIST TRANSLATE INTO A COACHING CONTEXT?

| | |
|---|---|
| **Coach:** | |
| **Date:** | |
| **Word count:** | |

1. Reflecting on the descriptions and definitions of counselling/therapy and coaching in the Participant Handbook, where do you think the places of similarity and divergence are between the therapy/counselling/psychology you currently practice and the coaching which you aspire to offer?

2. What theoretical and practice experience do you bring from your previous therapy/counselling training that meets the competences and capability indicators at senior practitioner level? (Please reference the competences and capability indicators of a senior practitioner in coaching (see Participant Handbook))

3. What skills and experience do you have from other aspects of your professional life that already give you a reach into the practice and purposes of coaching and what in particular do you need to grow/learn? (Please reference the competences and capability indicators of a senior practitioner in coaching (see Participant Handbook))

4. What have you discovered about yourself from completing this reflective assignment?

5. How will your new understanding influence your future coaching practice?

## Guidelines for your reflective journal

This is not a private journal or diary, but is designed to promote your coaching skill development and to attend to your on-going self-awareness through reflective practice. The trainers, assessors and an external verifier will read the journal, plus an anonymous version may be used to support accreditation and endorsement processes for the programme, so please take this into consideration when writing your reflection.

This template should be used after each of the first three workshops. <u>It does not need to be completed for the final half day workshop.</u>

The purpose of the reflective journal is:

- To reflect upon the programme experience in terms of thoughts, feelings and behaviour
- To identify learning goals, monitoring how far they are being achieved and noting factors which are affecting the outcomes
- To self-evaluate personal development, linking this with theoretical understanding, relationships with others, coaching competences and capability indicators at senior practitioner level, and coaching practice

*"Reflective learning is an intentional process, where social context and experience are acknowledged, in which learners are active individuals, wholly present, engaging with others, open to challenge, and the outcome involves transformation as well as improvement for both individuals and their organisation"*
(Brockbank, A Beech, N & McGill, I (Eds) (2002) <u>Reflective Learning in Practice</u> London : Gower

*"Reflection is a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation"* Boud, D Keogh, R & Walker D (1985:3) <u>Reflection: Turning Experience into Learning</u> London : Kogan Page

*"The all round quality that we are bringing to bear upon our learning enterprise is represented in the marriage between thought, feeling and action" "The interweaving of thought, feeling and action becomes a pre-condition for both total learning and quality management*" Lessem, R (1991:14) <u>Total Quality Learning</u> Oxford : Blackwell

There is no word count.

## Reflective journal

[To be completed after every workshop (3) – excluding workshop 4. There is no word count]

| | |
|---|---|
| Coach: | |
| Date: | |

**Please consider and note (for your record only) your answers to the following – these are prompts to aid your thinking**

What occurred in the last session?
What did you notice about yourself?
What did you notice about others?
How did you feel in the session?
How do you think others felt?
What would you have liked to do differently?
How would you have liked to behave?
How will you bring this about in the next session?
What do you hope to achieve in the next session?

**Then, for the reflective journal, use the prompts above to identify the following**

What you have discovered about yourself
What you now know about coaching/learning and development that you didn't know before
What you realise about your own learning and development
How your new understanding will influence your future coaching practice
How this relates and compares with formal theory (and correctly reference this theory)
Your feelings about all this

NB: please link to CIs at Senior Practitioner level

# Section 2: Client work

This section contains:

- Log of coaching hours
- Guidelines for completing the self-evaluation and feedback forms
- Self-evaluation form template
- Coachee feedback form template
- Guidelines for the outcomes questionnaire form
- Outcomes questionnaire template
- Guidelines for the live coaching recording
- Live coaching recording – reflective practice form

## Log of Coaching Hours

(To be continually updated as you go along for all 90 hours of your actual coaching practice. You can also log your co-coaching hours here (both your hours as a coach and coachee are included in your hours))

| Date / duration | Initials of Client, Organisation and Role | Focus of coaching (e.g. career, leadership development, performance etc) | Coaching Hours |
|---|---|---|---|
| EXAMPLE<br>Oct ‘21 – Mar ‘22 | CH: Manager, NHS hospital | Resilience, managing change, career transition, increasing confidence | 23 |
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| **TOTAL Coaching Hours** | | | |

## Guidelines for completing the self-evaluation and feedback forms

We believe that consistent self-evaluation, feedback and reflective practice can make exceptional coaches.

