

REVIEW

Title: The Coaching Psychology Group (of DWOP)
Self Directed Programme for Peer Group Supervision and Group Supervision in
Coaching Practice: HANDBOOK

Editors: Carmel O'Neill and Marian Lee

This handbook provides a self-directed Peer Group and Group Supervision Programme for Coaching Psychology Group members of the Division of Work and Organisational Psychology. The programme presented is precise and explicit; it is for practicing coaching psychologists concerned with group not individual supervision, it is presented as a self-directed learning programme with credits given to those who apply their learning to their coaching practice.

The authors define supervision as professional support; the emphasis throughout the handbook is on ensuring collaborative *power-with* relationships that foster learning, professional growth and good practice. Peer group and group supervision structures are differentiated - there is no one group nominated "expert" in peer supervision, rather a shared equality whereby professional growth and personal empowerment derives from the realisation that others understand your position. In group supervision the competencies of the group nominated facilitator authentically and rhythmically nurtures the desired competencies of group members.

There are four essential and complementary sections to this handbook. The first section introduces the reader to necessary supervisee capacity to reflect, citing Dewey "We do not learn from experience ... we learn from reflecting on experience" (DATE, p. no). This concept is explained without jargon and practical suggestions provided on how to capture reflections that make a difference to practice. Reflections emerge when group members feel it's safe to share honestly, and any group nominated facilitators must themselves access a reflective, relational form of supervision that supports their own reflective learning.

The second section of the handbook outlines the basic and advanced competencies and skills required to provide coaching supervision; from initial building of the relationship with supervisees to post-session purposeful reflection on the part of the supervisor. Skills and competencies are listed in accessible format and linked to behavioural, gestalt, cognitive and psychodynamic approaches in psychology.

In the third section the authors provide a comprehensive overview of an eclectic range of models, perspectives and influences in the domain of coaching supervision, noting that the experienced coach will typically adopt a multimodal approach. Here the authors re-emphasise the importance of the supervisory relationship, describing the Co-Active Coaching Perspective which views the actively, collaboratively co-created relationship [between supervisor and supervisee(s)] as the essential "foundation of the coaching work itself" addressing as it does the supervisee's "whole life" (p.37).

Finally, the handbook outlines the more practical roles and responsibilities of group supervisors and supervisees. Recommendations are made in relation to contracting and ethical responsibilities including the continual professional development of the supervisor. The authors conclude with a lovely Maori description of supervision as “gathering the treasures of the past into the competencies of the present for the wellbeing of the future” (Carroll, 2006, p.5).

The author’s knowledge and experience is manifest throughout this handbook, the programme presented will be a valuable resource for coaching psychologists committed to providing the highest standards of professional support for each other and excellence of care for their clients.

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