

A photograph of two women sitting at a wooden table in front of a brick wall. The woman on the left, wearing glasses and a blue top, is smiling and looking towards the woman on the right. The woman on the right is seen in profile, looking at a laptop. The background is a warm-toned brick wall.

**OXFORD
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11TH INTERNATIONAL COACHING SUPERVISION CONFERENCE

4 May 2023

**PROFESSIONAL DECISION
MAKING FOR SUPERVISION;
SUPERVISION FOR
PROFESSIONAL DECISION
MAKING**

11th International Conference on Coaching Supervision:

Professional decision making for supervision; supervision for professional decision making

Thursday, 4th May 2023

9.0am-5.0pm BST

The conference will take place in hybrid format. In person presentations and attendance will be in the Post Graduate Centre at the Wheatley campus. In person presentations will be available online and vice versa.



KEYNOTE SPEAKER: Prof. ROB BRINER

Rob Briner is Professor of Organizational Psychology in the School of Business and Management. He conducts research into several areas of organizational psychology and HR such as work and well-being, the psychological contract, work-nonwork relationships and ethnicity. In addition, he is very active in developing evidence-based practice in management, HR and organizational psychology.

His first degree was in psychology and philosophy (University of Hull) followed by a MSc by thesis about the theory and evidence for the relationship between stress and illness (Durham University). He completed his PhD at the MRC/ESRC Social and Applied Psychology Unit (now The Institute of Work Psychology) at the University of Sheffield.

Before moving to the University of Bath in 2011 he worked for 20 years in the Department of Organizational Psychology at Birkbeck, University of London where he also served as Director of the PhD Programme, Director of Research and Head of School..

In person presentations

Natalia de Estevan-Ubeda & Peter Duffell

Artificial Intelligence: Are we ready for algorithmic supervision?

In a world of rapid technological advances, ethical considerations for practice appear very slow to catch up. As we take a close look at the developments on "machine informed" or even "machine delivered" coaching and supervision, we can see excitement in the technology, yet risk assuming that letting an algorithm impact your inner self, is going to be appropriately handled. This interactive, thought provoking session aims at raising awareness over the complexity of issues involved in AI in coaching and supervision. We will take a deep look at data and machines and crucially, human trust, the very backbone of coaching.

Angela Wright & Paul Berry

Supervision & radical uncertainty: Widening, understanding and challenging our decision-making frames

Through the narrative of a hypothetical group supervision dialogue, this session aims to explore the judgement and decision making processes of supervisors, coaches and coachees. First, we will attempt to demonstrate how a supervisor might widen the frame of enquiry and decision making context during a supervision session. We will then explore the development of criticality and reflexivity in the exercise of judgment. We will challenge supervisors to be aware of, and think critically about, assumptions they make and the paradigms within which they are held.

Online presentations

Paul Lawrence

An evidence based approach to team coaching: Implications for supervisors working with teams

Team coaching is still a nascent field with practitioners yet to agree on many aspects of the discipline. An overview of the current state of play in team coaching will be presented in this session, identifying some of the issues that create confusion for new practitioners and clients. A broad overview of the literature on team effectiveness will be shared together with suggestions as to how prospective team coaches can expand their understanding of how to help a team to become more effective and to become clear as to their own team coaching 3Ps – philosophy, purpose and practice.

Rupinder Kaur & Sujata.Shahi

Acceptance of coaching supervision: Where is the gap?

This paper will explore the plausible reasons for supervision not being adopted by coaches in a comprehensive way.

The study is survey-based research with 100 coaches of which 50 are coach supervisors and the others are consumers of supervising services. The findings are then commented upon by 5 expert coach supervisors and a final analysis arrived upon. We add substantially to practice issues describing the reasons in detail of coaches not opting for supervising engagements while also take a systemic lens to identify organisational constraints for more formalised supervision. These findings also expand on the existing research base thus contributing to evidence for furthering acceptance of coaching supervision as a progressive developmental opportunity for coaches.