You are therefore required to include **TWO sets** of the following two forms from two different coachees:

1. A coachee feedback form (from the coachee)
2. A self-evaluation form

It is recommended that you use these forms for all your coaching practice, as a means of good practice, not just for the sample you submit for your portfolio. EMCC also requires client feedback when you apply for reaccreditation every five years.

### FORM 1. Guidelines for completing the Self-evaluation Form

This form is for your own assessment on how you thought the coaching session went.

1. The skills, qualities and capabilities section require you to evaluate yourself against the qualities or skills you have chosen to work on in that particular coaching session. The capabilities section is completed by you, using selected descriptions from the Capability Indicators (CIs) for Senior Practitioners (see Practitioner Training Pack), appropriate for your learning in that session.

2. The other section provides an opportunity for you to reflect on your learning from this session and how you'll apply that learning in future in your practice, with reference to the EMCC competences and capability indicators in the Participant Training Pack.

You complete the competences section using selected headings from the Capability Indicators for Senior Practitioners appropriate for your learning in that session (i.e., CIs 74-95). You should use the same capability indicators on the Coachee Feedback Form you give to your coachee to enable you to compare.

**Good example:**
The example below shows a clear reflection on specific examples of client work, a desire to make sense of what happened and importantly, evidence of how this has been subsequently applied to practice.

| Reflection on learning | Application to practice | Capability indicator |
|---|---|---|
| My natural style is to drive for actions and results and this translates into my coaching in a desire for the coachee to have purposeful/intentional actions to achieve desired outcomes. I recognised I was feeling frustrated with the coachee and it was creating 'interference' preventing me from listening deeply, though I | I have practiced becoming comfortable with allowing time for the deeper goals to surface, rather than push to get the first most obvious goal identified. When next faced with a similar situation I was able to recognise earlier on what was happening for me internally, and then I allowed those distracting thoughts to drift away I was able to focus objectively on helping the client have the necessary | Understanding self<br>74<br><br>Building the relationship<br>80 |

| | | |
|---|---|---|
| hoped the client would not have noticed. | thinking and reflection time, so that the goal she finally set was the right one for her.<br><br>In the time after that, I actually told my client (after checking the five intents) that I could feel a sense of frustration and I wondered if that meant anything to them. As a result, the coachee admitted she had difficulty trusting her own decision making and the conversation was transformed. | Enabling insight and learning 81, 83 |

**Poor example:**
The example below is not satisfactory because the comments and examples are generic. There is little depth to the reflection and therefore provides no evidence of learning; stating that you intend to do something based on the reflection is not adequate. You must show how you have specifically applied your learning.

| **Reflection on learning** | **Application to practice** | **Capability indicator** |
|---|---|---|
| Sometimes when working with a client I find myself feeling quite frustrated about how long they are taking to set a goal. Whilst my feelings are kept hidden from my clients, my thoughts tend to be very distracting. | Whilst it is perhaps likely that I will always feel frustrated, I'm now able to recognise that I need to tackle this. | Understanding self<br><br>Outcome and action orientation |

**FORM 2. Guidelines for the Coachee Feedback Form**

During your contracting session, you will be looking to obtain agreement from the coachee to provide feedback, as per the Coachee Feedback Form on the following page. To enable the coachee to do this effectively for the purposes of this programme, please give them a description of the capability indicators at senior practitioner level you hope to demonstrate to enable them to 'rate' you against them, or use your own words.

Post-session, you complete the capabilities section using descriptions from the Capability Indicators (CIs) for Senior Practitioners appropriate for your learning in that session. <u>You should use the same CIs on the Self-evaluation form that you complete yourself, to enable you to compare.</u> The other section provides an opportunity for your coachee to note down, in their opinion, what went well in the session, and what did not work so well. It also asks the coachee to think through anything specific you may need to focus on in future to develop as a coach.

Please note, this form does not have to be completed on the day of the session, but can be sent back to you electronically or by post within a week of the session. This will help keep the focus on the coachee during the session, but still give you the feedback you need.

## Co-coaching

Co-coaching is an important element of your skills practice.  Please note there is no need to complete any forms for your co-coaching, unless you feel it would be helpful for your own learning.  They do not form part of your portfolio submission.  However, please do log the hours of co-coaching in the Log of Coaching Hours.  You can include <u>both</u> the time being coached, as well as the time you are the coach or observer – they are all considered to be skills practice.  You are expected to complete 10 co-coaching sessions, each lasting a total of two hours (one hour each way).

