

Tuesday March 4th 2025

REFLECTIVE & REFLEXIVE PRACTICE SESSION

Peter Hawkins & Robin Shohet « Seven-Eyed Model »

Catherine Marissiaux , EIA Master Practitioner, ESIA Supervisor
Anne Berthelin, EIA Senior Practitioner, ESIA Supervisor

Your hosts



Catherine Marissiaux



Anne Berthelin



Nicola Brown

Catherine Marissiaux

- ✓ Co leader of the project
- ✓ EIA Master Practitioner, ESIA Supervisor
- ✓ EMCC Global mentor / facilitator for 5DSC since 2020
- ✓ EMCC Global EIA Assessor, Verifier, co - trainer with Dr Chandana Sanyal for French Assessor's training 2021
- ✓ Member of EMCC Global EIA international Workgroup (2020-2023), Assessors and Verifiers CPD groups
- ✓ EMCC volunteer since 2015, EIA volunteer since 2016
- ✓ Prior EMCC France Board member, prior EIA Lead for EMCC France
- ✓ Language : FR - ENG

Anne Berthelin

- ✓ Co leader of the project
- ✓ EIA Senior Practitioner, Accredited ESIA Supervisor & PSF
- ✓ EMCC Global mentor / facilitator for 5DSC since 2022
- ✓ EMCC Global EIA Assessor
- ✓ Co-leader of the French-Speaking CSA Coaching Supervision Program
- ✓ Member of EMCC Global EIA international Workgroup (2022-2023), Assessors CPD group
- ✓ EMCC volunteer since 2015, EIA volunteer since 2020
- ✓ Prior EIA Lead for EMCC France
- ✓ Language : FR - ENG

Nicola Brown

- ✓ Communication on EMCC Global online events
- ✓ Organization and hosting support for EMCC Global events
- ✓ EMCC Global data manager for online events

Purpose and benefits

Why?



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Anne Berthelin

PURPOSE

To make Reflection & Reflexive practice simple, understandable to everyone on their journey as a coach in general and in particular to EIA Accreditation ; and eventually for other accreditations ESIA, ITCA...

To provide a safe space to experiment the celebration of one's practice through a variety of reflective models.

BENEFITS

- ✓ Coaches, mentors, leader coaches may embed Reflection & Reflexion in their professional routines, to support their on-going learning and enrich their practice
- ✓ Accreditation applicants may use the reflective & reflexive approach faster and enjoy it
- ✓ Professionals may develop ethical maturity in their practice

What is in it for you ?

TARGET AUDIENCE

Mentors and Coaches engaged in the EIA Accreditation journey, and/or wanting to embed Reflection and Reflexivity in their practice as a continuous development process.



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Anne Berthelin

THE FORMAT

- ✓ **Bimonthly Webinar**
- ✓ **Conception and facilitation by Catherine Marissiaux & Anne Berthelin**
- ✓ **Alternative reflective and reflexive sessions:**
 - of long-established and robust models (e.g. Gibbs, Kolb...)
 - with special guests, who have developed an innovative and recognized reflective approach (e.g. Karyn Prentice & Elaine Patterson with their 7Cs, Clare Beckett...)
 - In co-creation with the group, for a reflective approach that welcomes everyone in their diversity (Co-development and Co-design format)

What are we talking about?

