**Coaching Supervision**

**Contracting/Being Clear on Expectations: Top Tips**

*Suggested principles for the whole approach:*

* *Coachees maintain and build ownership at every stage*
* *It is a learning and action relationship*
* *Honesty of expectations (including us as coaches)*

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| **Administrative** | **Psychological** | **Professional** |
| If a coachee cancels – it is up to them to rearrange the sessionMake notes and scan these: share with coacheeCoachee writes down their own actions (and reports back on these at the start of the next session) | Highlight importance of mutual respect in the relationship (coach isn’t a servant, but a partner)Create appropriate safety with being clear on confidentiality (boundaries…but…also law and safety)Being clear about checking “is this right for you and I? Is this working for us?”Check in after sessions (dependent, but possibly every 3 sessions) | Where others are involved (e.g. managers) being clear about who is going to do what to keep whom updated about what (ideally coachee has ownership for this)Encourage coachee to feedback to whoever the stakeholders are |

**Evaluation/How do we know impact: Top Tips**

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| **Immediate** | **Over longer time** |
| Create expectation that at the end of every session, there will be an immediate reflectionUse a feedback form and discuss it at the end of a sessionHow many tears/tissues/smiles! Mood of coachee at the end of a session (ask them to give 1 word or sentence to describe their mood)Consider body language and non-verbal cues – get a sense of the impact and keep a track of this for future sessionsAsk coachee to rate effectiveness of the session for them right then; ask them to rate coach effectiveness (use a score); ask coachee to share what would make this higher  | Use of questionnaire/feedbackAsk coachee to seek feedback from colleagues (aka 360\* feedback) on the impact of the coaching on the coacheeLong term follow up (after 6-12 months)Staying in touch with the coacheeDevelop understanding of coach reputation; this can help identify people and situations better suited for the coach (and what would be less so) |