

# 3 Worlds 4 Territories – A Coaching Supervision Model

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## **Overview**

This article introduces a coaching supervision model which draws on the Renewal Model (Newell & Munro Turner, 2008) and the 7-Eyed Model (Hawkins & Smith, 2006). The model maps the territories to which the supervisor can attend in order to bring the coaching session being supervised live into the supervision session and enable the supervisee to have new options in their coaching.

### A note on naming

There are potentially four players involved in supervision – the following nomenclature will be used:

1. A **Supervisor**
2. A **Supervisee** or **Coach**
3. A **Coachee**, with whom the Coach is working
4. A coaching **Client**, who may be the same person as the Coachee (as when an individual has retained a Coach directly) or may be different (as when an organisation pays for some of its executives to be coached).

## **Introduction**

Coaching Supervision is generally seen to have three functions (Hawkins & Smith, 2006):

1. Resourcing – helping the coach manage the coachee emotions which they pick up when working with clients.
2. Development – developing the skills, understanding and capacities of the coachee
3. Qualitative – ensuring the quality of the coach's work.

The model presented here focuses on the third of these areas – and in particular on improving the quality and effectiveness of specific coaching relationships by helping the coach have new choices in their client work. However, in focusing on the Qualitative aspects, the model also leads the coach into exploring and engaging with the Resourcing and Development issues they face.

### The Purpose of Supervision

Coaching Supervision has been variously defined as:

- "A working alliance between two professionals where coaches offer an account of their work, reflect on it, receive feedback, and receive guidance, if appropriate" (Carroll)
- "The process by which a coach with the help of a supervisor, who is not working directly with the client, can attend to understanding better both the client system and themselves as part of the coach system, and transform their work" (Hawkins & Smith)

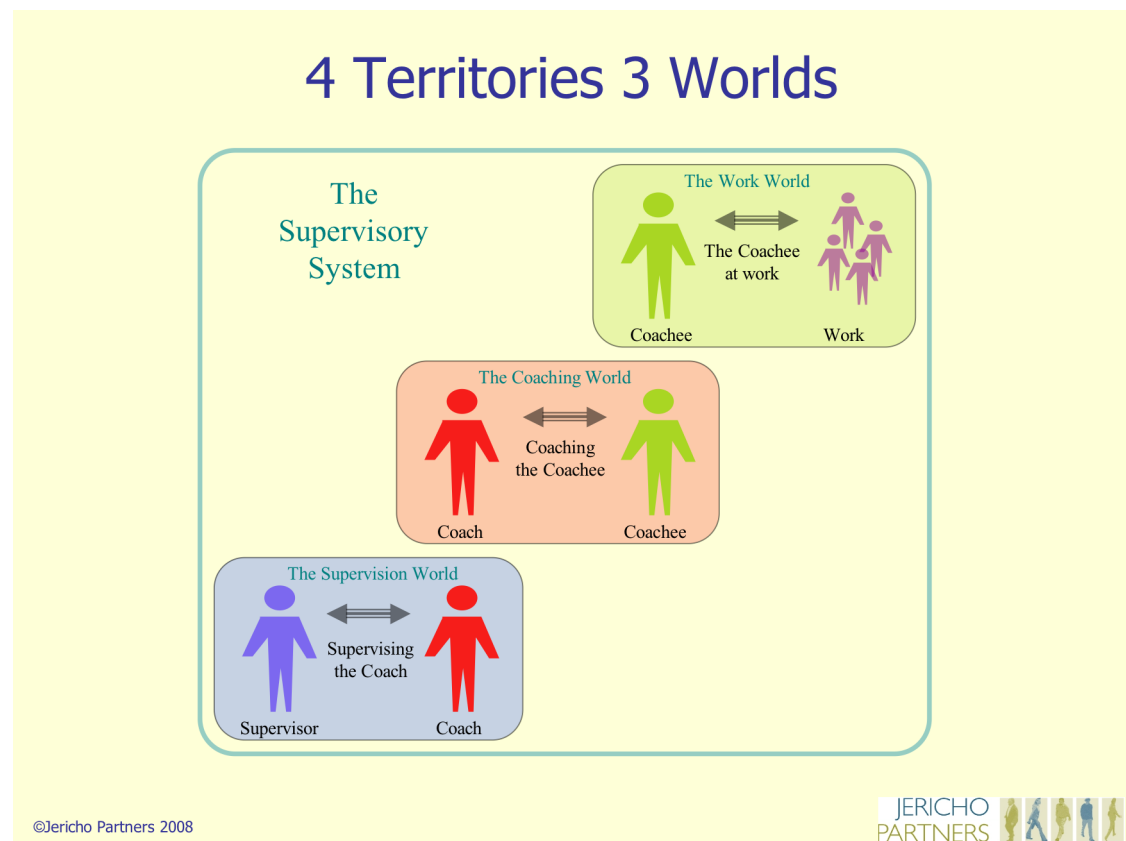
- “A formal process of professional support, which ensures continuing development of the coach and effectiveness of his/her coaching practice through interactive reflection, interpretative evaluation and sharing of expertise” (Bachirova et al)