2 clearly distinct key steps



“Reflective” approach
Understanding the situation at 360°



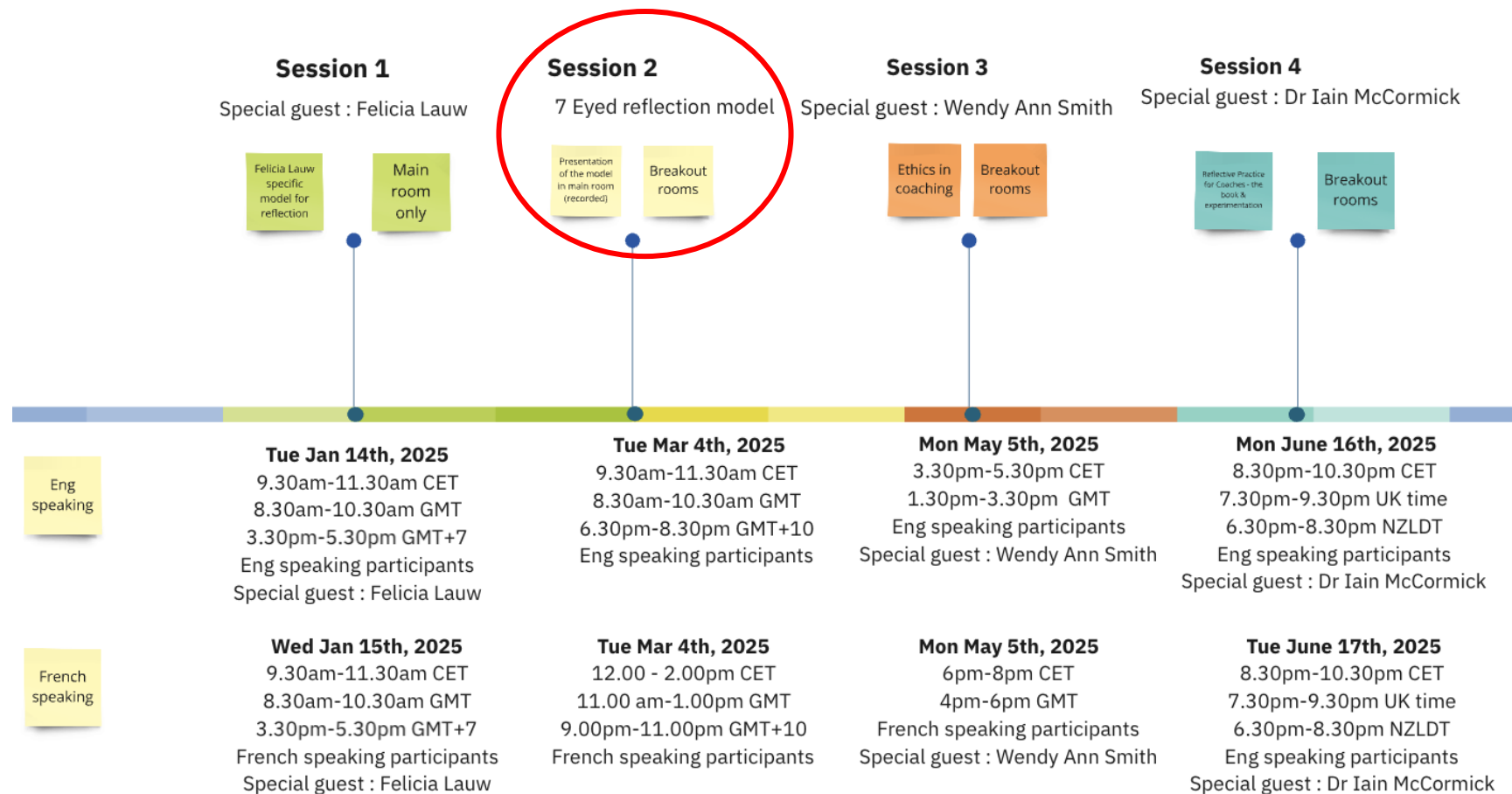
“Reflexive” approach
Learning and challenging yourself to keep growing

PLANNING FOR 2025 - 1st semester



Catherine Marissiaux

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All previous webinars are available on https://www.emccglobal.org/about_emcc/online-events/reflective-and-reflexive-practice-sessions/



