Coaching is not only about addressing issues. It is also about sharing, acknowledging and celebrating. All of us need to be acknowledged and celebrate our successes. I invite them to celebrate their success. Coaching is not only about addressing issues, it is also about sharing, acknowledging and celebrating. We all need to acknowledge and celebrate our successes. This is what empowers, motivates and energises us to go that extra mile. It also facilitates a better rapport between my clients and me, which is paramount for a successful coaching relationship. Ever since I became a coach I have also learned to not take things for granted. I have learned to celebrate our successes. It is also about acknowledging and celebrating. We all need to acknowledge and celebrate our successes. I invite them to celebrate their success.

In my attempt to find out what was holding him back from making the change he desired, his belief that in life you can’t always do what you want’ emerged. When we worked on the cost to him of carrying this belief, he identified it as disempowering and acknowledged that it needed reframing. After I challenged him, Mark reframed this belief to ‘You can have what you want if you are clear about it and you take the right action steps. Motivation, perseverance and persistence are a few of his strengths. I invited him to visualise the result he wanted to create, so as to see the bigger picture and he saw himself working in the tourist industry and travelling once every two months. The investigation of options, action steps and resources available for him formed his action plan.

He did not want to quit his current job at that time, because it was his only source of income. So his first action step was to take one month off and travel, to reclaim his energy and be inspired. Then he decided to do a postgraduate course in tourism management and network with people with a view to pursuing a career in tourism. I acknowledged his decision-making skills and his motivations to achieve the change he desired. When we finished our coaching agreement, he had already started studying and networking and he had formed a realistic, time management plan for him. He recently wrote to tell me that he now works for an organisation as a tourism operation manager and he is happier than ever. I am very proud of him and was touched when he thanked me for my support.

My experience of being a coach has been transformative. I have become a better listener and communicator. Consequently, I have learned how to build better relationships with people. I have also learned to acknowledge and accept without judgment other people’s beliefs, behaviours and outlook on life, no matter how much they differ from my own. I have learned to trust in people, to accept and bless what is so in my life without resisting it. I have realised that every challenge occurs for a reason and provides an opportunity for growth. This is precisely the learning effect that occurs in coaching.

Last but not least, I have learned to invest in powerful tools that help me to be more organised and make my life easier. Thrive, the name of my coaching model, conveys my intent. I want my clients to thrive in their lives. I want them to realise their greatness and become aware of their potential; to invest in themselves; to accept and bless what is so in their lives; and to make it possible for them to be their best selves. This is the very thing that makes life worth living.

Dimos Kyritsis is an International Coach Federation (ICF) accredited coach, teacher and special needs practitioner. His qualifications include an Honours degree in Greek classes, a Masters degree in professional development in special needs, a professional certificate in coaching, and training in spiritual practices (yoga and meditation). He is also interested in NLP and in human resource management and development. He has lived and worked in England and Greece.

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The Ashridge Supervision Research Group conducted a year-long research study exploring the use of audio playback in supervision. Here they share its findings, and the implications for coaches, supervisors and clients.
Supervision allows coaches to slow things down and to deepen inquiry into their own practice. So, in a supervision session, if the coach presents a case from memory - i.e. through free recall - this will inevitably create an account of what happened that reflects their own biases and needs. The way the client's story is presented is in itself of interest to the supervisor and can be a rich source of data. This parallels the way that a coaching client, in choosing to present their story to their coach, prompts questions and emerging hypotheses in the mind of the coach.

In our research study, we wondered whether additional insights were generated from more literally ‘reliving the moment’ with the client, using audio recordings of coaching sessions. We hypothesised that this might create different and interesting insights. It did.

Our method
To explore the potential role of audio playback, two pairs of supervisors and executive coaches were formed. We used a phenomenological method where we carefully studied supervision, with and without audio playback, using review forms completed independently straight after the supervision session. In the first cycle, each supervisor-coach dyad experimented with using audio playback in their supervision, in addition to free recall. Two different questionnaires ensured that we captured perceptions of the methods both prior to and after using them. The second questionnaire was used immediately after three supervision sessions. The pairs then met to review their experiences and began a second phase of inquiry in which the use of audio in the supervision session during supervision was observed by the fifth member of the team, who offered additional insights and challenged the emerging findings. The same questionnaire was now used twice, and completed by all five members of the team for a total of 11 contracted supervision sessions.

Our findings
Here we review our findings, covering our experience of the benefits and limitations of using audio fragments in supervision. Practical and ethical considerations are explored later.

Different ways of using audio playback in supervision
When we came together, one of our first insights was the considerable range of different possibilities that exist under the catch-all term ‘audio playback’. Choices include:

1. using the whole audio recording or only fragments
2. sending the recording (whole or part) to the supervisor in advance of the supervision or listening together during the supervision session itself
3. having the supervisor choose the beginning and end of a fragment, or the supervisor, or both together.

Figure 1 illustrates the different options. This suggests that, rather than audio playback being a single discrete addition to supervision, there is a far greater range of possibilities than we originally envisaged. We did not explore all these different permutations although we tried quite a few in the 11 supervision conversations that were part of our empirical research.

Strengths deriving from the use of audio playback
Re-evoking unacknowledged feelings
In À Recherche du Temps Perdu,1 Proust describes feelings re-evoked by biting into a madeleine cake. The taste brought back deeply buried memories. For one coach in the research, listening with her supervisor to the voice of her client enabled her to acknowledge her true feelings towards her client: ‘I believe so strongly in the Rogerian requirement for positive regard, I hadn’t acknowledged to myself how boring I find her client enabled her to acknowledge her true feelings towards her client: ‘I believe so strongly in the Rogerian requirement for positive regard, I hadn’t acknowledged to myself how boring I find her...’

Table 1 Survey results

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Numbers polled</th>
<th>Number of responses</th>
<th>Number who have used audio playback</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMCC conference session</td>
<td>40</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>3rd International Supervision Conference attendees</td>
<td>100</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Association of Coaching Supervisors</td>
<td>120</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Coaching Supervision Academy</td>
<td>200</td>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>
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