Elizabeth Crosse

Using a typology of developmental strategies as an innovative lens for supervisory decisions

There is little to inform decision making to foster a strategic approach to co-creating and managing a programme of coaching supervision. This session presents an evidenced based typology of developmental strategies derived from a Q methodology study as a resource to address this issue. The developmental types have a practical application for enhancing decisions as they provide a different lens to consider how a coach's unique developmental requirements are addressed in supervision. The types offer decision making criteria for establishing and maintaining a supervisory relationship responsive to the diverse, dynamic, and contextual nature of a supervisee's development need

Larissa Thurlow & Traci Manalani

Parallel decision making: Navigating complexity in supervision with team coaches

Join us as co-researchers to explore parallels between decisions we make as group supervisors of team coaches and decisions they make with teams. Through cooperative inquiry, we will enter into critical dialogue about if and how what happens in the "here and now" decision making of supervision correlates to what happens in making team coaching decisions. We will also consider how perceived power and privilege inherent in the roles of supervisor and team coach may influence decision making. The intended outcome is how we can use ourselves as instruments as we expand our awareness of the systemic influences and impacts on how we make decisions as supervisors.

Michelle Lucas & Carol Whitaker

Exploring Supervision Dilemmas to Accelerate our learning

**** *This workshop is an in-person only session* ****

In this interactive session we will share a suite of dilemmas that supervisors may face as they deliver individual and group supervision. Participants will select a dilemma to explore, identifying the complexities they see and sharing experience of managing similar situations. Through group discussion participants will develop greater acuity to how we navigate ethical issues, raising awareness of personal preference and bias and expanding our perspective as we engage with others. We will discuss the utility of scenario-based approaches for accelerating learning and share some of the applications that we have found useful in our own practice.

Kristina Crabbe

Reflective dialogue and reflexivity: an exploration of intuition in strategic decision making

New insights from a research project 'an exploration of intuition in strategic decision making' (unpublished). The research problem was investigated through the lens of strategic decision makers (senior managers, board members) who were also practising coaching supervisors.

Findings and analysis of the data converged around four themes of intuition in strategic decision making. Additional themes emerging were working towards individual personal mastery of intuition and the use of reflective practice as a useful factor in supporting the moderating effects of intuition in making strategic decisions.

Conclusions are drawn on the direct and moderating effect of intuition on strategic decision making.

Henry Campion

Wisdom in professional decision-making

To be able to make wise decisions when confronted with complex situations, where the wellbeing of the people and entities involved is at stake and there is no obvious right answer, is key to our work as professional coaches and supervisors. This presentation will explore the nature of wisdom, and how we can cultivate it in ourselves and our clients.

Beth McManus

Creativity and creative research in coaching supervision: Supporting decision-making through creative reflection

A research-led exploration on the potential for using creativity in coaching and supervision. Beth will share her published research, with an invitation to try out an exercise designed for coaching supervision using music and mark-making. The group will then discuss and explore how the science of innovation and experimental ways of working can help us to better understand coaching and the potential it brings for our clients.

Damian Goldvarg

Supervision in a changing societal landscape. Who and what does supervision serve

COVID- 19 affected the world in different ways. Coach supervisors confronted unique new issues such as working virtually, managing their own and the coaches emotional stress, developing resilience, and dealing with grief. In this session, we will present results of surveys and interviews to supervisors who shared their unique experiences on how the context affected their work and what strategies they needed to develop to navigate these unique challenges. Participants will have an opportunity to work on small groups and discuss their reactions to the findings and their own experiences navigating the Post Pandemic context. Finally, it will be an opportunity to discuss some of their conversations in a plenary.

Getting to the 11th International Conference on Coaching Supervision:

For location and transport details please see the Wheatley page on the Oxford Brookes website:

<https://www.brookes.ac.uk/about-brookes/contacts-maps-and-campuses/wheatley-campus/>

There will be parking on site available to conference attendees.

Please avoid the area within the area with yellow line markings on the campus as these areas are not available for university business.