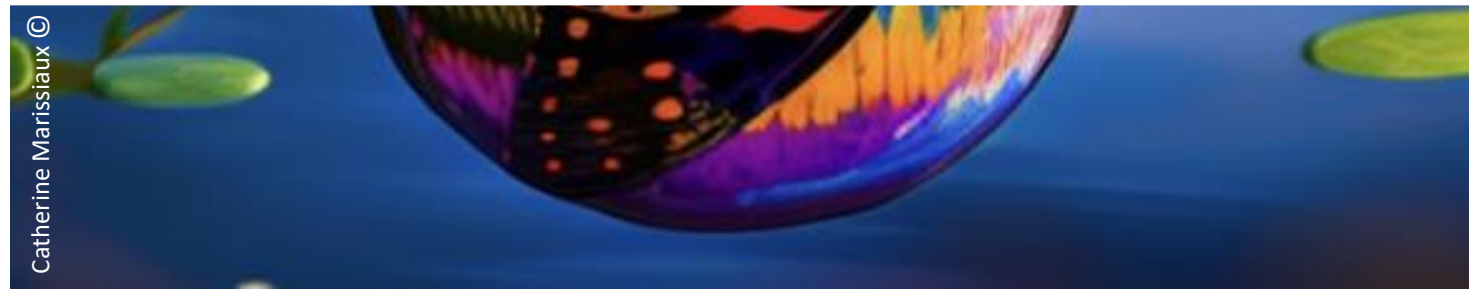
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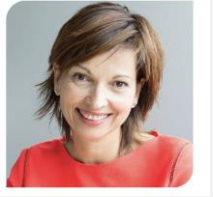


LET'S EXPERIMENT NOW!



The Seven-Eyed Model (Hawkins & Shohet, 1985)

The Seven-Eyed Supervision model was developed by Peter Hawkins and Robin Shohet in 1985, who integrated the relational and systemic aspects of supervision in a single theoretical model.



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Developed in 1989 in « Supervision in the Helping Professions », P.Hawkins & R.Shohet, Open University Press.

- 2nd edition 2000
- 3rd edition 2006
- 4th edition 2012
- 5th edition 2020 (P Hawkins & Aisling McMahon)