To enable this process of reflecting on our work and understanding the various systems involved it is useful to have a map of what can be reflected on, and of the systems involved. Such a map is presented here. It has two main components – a high level model which identifies the main systems involved; and a model of the persons making up these systems.

## The High Level Model

The high level model identifies the 3 sub-systems or ‘Worlds’ that the supervisor pays attention to:

1. the Work World – which consists of the coachee back in their workplace and wider organisational context.
2. the Coaching World – which consists of the coach and their coachee, is active during the coaching session, and which the supervisor has only indirect experience of, either through what the coach tells the supervisor overtly or through what they unconsciously evoke in the supervisor.
3. the Supervision World – which consists of the supervisor and the coach, and which the supervisor has direct experience of (because of course they are in it!)



These worlds are linked together in a variety of ways including:

- By the coach, who is present in the Coaching World and the Supervision World. It is they who bring the coaching world into the supervision session (and so provide the content for the supervisor to work with) – and they who then take the shifts they make and the insights they have back into the coaching session.

- By the coachee, who is present in the Work World and the Coaching World. They bring their experience of the work world into the coaching session in order to explore the dissonance they feel (and so provide the content for the coach to work with) – and they who then take the shifts they make and the insights they have back into the workplace.

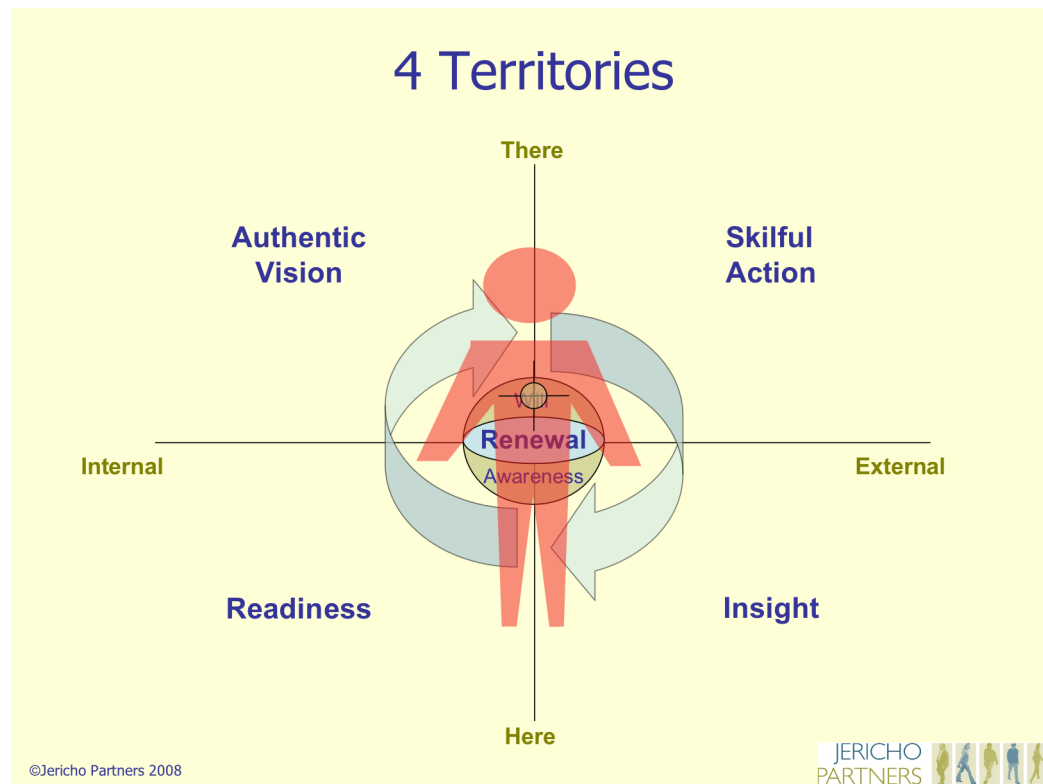
These contribute to resonances between the worlds which lead to aspects of the Coaching and Work Worlds being present within the supervision session.

