

Book review

Lucas, M. (2020). *101 Coaching Supervision Techniques, Approaches, Enquiries and Experiments*. London: Routledge

Francoise Orlov
United Kingdom

As a curious coach and coaching supervisor, I am always on the look-out for publications that teach me something new. *101 Coaching Supervision Techniques, Approaches, Enquiries and Experiments* is a well-constructed and well-written publication. It is organized into ten chapters (each focused on a different coaching supervision philosophy) and married together with 101 techniques and approaches.

Both the Foreword and the 'How to Use' paragraphs are essential reading prior to digging into the detailed content. These introductory sections outline the structure of each chapter and frame Lucas' intentions to offer "a highly practical contribution with many techniques known and used within the coaching supervision community". This fits well with Cox's (2013) appeals to coaches to contribute to the body of knowledge in the form of "practice-based evidence" and "to become pragmatic constructivists".

In the first chapter, David Clutterbuck presents an eclectic perspective that includes 41 techniques drawn from numerous contributors. I chose to begin with this one because of my interest in Clutterbuck and Megginson's model of coach maturity (2011). The subsequent chapters are dedicated to nine other specialist philosophies (and another 60 techniques), including existential (Spinelli, 5 techniques), Gestalt (Allan & Whybrow, 7 techniques), person-centred (Aspey, 2 techniques), positive psychology (Lawton-Smith, 8 techniques), psychodynamics/developmental transactional analysis (Tongue, 11 techniques), solution-focused (George & Yusuf, 6 techniques), systemic (Urschel, 8 techniques), thinking environment (Aspey, 3 techniques) and transpersonal (Einzig, 10 techniques).

Each of the 101 techniques and approaches requires a different degree of knowledge and level of competency to put into practice. To help the reader

decide whether to experiment with a particular technique, Lucas provides guidance as to the supervision settings best suited to each approach. Some themes appear in more than one section of the book (e.g., mindfulness and visualisation). For those interested in exploring a particular theme the book is well-indexed. It also encourages the reader to be creative, to experiment and to make the approaches and techniques their own, provided they are implemented within the originating philosophy and are congruent with their own work.

101 Coaching Supervision Techniques, Approaches, Enquiries and Experiments is written for a primary audience of coaching supervisors, new and experienced. Lucas suggests that coaches may also benefit from the book, in developing their independent reflective practice. With ten philosophies and 101 approaches and techniques, Lucas' book is a substantial addition to the existing publications in the field of coaching supervision. Its style, somewhere between a book and toolkit, will appeal to a wide audience in search of coaching supervision practices grounded in their own philosophical approaches.

Bibliography

- Clutterbuck, D., Whitaker, C., and Lucas, M. (2016) *Coaching Supervision: A practical guide for supervisees*. Abingdon: Routledge.
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- Cox E. (2013) *Coaching Understood - A pragmatic inquiry into the coaching process*. Sage, p. 156.