## Self-evaluation Form (form 1)
**(To complete after each coaching session)**

| | | | |
|---|---|---|---|
| **Coach:** | | **Coachee ref:** | |
| **Date:** | | **Session number:** | |

Indicate the degree to which the following qualities, skills or competences were present and demonstrated in the session.

**Capability indicators at senior practitioner level**

| CI | Description of capability indicator | Low | Moderate | Clear | High |
|---|---|---|---|---|---|
| | | | | | |
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Which tools or techniques were particularly appropriate/ how well did you apply them/ what could have worked better?

How well do you feel you've developed rapport/ trust in the relationship? How do you know?

| Reflection on learning | Application to practice | Capability indicator |
|---|---|---|
| | | |

Continue on separate sheet if necessary…

**Coachee Feedback Form** (form 2)

Please complete within 5 working days of the session, whilst the experience is fresh in your mind.

| | | | |
|---|---|---|---|
| **Coach:** | | **Coachee Ref** | |
| **Date:** | | **Session No.:** | |

Indicate the degree to which the following qualities, skills or competences were present and demonstrated in the session.

**Capability indicators at senior practitioner level**

| **CI** | **Description of capability indicator** | **Low** | **Moderate** | **Clear** | **High** |
|---|---|---|---|---|---|
| | | | | | |
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What worked in the session?

What did not work so well?

What do you need more or less of from the coach next time?

## Guidelines for the coachee learning outcomes questionnaire

You should choose **three** coachees. **At least two** of whom should be coachees who have **NOT** already been included in your previous examples of feedback and self-evaluation.

The questionnaire is to be given to a coachee at the end of at least four coaching sessions with that individual. The questionnaire enables you to evaluate the coaching in terms of learning and outcomes for the coachee.

You are required to ask the coachee to print their name, sign and date the questionnaire (a scanned version is acceptable).

You are expected to pay particular attention to competences 5, 6 and 8 and the associated capability indicators at senior practitioner level.

There is no word count.

## Coachee Learning Outcomes Questionnaire

Your responses to this questionnaire provide additional feedback to enhance my practice.
Thank you for agreeing to complete it.

| | | | |
|---|---|---|---|
| **1 How many coaching sessions did you attend?** (A minimum of four sessions) | | | |
| **2 What brought you to coaching?** | | | |
| | | | |
| **3 What were you hoping to achieve?** | | | |
| | | | |
| **4 Describe the experience of coaching:** | | | |
| What helped/hindered you? | | | |
| What else would you have liked? | | | |
| What outstanding issues are you left with? | | | |
| **5 How would you describe the outcome?** | | | |
| | | | |
| **6 Please choose one of these two categories to describe your learning outcome and also mark the best phrase (mark as many as you like)** | | | |
| **6a** Category 1 - Improvement: | | | |
| I know more now | | I can do a better job | |
| I feel more confident that I know what I am doing | | Other (say what) | |
| **6b** Category 2 - Transformation: | | | |
| How I see certain things has changed | | My life has changed | |
| I am in a different place | | I feel completely different now | |
| Other (say what) | | | |
| **7 Coachee details** | | | |
| Coachee PRINT NAME | | | |
| Coachee signature | | | |
| Date | | | |

## Guidelines for the live coaching recording

You are required to submit a 40-minute live recording of a coaching session, using zoom. This can be with one of your coachees or with a peer on the programme.

This is designed to promote your coaching skill development and to attend to your on-going self-awareness through reflective practice. The recording will form part of your formal assessment and should be submitted along with your written portfolio. Please also ensure you complete your practice reflection for on your recorded session, as part of your portfolio.

Please obtain explicit consent from your coachee to record the session. Please ensure you state the following at the beginning of the recording:

"This is being recorded and will be sent to Dr Trish Turner and an assessor and quality assurer for the Therapist to Coach Senior Practitioner in Coaching programme, and possibly EMCC Global as part of their audit and accreditation checks."

The recording can be uploaded to the T2C Dropbox (please ask for details) and you will be provided with a folder link to do this.

The recordings will be deleted by all those involve in the training, assessment, quality assurance, accreditation and auditing of the therapist to Coach Senior Practitioner in Coaching programme within two years of submission.

## Live coaching recording – reflective practice form

[To be completed after playing back your live coaching recording. See pages 133-136 of the Participant Handbook for the 7-eyed model from which this is derived and the questions to aid your reflection. There is no word count.]