Before exploring the supervision process further, I will outline a framework which we use at Jericho Partners to map the experience of each of the individual players – the supervisor, coach, and coachee. I will then look at how the supervisor can use this framework to bring the coachee, their work world and the coaching session into the room.

## A Model of the Person

The experiences of each of the people in the high level model can be represented in terms of 4 territories:

1. Insight – seeing what is in my world.
2. Readiness – attending to what constrains or enables me in my response to my world; developing my flexibility and resilience.
3. Authentic Vision – clarifying the difference that I want to make; my desired way of being
4. Skilful Action – transforming vision into action.



Diane Newell and Mike Munro Turner describe this framework in more detail in "A Model of Coaching for Renewal" in the January 2008 issue of the International Journal of Coaching and Mentoring.

## Focus

In using the 4 territories framework to reflect on our work and understand the various worlds involved, we are interested in what we attend to or focus on in the supervision session. For each of the four territories these are:

<b>Territory</b>	<b>Function</b>	<b>Focus</b>
<b>Insight</b>	Sensing, Perceiving	What we sense and perceive as having happened, as filtered and moulded by our preconceptions, prejudices, projections and assumptions.
<b>Readiness</b>	Feelings	Our inner experience as evoked by our perception of what has happened, our meaning systems, personal history, etc
<b>Authentic Vision</b>	Creative mind	Our imagined ideas about how things could be otherwise
<b>Skilful Action</b>	Body	Our behaviours - what we did, or might do – guided by our vision of how things could be different.

Combining the 4 territories of renewal with the 3 worlds allows us to map what the supervisor can attend to in the supervision session. There are eight different perspectives, illustrated below with examples of the kinds of questions that might bring that aspect of the supervisory system into the supervision session.

As a supervisor I can:

1. Ask the coach questions about the coachee and their world (work etc):

- Insight: 360 data, coachee's organisational context, challenges they face, their life balance, the results they are creating
- Readiness: psychometrics, ego strength, development stage, personal story
- Vision: coachee's purpose, the difference/change they want to make, the legacy they seek to leave
- Action: habitual behaviours, what have they tried already, what they focus on.



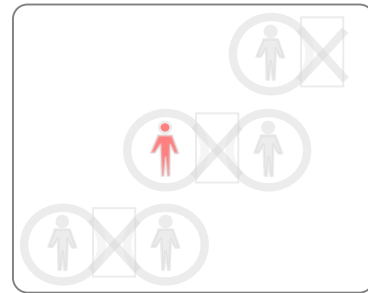
2. Ask the coach questions about the coachee in the coaching session:

- Insight: How does the coachee perceive the coach?
- Readiness: What was the coachee thinking & feeling?
- Vision: What does the coachee want to get from the coaching?
- Action: How did the coachee behave, what did they say, how did they say it?



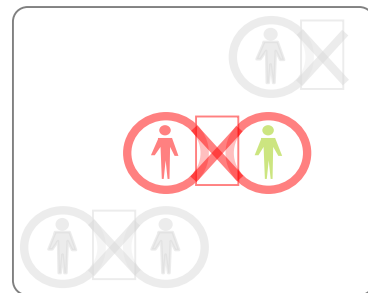
3. Ask the coach questions to help them reflect on what they experienced and did in the session, and what they might do differently in future sessions:

- Insight: What did you notice about the coachee, what themes and patterns did you notice in their story?
- Readiness: What were you thinking and feeling, what were you not able to say to or ask the coachee?
- Vision: What was your intent in the session, what was the difference you were trying to make?
- Action: What was your approach in the session, what did you do, what interventions did you make?



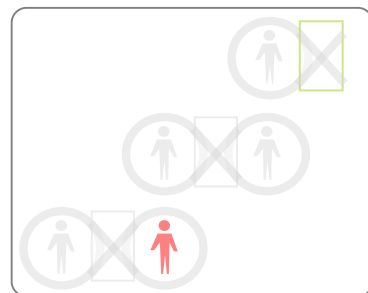
4. Help the coach reflect on the coaching relationship and world:

- What kind of relationship do you and coachee have?
- What's happening in the space between you and coachee?
- If you were observing yourself with your coachee what would you notice?
- If you and your coachee were cast away on a desert island, what would happen?