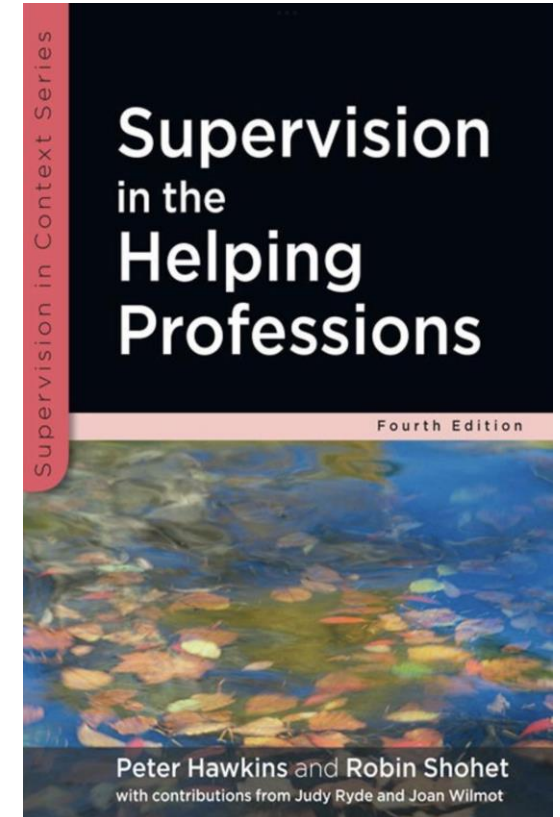
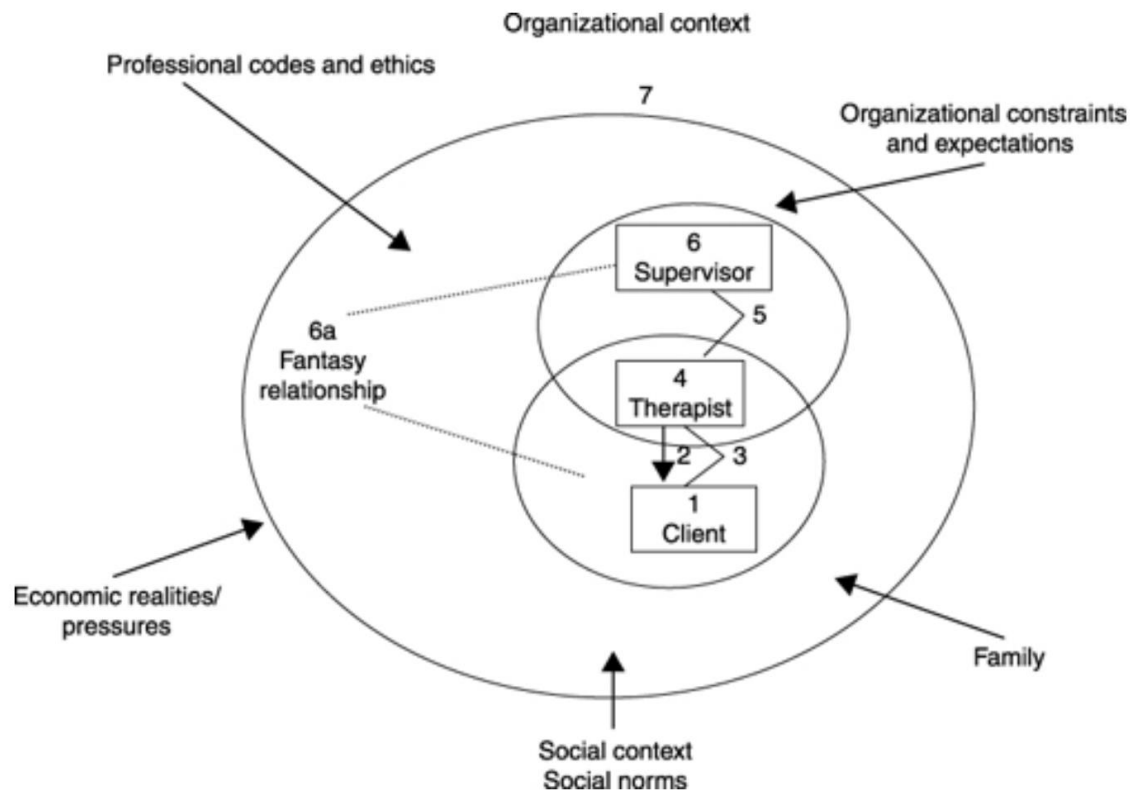


The Seven-Eyed Model (Hawkins & Shohet, 1985)