Please structure your thinking and writing around five different perspectives. What did you notice about:

1. Me as a coach
2. The coachee
3. The relationship between us
4. The interventions I have used
5. The system in which the coachee is operating

Finally, what competences and CIs at Senior Practitioner level did you notice being used?

# Section 3: Theory into practice

This section contains:

- Guidelines for the theory assignment – critical analysis
- Theory assignment – critical analysis template
- Guidelines for the case studies
- Case study template
- Case study consent form
- Reading log

## Guidelines for the theory assignment – critical analysis

This theory assignment forms part of your assessed portfolio submitted at the end of the programme.

**Word count**

Maximum 2,500 (excluding references)

**Assessment criteria**

- Demonstration of learning
- Ability to analyse and synthesise your understanding, making comparisons between theoretical frameworks
- Application in relation to your own model of practice
- Evidence of meeting EMCC senior practitioner competences and capability indicators at senior practitioner level

**Format for theory assignment**

- Quotes and transcripts in italics
- Harvard/APA format for citing and reference page
- Front page template overleaf

## Theory assignment – critical analysis
[To be completed by the end of the programme. Word count: maximum 2,500 (excluding references)]

| | |
|---|---|
| Coach: | |
| Date: | |
| Word count: | |

**Using a critical perspective, analyse the strengths and limitations of your core theoretical approach in a coaching context.** (Please make reference to the competences and capability indicators at senior practitioner level throughout).

## Guidelines for case studies

The case studies form part of your assessed portfolio submitted at the end of the programme. There are TWO case studies to be completed. It is expected that one of these case studies will be closer to the start of your training and the other towards the end, to demonstrate your development.

**Word count for each case study**

Maximum 5,000 (excluding references).

**Purpose of the case study**

Case studies provide an opportunity to explore in depth realistic, complex, and contextually rich coaching situations and often involve a dilemma, conflict, or problem that the coach and coachee (and potentially the supervisor and/or sponsor) must negotiate. They allow you to demonstrate how you translate coaching theory into your practice, evidence your developing coaching competence and reading. A case study enables you to concentrate on a single coachee and the interactions. The focus is on you and your learning.

**Assessment criteria**

- Your ability to analyse and synthesise your understanding, making comparisons between theoretical frameworks and application in relation to your own model of practice.
- Self-evaluation of your skills and competences at Senior Practitioner level (referencing relevant competences and capability indicators used)
- Critical reflection of your own learning

**Format for case studies**

- Cover page with name, case study, word count and date of submission
- Contents page with sections, heading and subheadings, corresponding page numbers
- Quotes and transcripts in italics
- Harvard/APA format for citing and reference page

You may want to obtain consent from your coachees before writing the case studies (see consent form template), but <u>do not</u> include this form in your submission, in order to protect coachee privacy.

For the case studies, you need to have had a contracting session, at least two coaching sessions and have discussed the work in either co-supervision or professional supervision. The focus is on your reflection and learning and use of EMCC competences.

In the 'Coach's personal philosophy' section we are asking you to explain the core beliefs, concepts, values and attitudes that relate to and have an impact on your coaching. Useful aspects to include here would be your view about (a) knowledge and learning, (b) about people - their potential, their ability to change, and (c) your view of how people connect and relate.

## Case Study Template

Front cover:

- Coach full name
- Date case study completed
- Word count

1. **Coach's personal philosophy**

2. **Theoretical model for coaching**

3. **Case study**

    a. Introduction to coachee and background (include setting, number of sessions, etc)

    b. Initial contact/matching meeting

    c. Contracting session

    d. Development of the work (include any themes as subheadings)

4. **Use of supervision and impact on coaching practice and relation to coaching theory**

5. **Reflection on practice and impact on future practice and relation to coaching theory**

6. **Conclusion**

7. **References**

## Coachee Consent Form

Thank you for agreeing to participate as a client while I am engaged in training to be a Senior Practitioner in Coaching with Trish Turner Coaching, Consulting & Counselling. As part of the training I am required to write a case study and I would like to use some of the material we cover in the coaching sessions as part of this assignment.

While I will make reference to the issues which we discuss, I will identify you in the log via a reference number only, to ensure your anonymity which we discussed at the start. I will not reveal any specific information in the assignment that could lead to you being personally identified.

You are free to withdraw from the coaching at any time, and can also ask me to either exclude all or part of what we discuss. I will ensure that these items are not included in the case study.

If you wish to see a copy of the excerpts of the case study relating to our coaching sessions I would be happy to provide this.

