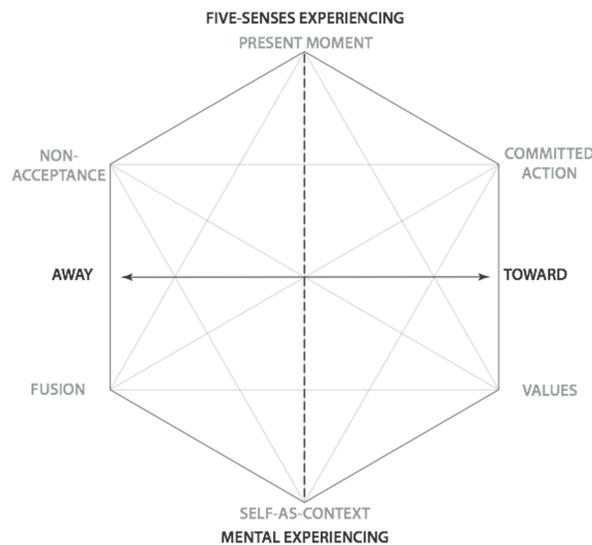


ACTive Supervision with the ACT Matrix – an experience of flexibility and meaningful actions

THE IDEA BEHIND

Reflective practice is at the core of the supervision process. This project assumed that the ACT Matrix that encompasses all ACT processes would provide useful support to the coach to increase their self-awareness, presence, and consciousness of action, thus creating the perfect conditions for enhanced reflective practice. More broadly, this project sought to explore how the multiple uses of the ACT Matrix could improve the supervision process and the psychological flexibility of the coach.



THE RESULTS

In this project, the ACT Matrix was a holding framework used both as a compass and a lens to guide the common endeavor and the co-learning process. While practitioners enquire into their best self, they can let go of their conceptualized self and stories (their own and their clients'). They stay attuned to the whole of the experience to focus on the process. The learning derives both from the observation and the reflection practice. But to achieve this, the ACT Matrix needs regular practice, a discipline that needs cultivating. This experience allowed for an increased practitioners' maturity and strengthened the internal supervisor. Having regular supervision sessions remains useful to get additional perspectives and insights.

Using the ACT Matrix to contract for the supervision path and in the supervision sessions, allowed us to review the framework of our group on an on-going basis. It supported the creation of a safe container. It also role modeled how the ACT Matrix can be used for contracting with coachees and their Organisations, as contracting is central in the work we do with them.

At the beginning of the supervision process, the group had agreed that each one would sketch their own ACT Matrix prior and after their sessions with coachees. In doing this, supervisees realized how difficult it is to stick to a new regular practice. This awareness led to a better understanding of their coachees' difficulties, less judgement and more compassion both for themselves and the coachees. They also came to the conclusion that the most important move was to flexibly follow the coachees in their own appropriation of the Matrix as there are multiple ways of using it.



This enhanced presence happens even if the ACT Matrix is not sketched. The regular use of the ACT Matrix creates the architecture for more focus and observation. By being more present to the whole of the experience, the supervisee (and the coach when working with coachees) can make relevant choices moment by moment.

THE METHOD

6 participants from various countries with a current coaching practice and a sound knowledge of ACT were recruited through the ACT coaching SIG of the ACBS. They committed to six supervision group sessions: one for contracting and five 2-hour working sessions every 4 to 6 weeks. They were invited to use the ACT Matrix prior to their coaching session with their clients to prepare for it, and after to review it. The ACT Matrix was also used in the supervision session as a support to contracting and mindful presence. The results of this experience are based on:

- Feedback provided by the supervisees on their use of the ACT Matrix prior and after coaching sessions with clients.
- Observations of supervisees and supervisor during the supervision sessions.
- Notes taken by supervisees in their learning journal.
- Answers to specific questions sent in between supervision sessions by the supervisor with the objective of deepening the reflection based on the observation.
- Reflections on the experience in a feedback form and on the reflections shared by the supervisor at the end of the supervision process.

Limitations include:

- A small sample size (n=6),
- Supervisees already using the ACT Matrix and therefore possibly biased toward the estimated benefits of the use of the ACT Matrix.
- The combination with other supervision approaches in the sessions.

Replication of this experience with supervisees without an ACT knowledge could validate the findings of this case study.

THE PARTICIPANTS

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