2012 edition



Pr Peter Hawkins Robin Shohet



The Seven-Eyed Model

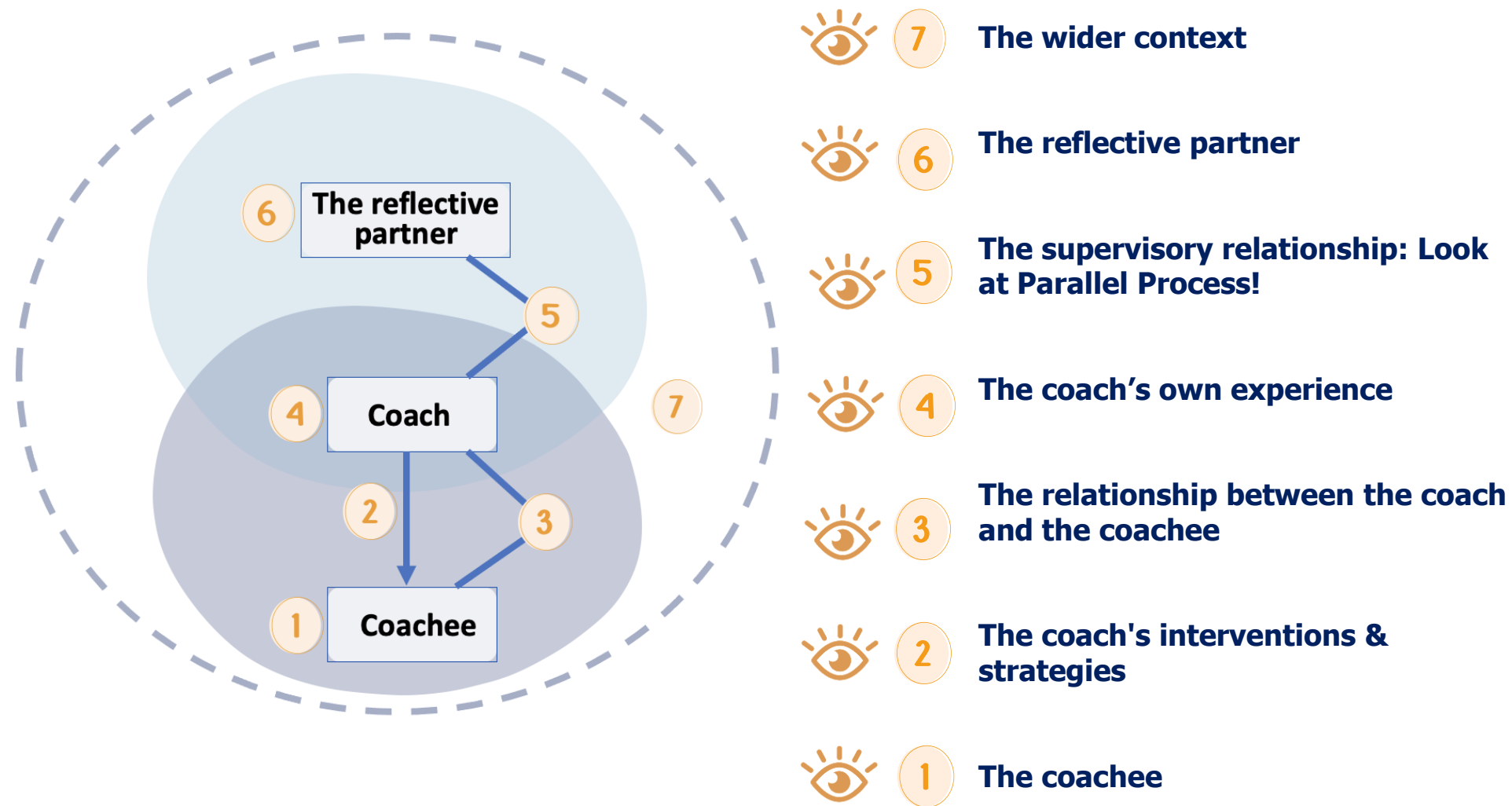
Adapted to our R&R practice session



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The Seven-Eyed Model (Hawkins & Shoet, 1985)



1

The coachee

“Bring the client into the room” and “explore the subject of coaching”.

OBJECTIVE: Invite the coach to pay attention to details about the client, their life and the way they present themselves before and during the coaching session.



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- What did you notice first about your coachee?
- Is there anything you notice about their identity? (physical structure, mannerisms, body language, beliefs, background, meeting place...)
- What was/is your impression of this coachee now?
- What did your coachee bring to coaching?
- What strikes you about the problem he presents?
- What brought him to coaching?
- Who set up the coaching? The coachee? Other stakeholders ?



The Seven-Eyed Model (Hawkins & Shoet, 1985)

2 The coach's interventions & strategies

OBJECTIVE: Enhance the coach's choices and skills

- What did you actually do during the session?
- What do you notice about your interventions?
- When (with what timing?)
- How did you do it?
- What did you avoid doing or saying?
- What alternative strategies are possible?



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The Seven-Eyed Model (Hawkins & Shoet, 1985)



3

The relationship between the coach and the coachee

OBJECTIVE: become more aware of the dynamics (conscious and unconscious) of the relationship

- How did this coaching relationship begin?
- What qualities do you notice in this relationship?
- How is the relationship going? How do you relate to this coachee?
- How and why did this coachee choose you?
- What do you take with you that belongs to the coachee?
- How much work do you do? What is the coachee's share?
- What have you done to create a working alliance? What is the contract between you?
- What metaphor could describe this coaching relationship?
- What transfer and counter transfer did you observe in this relationship ?
- Is this relationship triggering you or your coachee sometimes ?
- How is the wider system impacting the coaching relationship ?