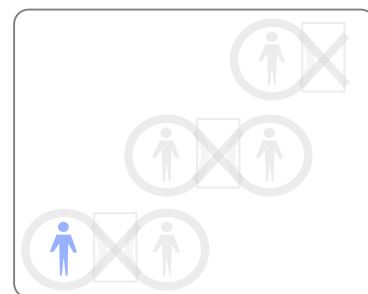
5. Focus on the coach as they are in the supervision session:

- Insight: What are you noticing about what is happening in the session, how do you see me and my role, what is the context you are sitting in at this moment?
- Readiness: What are you thinking and feeling; what are you keeping out of awareness, what is trapping you, what is the shift you need to make?
- Vision: What is your desired outcome from the supervision session, what are you feeling your way towards?
- Action: What do you notice about how you are acting in the session?

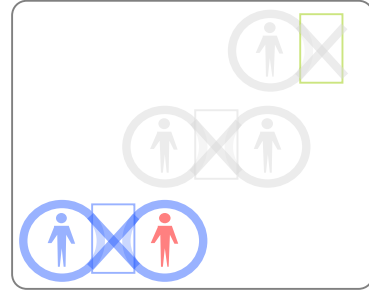


6. Use my own experience in the moment to be aware of what is going on for me:

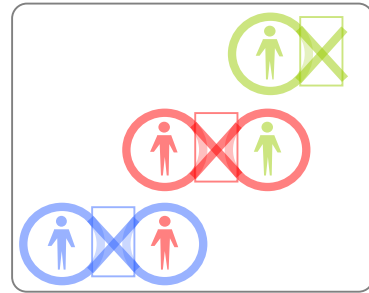
- Insight: What is really happening here? How do I see the coach behaving? Am I addressing Resourcing, Developmental, and Qualitative areas? What do I see playing out? Do I see a shift in the Coach?
- Readiness: How free am I to be the best supervisor I can be (free from my own history, from what the coach evokes in me, from what the issues they bring evoke in me)? What do I need to let go of? What am I thinking and feeling? What impulses and needs am I experiencing? How can I use the resources I have to deal with what is being presented?
- Vision: What do I aspire to? What meaning and purpose do I need to embrace or allow in helping me create a shift the coach?
- Action: How can I act to create a shift in the room?



7. Notice what is happening in my relationship with the coach, and in the Supervision World as a whole:
- What kind of relationship do we have?
  - When I connect to my own experience, that of the Coach, and the space between us, what do I notice?



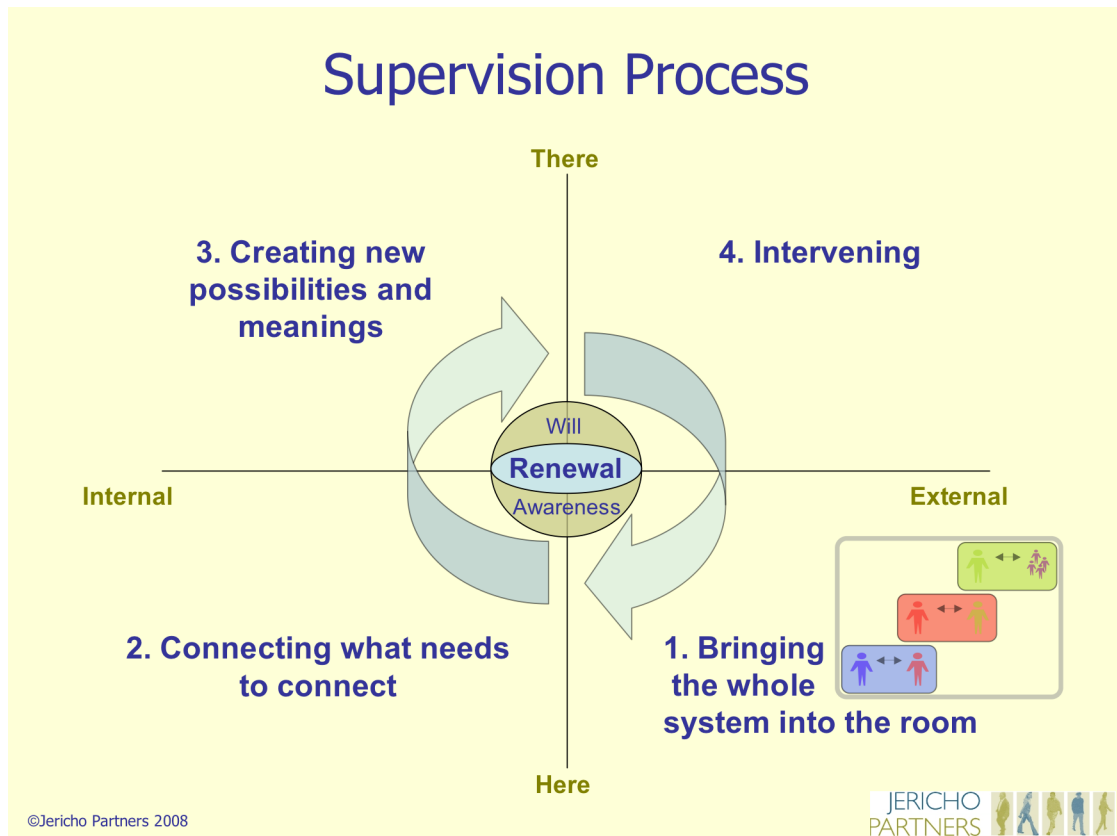
8. Notice and work with the relationship between the different systems, helping the coach make the shift in the supervision session that will lead them to being able to shift the coachee and so cause a shift back at work:
- Can I bring into my awareness all three systems simultaneously?
  - How does what is happening in each relationship shed light on what is happening in the other ones (e.g. how does what is playing out in the supervision session shed light on what happens in the coaching session)?
  - What is the shift I need to make to enable the coach to shift to enable the coachee to shift and so create a shift back in the workplace?
  - What is the larger context (organisational, PESTLE)?



