

1 [Content Vol.12 February 2006](#)

Editorial		p.1
Servaas van Beekum	Different approaches in Coaching and Supervision	p.1
Seamus Barry	Book Review	p.3
Seamus Barry	Book Review	p.4
Miscellaneous		p.5

# ASCCANZ

## E - News Vol.12 February 2006

### Editorial

E-News Vol. 12 is here.

A happy and successful 2006 to all readers. The total readership of ASCCANZ E-News is currently 150 and growing.

**Servaas van Beekum** reflects on different approaches in coaching and supervision. Approaches differ from models in the way that they add philosophy of how to relate to clients to methodology and to roadmaps to solutions. He discriminates between four different approaches in practice.

**Seamus Barry**, far away in Ireland, has provided us (again) with two excellent book reviews, earlier published in ID:EAS in Europe. This is one of the many advantages of the close links between ASCCANZ and the two major European Associations for Supervision and Coaching: EAS and ANSE. At the same time the editors of this E-News invite potential reviewers to make themselves known

Have a look at the last page with the 2006 dates for training, forum meetings and other ASCCANZ supported activities.

## Different approaches in Coaching & Supervision

by Servaas van Beekum, Bondi/Sydney \*

Practitioner coaches and supervisors have a lot in common. ASCCANZ has taken the position that where supervision is the mother tongue of the profession, coaching is one of its dialects (ASCCANZ, 2002). However, there is also a lot of difference between them as well as there is difference within each of them.

Over time I have learned to work and reflect about my work as a supervisor and coach, using four different approaches. I speak of "approaches" here, avoiding the word 'model'. Many in our professions are fond of models because they have a practical touch, they provide a conceptual map, which may help to understand the reality of the clients within the parameters of the model. This often works, especially then when the coach or supervisor can select from a variety of models after carefully listening to the client. It does not work when the coach or supervisor is stuck with one specific model, or maybe two and needs to pressurize the client's reality into it. The best a model can provide is being a map and we are told over and over again that the map is not the territory.

(to be continued on p.2)

---

---

2 (continued from p.1: Different Approaches in Coaching and Supervision)

An approach, different from a model, is a broader concept. It refers to a philosophy in combination with a methodology of how to think about the issues presented by the client, how to reflect about them, how to assess them and (maybe) what to do about them. The question of which approach a coach or supervisor is using, goes back to the basics of social science.

### Approaches in social science

When Freud more than 100 years ago provided the (medical) world with new ways of thinking about mentally unstable or sick people, he basically used the approach of "the doctor knows best". The client was diagnosed, the symptoms were assessed and a specific therapy was described. Behavioral scientists and practitioners from the 1920's on did not do much different. By leaving out analysis of deeper issues, to cut straight to the desired outcomes, they also catapulted themselves as "experts who have the answers".

A hundred years later this is still common sense in the medical world. Patients feel actually not well treated when they leave the GP's consulting room without a recipe for their treatment. In the coaching world we see lot of the same. From my practice as a supervisor of many coaches, it amazes how many of them use the same principle with their clients. They have put themselves in the expert seat and behave accordingly. They collude with the idealisation and transference of expertise projected onto them, by that creating a wide gap between themselves and the clients they work with.

The third way psychology or the humanistic approaches in the middle of last century, championed by people like Maslow and Rogers brought a new approach. The humanistic practitioner became engaged in the relationship with the client and the relationship itself became a vehicle to reflect on for the benefit of the client. The new slogan became "the power is in the patient" which effectively empowered and forced the client to take responsibility for the healing of his/her problems, instead of passively and impatiently waiting for the expert to tell how.

In the later part of the 20th century other approaches gained weight. Specifically systemic and psychodynamic thinking about clients' issues grew. These approaches focussed on the inter-relatedness of issues to other layers and aspects of social life. Bertalanffy, Bion, Miller and others can be related to this approach that can be des-

cribed by a label as "everything is inter-related". The focus for the practitioner is more to implement a holistic approach to clients in which doors stay open for further learning and reflection.

### Approaches in the practice of Coaching and Supervision

From this short history the practice of coaching and supervision has developed four major approaches. Each of them includes a way of thinking about the helping relationship, about the strength and potential of the client as well as of the coach or supervisor.

#### 1. The Contractual Approach

This is probably the most well known and applied approach in the helping professions. It basically comes down to pay attention to the outcome of the coaching and gives both client and practitioner a voice in this (and responsibility). Good for crisis management, it is content and outcome driven. Solution focussed coaching has adopted most of the principles of this approach, which is rooted in the humanistic tradition and was developed by Eric Berne's transactional analysis in the 50s and 60s (Berne, 1963).