A copy of the case study will be supplied to my tutor for assessment. The case study may also be seen by a second Trish Turner Coaching, Consulting & Counselling assessor, who will double mark the assignment, and by an external verifier. These individuals are bound by confidentiality. The information will not be released to third parties or published in any form.

Please sign below to indicate your consent to proceed on these terms:

I agree to the terms specified in this consent form:

Signature:

Name:

Dated:

## Log of Reading

(To be continually updated as you go along for all 54 hours of reading across the course of the programme.  You may add some resources more than once as you re-read with a different focus of learning.)

| Date | Type of reading matter and details of author etc | Focus of learning | Reading Hours |
|---|---|---|---|
| EXAMPLE 22.09.21 | T2C Training Pack | Beginning to understand what we will be learning, what it means to coach | 5 |
| EXAMPLE 17.11.21 | Book: the psychology of executive coaching by Bruce Peltier | How my therapeutic model of counselling can work in a coaching context | 10 |
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| **TOTAL Reading Hours (min. 54)** | | | |

# Section 4: Supervision

This section contains:

- Guidelines for supervision
- Coach supervision log
- Supervision reflection and review form

## Guidelines for Supervision

### Co-supervision

Co-supervision is a mutually beneficial way for two coaches to receive supervision for their coaching practice on the Therapist to Coach programme. It is a relationship based on mutual trust, respect and support.

Some thoughts to consider when determining with whom you would like to co-supervise:

- A peer with whom you would feel comfortable working
- A peer with whom you think you would learn

### Co-supervision process

You are expected to have SIX co-supervision sessions. Each session should last two hours (one hour each being the co-coach). Please keep a **log** of your co-supervision hours.

The purpose of this co-supervision exercise is to ensure that the best interests of the coachee, and the organisation if appropriate, are protected, and to provide educative and restorative support to the coach.

Experience suggests that the best way of doing co-supervision is to have one coach ask all the questions of the other and then to switch roles (one hour each). While it is possible to deviate from the questions, that should be kept to a minimum.

You may want to use the process below, or consider the seven eyed model of supervision (Hawkins and Shohet).

<u>Contract</u>
Tell me how the stated purpose of the co-supervision exercise is relevant for you now?
Tell me what you would like to achieve in this session (additionally or more specifically)?
Tell me what your expectations are concerning confidentiality?
Tell me anything else you need to say or do to be fully present?

<u>Focus on the coach</u>
Tell me what I need to know in order to understand you, at this time?
Tell me how that (the above) might impact your coaching?
Tell me about anything else that you think might be relevant to this session?

<u>Focus on the coaching practice</u>
Tell me what coaching you are engaged in at the moment?
Tell me any concerns and have about your coaching work?

Tell me any concerns you have had over the past three months?

<u>Focus on the case</u>
Tell me which coaching relationship/case would be most useful to focus on?
Tell me what I need to know about that?
Tell me about the contract you have with the coachee (e.g. goals, ground rules)?
Tell me what you find most difficult in this case?
Tell me what you feel about the coachee?
Tell me what you think about the coachee?
Tell me what I need to know about the relationship between you and the coachee?
Tell me what your principal strategies are in working with this coachee?
Tell me how you are delivering value to the organisation (if appropriate)?

<u>Focus on the coach - follow up</u>
Tell me, as a result of this session, what you need to do for the coachee?
Tell me, as a result of this session, what you need to do for the organisation?
Tell me, as a result of the session, what you need to do for yourself?

<u>Completion</u>
Tell me in what way I may have influenced this session?
Tell me how I could have been a more effective co-supervisor?
(Miles Downey, Effective Coaching)

**Professional supervision**

Two free telephone/video supervision sessions with a qualified experienced coach supervisor are included in the programme and are a compulsory component of the programme and count towards your reflective hours. These sessions can be arranged at any time during the term of the programme to support your learning and practice. Additional reduced cost telephone/video supervision is also available upon request and arranged separately.

**Preparation for the professional supervision session**

- Are there any crisis/emergency issues you need to talk about?
- Are there any themes emerging for you in your overall coaching practice you would like to review in supervision?
- Are there any organisational/training areas you want to talk about in supervision?
- What do you want from this session of supervision? For yourself, your coachees, your learning?

(Adapted from Inskipp and Proctor, 2001)

Please keep a **log** of your supervision and co-supervision hours (see template). Please also complete a **supervision reflection and review form** after each professional supervision session (see template).