## Practicing Supervision – how to use the model

The 4 territory renewal framework introduced earlier to think about the experience of each individual in the supervisory system can also be used to map and structure the Supervision conversation.

In this context it takes the following form:



Having identified a coachee to work with and the reason for bringing them to supervision, the supervision conversation will then cover:

1. **Bringing the whole system into the room** - Gather information on the whole supervisor-coach-coachee-work system by enquiring about or noticing across the 3 Worlds and 4 Territories. Generally attention will focus initially on the Work System, then the Coach System, and then the Supervisor System. The Supervisor has access to information within themselves about the Coach and Work systems, as well as about the here and now of the Supervision session itself, which they can contribute. (A template for mapping this is given in the Appendix.)
2. **Connecting what needs to connect** – Having got the system into the room, the coach can begin to see the gaps, contradictions, conflicts, blind-spots, either-or's, etc in what is present, either directly themselves or through interventions by the supervisor. Seeing these gaps etc may shift how the coach sees what is going on in their coaching and so free them up to have new choices – and sometimes they will need the help of the supervisor in making the connections and filling in the gaps.
3. **Creating new possibilities and meanings** - A shift is seeing what needs to connect may be all that the coach needs to be able to return to their coaching with new options. Or they may need new ways of looking at the situation. This may involve reframing the situation so that new options appear. The supervisor seeks to

discern and enable the shift the coachee needs to make to have new choices in their work.

4. **Intervening** – The final step is to help the coach ground the insights they have gained from the supervision and be clear about what they will do differently or how they will be differently in the next coaching session. If the coach has made a clear shift during the supervision session, then this stage may be less about designing specific interventions and more about helping the coach maintain their shifted state.

(Whilst the above order reflects the broad flow of the supervision conversation, in practice the conversation will move back and forth between the various areas.) The session can conclude with a review, exploring what worked and what could be improved.

The 3 Worlds and 4 Territories supervision model can be useful in a number of ways:

- For novice supervisors, it provides a framework to guide our interventions, enabling us to ensure that we cover the necessary ground. As we become more familiar with the model, so using it to guide our attention will become increasingly second nature.
- For coaches working in peer group supervision sessions, it provides a structure to our conversation, helping us to cover the territories effectively.
- For experienced supervisors, it provides an anchor point to which we can return when we feel lost or cast adrift in our supervision sessions. It also shows us where we prefer to focus as supervisors, and where our gaze doesn't fall.
- For all supervisors, it provides a framework for self-supervision, reflecting after a supervision session on the session, and for writing it up in a structured way.
- For coaches using a 2 World (Work and Coaching worlds) 4 Territory model enables self-supervision and reflection after coaching sessions. The output from this is then very useful input to our supervision sessions.

## References

Hawkins, P & Smith, N. "Coaching, Mentoring and Organizational Consultancy: Supervision and Development: Open University Press, 2006.

Newell, D & Munro Turner, M H. "A Model of Coaching for Renewal", International Journal of Coaching and Mentoring, VI/1, January 2008, pp 94-100

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