



Encouraging Excellence In The Coaching Profession: A Participant's View Of The New Russian Coaching Supervision Sessions Against The National Professional Standard

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Abstract. The purpose of this essay was to present a participant's view of the new Russian coaching supervision sessions. I had the rare opportunity (as an American based "coach") to present a master coaching demonstration. This paper presents my observations of the process and interactions of the group. I was asked to show the nonverbal dimension of my coaching style in 30 minutes. What I would like to speak about is the group process that followed the session. The group was asked to first offer feedback based on the coaching competencies and rules of engagement. As we know, it is difficult not to leap into questions and critiques, however, the supervision session leader respectfully brought us back to clear and useful feedback. What I found most fascinating was the breadth and depth of the questions and comments. People spoke from a wide range of coaching and psychological methodologies, personal experiences, and values. And with a very positive spirit they challenged each other's viewpoints, continually raising the intellectual and emotional level of the conversation. Using my East/West approach as a focus, questions and realizations emerged that brought greater clarity and depth to the "simple" coaching competencies that framed the purpose for which we met. Listening to the words through the inestimable support of my translator while reading and experiencing the nonverbal energies that moved through the room, I saw the power of this new type of "graduate" education process. Questions that I have had for years about the coaching process and the profession itself were answered and new possibilities arose. In my opinion, this new graduate supervision session developed in the Russian federation should become an international standard.

Keywords: nonverbal coaching, master demonstration, participatory observation, supervision session, National Professional Standard, graduate supervision, Russia

On April 16, I had the rare and wonderful experience of presenting a "master" coaching demonstration at a supervision session based on the new National coaching standard being developed for the Russian Federation. Therefore, in this short paper, I will not take an "objective" intellectual approach, rather I will speak from my participation in this process. Before the session, I was sent an English language translation of the basic competencies and read an online article on coaching by Dr. Mikhail Klarin, one of the initiators of the supervision sessions.

I arrived to step into a room filled with vibrant people and conversations. The program began with a process to draw out from the group the rules by which we would engage. Next there was a review

of the list of the coaching competencies according to the new national standard of the coaching profession (displayed both in Russian and in English, so that I could better participate). After offering a brief introduction about myself, my process and my method, the next difficult step was to choose a volunteer for the coaching demonstration. The person I choose to work with presented an issue that, to me, was one that I thought would resonate with much of the group. Because I was asked to show the nonverbal dimension of my coaching style in 30 minutes, we quickly went from the client's desire to experience more confidence and be seen as strongly competent, to what was occurring beneath the words.

For the purpose of this paper, the actual work is not especially important. What I would like to speak about is the group process that followed. The group was asked to first offer feedback based on the coaching competencies and rules of engagement. As we all know, it is difficult not to leap into questions and critiques, however, the supervision session leader respectfully brought us back to clear and useful feedback. Occasionally, I responded because the nonverbal approach I employ is relatively unfamiliar. The next round drew out questions that I answered, as clearly and heartfully as I could.

What I found most fascinating was the breadth and depth of the questions and comments. People spoke from a wide range of coaching and psychological methodologies, personal experiences, and values. And with a very positive spirit they challenged each other's viewpoints, continually raising the intellectual and emotional level of the conversation. Using my East/West approach as a focus, questions and realizations emerged that brought greater clarity and depth to the "simple" coaching competencies that framed the purpose for which we met. Listening to the words through the inestimable support of my translator while reading and experiencing the nonverbal energies that moved through the room, I saw the power of this new type of "graduate" education process. Questions that I have had for years about the coaching process and the profession itself were answered and new possibilities arose.

After participating in this new approach to encouraging excellence in coaching, I strongly believe that graduate supervision sessions like those developed in the Russian Federation should become an international standard.

К высшим достижениям в коучинговой профессии: взгляд участника новой российской практики супервизионных сессий на фоне национального стандарта профессии

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Цель этого очерка — представить взгляд участника н новой российской практики коучинговых супервизионных сессий. У меня была редкая возможность (как у американского коуча) представить коучинговую демо-сессию. Эта статья представляет мои наблюдения процесса и взаимодействия в группе. Меня попросили показать невербальный аспект моей коучинговой работы за 30 минут. Я хотел бы отметить тот групповой процесс, который последовал за сессией. Группе было предложено сначала дать обратную связь на основе компетенций коуча и этических норм. Как известно, трудно удержаться в обсуждении от вопросов и критики, однако, Ведущий супервизионной сессии деликатно вернул нас к процессу полезной обратной связи. Что я нашел самым увлекательным, была широта и глубина вопросов и замечаний. Люди говорили, опираясь на широкое понимание диапазона коучинговых и психологических методик, личного профессионального опыта и ценностей. Присутствующие в очень позитивном духе бросали вызов точкам зрения друг друга, постоянно повышая интеллектуальный и эмоциональный уровень разговора. На основе моего «восточно-западного» подхода как фокусировке внимания удалось привнести большую ясность и глубину в «простые» вопросы коучинговых компетенций, которые задавали рамку обсуждения, ради которого мы встретились. Слушая высказывания участников обсуждения (через неоценимую поддержку моей переводчица) и одновременно «считывая» и непосредственно ощущая невербальные энергии в зале, я увидел силу этого нового типа «повышения профессиональной квалификации». Вопросы о процессе коучинга и самой профессии, которые я обдумывал на протяжении многих лет, получили ответы, и для меня возникли новые возможности. На мой взгляд, эта новая практика супервизируемых демо-сессий как форма повышения квалификации, разработанная в Российской Федерации, должна стать международным стандартом.

Ключевые слова: невербальный коучинг, демо-сессия, включённое наблюдение, коучинговая супервизия, национальный профессиональный стандарт, повышение квалификации.