#### 2. The Open Space Approach

No contracts about outcomes here, because the focus on outcomes takes away curiosity and limits broader reflection that may be of importance for the issues at hand. In an open space approach both client and practitioner use the space to reflect, to associate, to interpret, to re-interpret using several levels of the client's system: the personal, the interpersonal, the group. The critical incident method, developed long ago (Flanagan, 1954), is an open space model with a bit more structure for the process of the reflection.

#### 3. The Role Analysis Approach

This approach integrates group dynamics and systems thinking and has its main focus on the role of the client in a specific social context (eg. work). It is not about individual character but about a way to look at person, role and system in one go. In this approach the role is the intermedium between person and organization. Newton, Long and Sievers (2006) describe this approach in depth, with its historic roots and great variety of applications in a recent book.

(to be continued on p.3)

---

---

#### 4. The Relational Approach

This is the latest kid on the block. Psychoanalytic and humanistic approaches have been exploring and studying the nature of the relationship in the helping professions. Transference from the client to the coach or supervisor is an phenomenon to work with, but the countertransference from the coach or supervisor to the client is as important to include. The relational approach challenges practitioners to come out of their ivory towers and honestly reflect on their countertransference with their clients, not only in the supervision they have afterwards, but also in the session with the client. Gilbert and Evans (2000) wrote an interesting book on this.

#### Literature

ASCCANZ (2002) *About Us Statement* ASCCANZ'website [www.asccanz.org](http://www.asccanz.org)  
Berne, Eric (1963) *The structure and dynamics of organisations and groups*, Ballantine New York.

Flanagan (1954): *The critical incident technique* Psychological Bulletin ,Nr 54 Grubb Institute, London

Gilbert, M., and Evans, K. (2000) *Psychotherapy Supervision, an integrative relational approach* Open University Press, Buckingham/Philadelphia

Newton, J., Long, S., and Sievers, B. (2006) *Coaching in Depth*, Karnac London

\* *drs. Servaas van Beekum*, Trainer-Supervisor ASCCANZ. He offers training seminars in each of these approaches and can be contacted at <[servaasvanbeekum@bigpond.com](mailto:servaasvanbeekum@bigpond.com)>

---

**Take up Membership in ASCCANZ  
and have an international accreditation**

**Go to  
[www.asccanz.org](http://www.asccanz.org) and apply on line**

---

## Book Review

by Seamus Barry, Ireland \*

[Ryan, S. \(2004\) Vital Practice, stories from the healing arts: the homeopathic and supervisory way Sea change Portland UK \[www.seachangeuk.com\]\(http://www.seachangeuk.com\)](#)

The publication of this work by EAS member Sheila Ryan is to be welcomed. I must confess that I know very little about homeopathy, although in the small village where I live, there are some practitioners in the surrounding area.

At the end of the introduction Ryan raises the possibility about "a homeopathic way of relating?", "a homeopathic way of supervising?" and "a supervisory way of doing homeopathy?". The author goes on to tell seven "stories from the healing arts" that emphasizes on the fact that "homeopathy is a narrative therapy" (p.24).

Ryan: "A supervisor, or supervisory aspect of the self, is concerned with the stories we tell in practice: clients bring stories. A 'case' is a practitioners story about a client or patient. Every healing modality comes with its own stories, including maps and traditions. Supervision is a process by which we re-write the stories we are 'stuck' in. In attending to the bigger stories, our universal ones, the supervisory quality of looking helps us to see where we have been and where we might go next" (p.24).

Ryan masterfully traces the homeopathic relationship and the homeopathic way of doing supervision through the seven stories outlined in her book. Along the way there are interesting exercises and activities to do which help integrate theory and practice and which are beneficial also to practitioners who are not homeopathic practitioners. Ryan's style of writing is lively and personal and adds rather than detracts from the enjoyment of reading the book. It also brings to life both the creative process and the synthesis of much learning which one encounters in her book. The last chapter of the book called "Vital Kit" gives additional information to assist in the supervisory practice, which also proves highly useful and informative.

\* *Seamus Barry* is an EAS member. This review was earlier published in ID:EAS nr 27 (August 2005). He can be contacted at [seamusbarry@hotmail.com](mailto:seamusbarry@hotmail.com)

## Book Review

by Seamus Barry, Ireland \*

*Carrol, M. & Gilbert. M. (2004) On being a supervisee: Creating Learning Partnerships Private publication www.supervisioncentre.com*

Carrol and Gilbert launched this manual at the British Association for Supervision Practice and Research (BASPR) in July 2004. The manual is supervisee focused and its principle aim is "to empower supervisees to take responsibility for their supervision and for their learning and to persuade supervisors to allow them to do so" (p.5)

The manual neatly divides into three sections.