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The Seven-Eyed Model (Hawkins & Shoet, 1985)



4

The coach



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“Raising the coach's awareness and exploring how the coach consciously and unconsciously impacts the client”

OBJECTIVE: To increase the coach's ability to engage with clients and use responses more effectively.

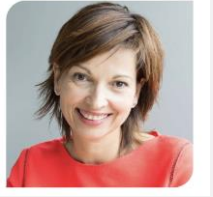
- What happens to you when you work with this coachee (e.g. anxiety, physical sensations)?
- Who might this coachee remind you of? And?
- How comfortable are you not knowing what to do or say to this client?
- What TA ego states (Parent, Adult, Child) do you feel invited into when working with this client?
- What assumptions could you make about the client/situation?
- What are your limiting beliefs ? How can you transform them ?
- What do you bring out of yourself when you coach? What impact does this have on your coachee and your coaching?
- What are your coaching tendencies and biases? What impact(s) do they have?



BOR in pairs

15 minutes

Exploration with Eye 1 to 4



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The Seven-Eyed Model (Hawkins & Shohet, 1985)



5

The supervisory relationship: Look at Parallel Process!

The relationship between the coach and the reflective partner (and what is offered for understanding the coach-coachee relationship): parallel Process?

“Using the reflective partnership relationship to raise awareness of the coach-coachee relationship”

OBJECTIVE: Leveraging the reflective partnership relationship to bring to light the “hidden” dynamics between coach and coachee (thoughts, feelings, wishes...).

- How free do you feel to talk about, observe and explore “difficult situations”?
- What do you notice but haven't yet fully articulated?
- What would you like to change here and now?
- In this space between us, what's similar to what's happening with your coachee? What feelings/thoughts/body sensations are present as we work together?
- Who do I remind you of, if anyone? Who do you remind me of, if anyone?
- What images/metaphors arise out of our relationship?



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The Seven-Eyed Model (Hawkins & Shohet, 1985)



6

The reflective partner

“Reflective partner's use of self as a resource to offer additional data and information to the coach”

OBJECTIVE: To use the reflective partner's here-and-now experience during the session to create a new awareness for the coach of the coach-coachee relationship. The reflective partner shares his/her “here and now” experiences with the coach to create a reflection (example: While you're talking about X, I'm feeling very frustrated).

- I don't really feel frustrated with you, so could I understand your frustration with your coachee?
- I have a very present image of X; how does that resonate with you in relation to your coachee?
- I notice that I've been feeling quite disconnected for the last few minutes. In my experience, this usually means there's a hidden element (or something) or something avoided... What could you be avoiding in your relationship with your coachee?
(link with 2012 edition of the model, integrating 6a - fantasy relationship)



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The Seven-Eyed Model (Hawkins & Shohet, 1985)



7

The wider context

“Examine how the coaching relationship, the coachee and their outcomes are affected by other stakeholders, the organizational context and the wider system”

OBJECTIVE: To explore the impact of the context in which coaching takes place

- What other “stakeholders” do we need to take into account in this contract?
- Who is the sponsor? Who pays for the coaching?
- What confidentiality/sharing/feedback agreements have been made?
- What factors are involved in the client's family and work?
- What's going on in the client's organization?
- What other factors might play a role? (political, economic, social, technological, legal, environmental).
- What unconscious level of systemic influences might be at play? For example: how are “place” and “role” honored in this organization, or how is change managed, or how is a healthy balance of exchanges created?



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BOR in pairs

15 minutes

Exploration with Eye 5 to 7



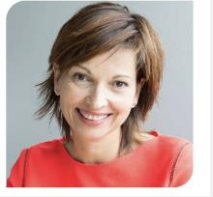
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Debriefing



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1. Which Eyes are familiar?
2. Which Eyes do you use less or not at all?
3. What are your assumptions about you, the customer?
4. What do you notice from each eye?



Reflective & Reflexive Approach: feedback - Q&A



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