## Coach Supervision Log

(Please specify if professional or co-supervision)

| Date | Details of supervision activities | Hours |
|---|---|---|
| EXAMPLE 08.11.21 | Co-supervision: time keeping during coaching and confidence in trusting GROW model | 1.5 |
| EXAMPLE 12.04.22 | Professional supervision: Picking up from the co-supervision session to gain another perspective on handling an inappropriate request from a coachee | 2 |
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| **TOTAL Supervision Hours** | | |

| | |
|---|---|
| **Professional supervisor name** | |
| **Co-supervisor name** | |

## Supervision Reflection and Review Form
[To be completed after each of the two professional supervision sessions]

| | | | |
|---|---|---|---|
| **Coach:** | | **Supervisor / Co-supervisor**<br>(Delete as appropriate) | |
| **Date:** | | **Session No.:** | |

| **Topic and key points** |
|---|
| |

| **Reflection on learning** | **Application to practice** | **Capability indicator** |
|---|---|---|
| | | |

## Personal development plan

[To be completed before submission of your portfolio.  The focus in on how you will address any weaknesses in your capability that you have indentified from your learning and practice.  You may want to pay particular attention to contracting and evaluation CIs.  There is no word count, but three hours are ascribed for this task.]

<table>
<tr><td>Coach:</td><td></td></tr>
<tr><td>Date:</td><td></td></tr>
<tr><td colspan="2">Capabilities to be improved</td></tr>
<tr><td colspan="2">Personal reflection:<br>1. Identify the capability you wish to improve and explain how you hope to do this.<br>2. What have you discovered from the literature/theory that explains, supports or sheds light, or helps you to understand the skill area?<br>3. At least one reference to the relevant literature or theory must be included.<br>4. Please reference the relevant capability indicators at senior practitioner level throughout.</td></tr>
<tr><td colspan="2"></td></tr>
</table>

# Section 5: Submission

This section contains:

- Check list
- Candidate declaration

## Reflective Practice Portfolio Checklist

**Candidate name:**

| Document(s) | Number | Completed |
|---|---|---|
| Candidate declaration | 1 | |
| Reflective assignment - competence | 1 | |
| Reflective journals (one for each of workshops 1-3) | 3 | |
| Log of Coaching Hours<br>(90 hours total plus 20 hours of co-coaching) | 1 | |
| Self-evaluation form | 2 | |
| Coachee feedback form | 2 | |
| Coachee learning and outcomes questionnaire | 3 | |
| Live coaching recording (40 minutes - to upload to dropbox) | 1 | |
| Live coaching recording – reflective practice form | 1 | |
| Log of supervision hours (12 hours co-supervision plus two hours of professional supervision) | 1 | |
| Professional supervision reflection form | 2 | |
| Case study 1 | 1 | |
| Case study 2 | 1 | |
| Theory assignment – critical analysis | 1 | |
| Reading log (54 hours total) | 1 | |
| Personal development plan | 1 | |

NB: There is a **reflective practice portfolio self-assessment spreadsheet** on the participant section of the website to help you ensure you have given sufficient breadth and depth of evidence for the capability indicators. You do not need to submit this with your portfolio.

## Candidate declaration

I confirm that all the documentation and details contained within this Reflective Practice Portfolio is my own work. I am aware that Trish Turner Coaching, Consulting & Counselling will retain an electronic/hard copy of this portfolio for their records and for quality assurance and training programme accreditation purposes. Any discrepancies found or instances of fraud may result in certification being withdrawn.

Any supporting documentation contained within the portfolio that has not been produced by you must be referenced accordingly. Evidence of plagiarism will be taken very seriously and dealt with as appropriate.

| | |
|---|---|
| **Candidate signature** | |
| **Date** | |
| **Print name** | |
| **Address** | |
| **Telephone number** | |
| **Email Address** | |

The portfolio should be submitted **electronically in PDF(s)** (our preferred format) to:

training@trishturner.co.uk

or post **ONE** full hard copy to **EACH** of the assessors below:

Dr Trish Turner
15 Tuesday Market Place
King's Lynn
Norfolk PE30 1JN

Chris Birbeck
5 Highfield Road
Hornchurch
Essex RM12 6PT

(NB: Please check with Trish first that these addresses are open due to covid-19 before posting)

If submitting electronically, you may be given a link to a Dropbox folder for you to upload your files, depending on size.

Please contact us if you have any questions about submitting your portfolio
Tel: 07729332174 or Email: training@trishturner.co.uk