*Section one* gives an overview of supervision and includes the key topics: the supervisory relationship, roles and responsibilities, supervisory contract and preparing for supervision.

*Section two* puts the spotlight on "understanding developmental stages of learning in supervision" and is especially suited for supervisees further down the road on their supervisory journey after integrating the key topics of section one. I personally found this the most interesting section of the manual with a focus on key learning skills in supervision. Carrol and Gilbert outline five key learning skills for supervisees which include:

- 1) learning how to learn
- 2) learning how to give and receive feedback
- 3) learning realistic self evaluation
- 4) learning how to reflect
- 5) learning emotional awareness

The authors also include a section on how to dialogue in supervision. Carroll and Gilbert maintain that "in our experience, the more you are able to practice these skills, the more you will be able to use supervision as a highly effective learning relationship" (p.45).

*Section three* is in the form of appendices (i.e. twelve in fact), which range from contracting, evaluation, ethical decision making to learning styles, multiple intelligences and interventions to facilitate learning which help the supervisee progress further on the supervisory journey.

Overall this is an excellent manual for beginners and those supervisees who are already making progress in supervision. Written by two of the leading authorities on supervision in the UK, this is an indispensable resource that all supervisees, supervisors and coaches need to have in their bookshelf.

\* *Seamus Barry is an EAS member. This review was earlier published in ID:EAS nr 27 (August 2005). He can be contacted at seamusbarry@hotmail.com*

---

ASCCANZ Activities - AZCCANZ Activities - ASCCANZ Activities

Friday 26 May in Waverley / Sydney

Masterclass

**"Psychodrama Techniques in Supervision and Coaching"**

by Rollo Brown

Fee

A\$195,- (ASCCANZ Members) A\$225 (non Members)

Apply by sending cheque to: ASCCANZ  
3 Church Street Waverley 2024 NSW Australia

ASCCANZ Activities - AZCCANZ Activities - ASCCANZ Activities

---

5 **Are you looking for  
an ASCCANZ accredi-  
ted supervisor,  
coach or consultant  
???**

**Go website!!**

[www.asccanz.org](http://www.asccanz.org)

ASCCANZ **web-member-search** is  
a service for both clients  
and members.

**For clients** it is an easy  
access to find an ASCCANZ  
accredited coach, supervisor  
or consultant. Example: Look  
for a coach in NSW and all  
accredited coaches in NSW  
will be listed with their  
name, suburb, email and  
phone. You can then contact  
them directly.

**For members** it is a marketing  
opportunity: once listed,  
max. 40 words about oneself  
can be added. This is part of  
the membership fee. Further  
information or a picture  
attached, will be an extra  
charge of \$33,- (incl. GST)  
per annum.

## Training news

Pastoral Supervision  
Mercy Foundation

Dates: 2006  
Mercy Foundation  
Waterloo NSW  
Contact  
**Dr. Alex Nelson**  
[educate@mercyfoundation.com.au](mailto:educate@mercyfoundation.com.au)

--

## Coaching/ Supervision II "The Open Space Approach"

3-4 March Waverley/Sydney  
Australia

Contact:  
**drs. Servaas van Beekum**  
[servaasvanbeekum@bigpond.com](mailto:servaasvanbeekum@bigpond.com)

10 - 11 March Wellington  
New Zealand

Contact:  
**drs. Janneke Geurts**  
[janneke@offtheplanet.co.nz](mailto:janneke@offtheplanet.co.nz)

## Training news

Solution Focused  
Coaching Training  
21 days / 1 year

Dates: start July/August  
2006

Ask for brochure:  
**drs. Servaas van Beekum**  
[servaasvanbeekum@bigpond.com](mailto:servaasvanbeekum@bigpond.com)

--

## ASCCANZ Forum Meetings 06

Informal meetings for  
members and non-member  
(18-19.30 + social)

Sydney: **24 April**  
What do HR-people  
look for when  
seeking help

**19 July**  
Cross Cultural  
Issues

--

Wellington (NZ) and  
Perth: **cheque dates at**  
[info@asccanz.org](mailto:info@asccanz.org)

## ASCCANZ

### Board meetings 06

27 February Waverley NSW  
17 April Roseville NSW  
26 June Waverley NSW  
11 September Roseville NSW  
27 November Newport NSW  
(18.00-20.00 hrs)

**Observers welcome**  
Contact **+612/93861488**

Colofon  
E - News  
Vol.12 February  
2006

Editorial board:  
**Dr. Alex Nelson**  
**drs. Servaas van Beekum**

Contributions from:  
**Seamus Barry**  
**Servaas van Beekum**

Deadline next Vol.13  
30 April 2006

ASCCANZ Fax  
**+612/93694227**