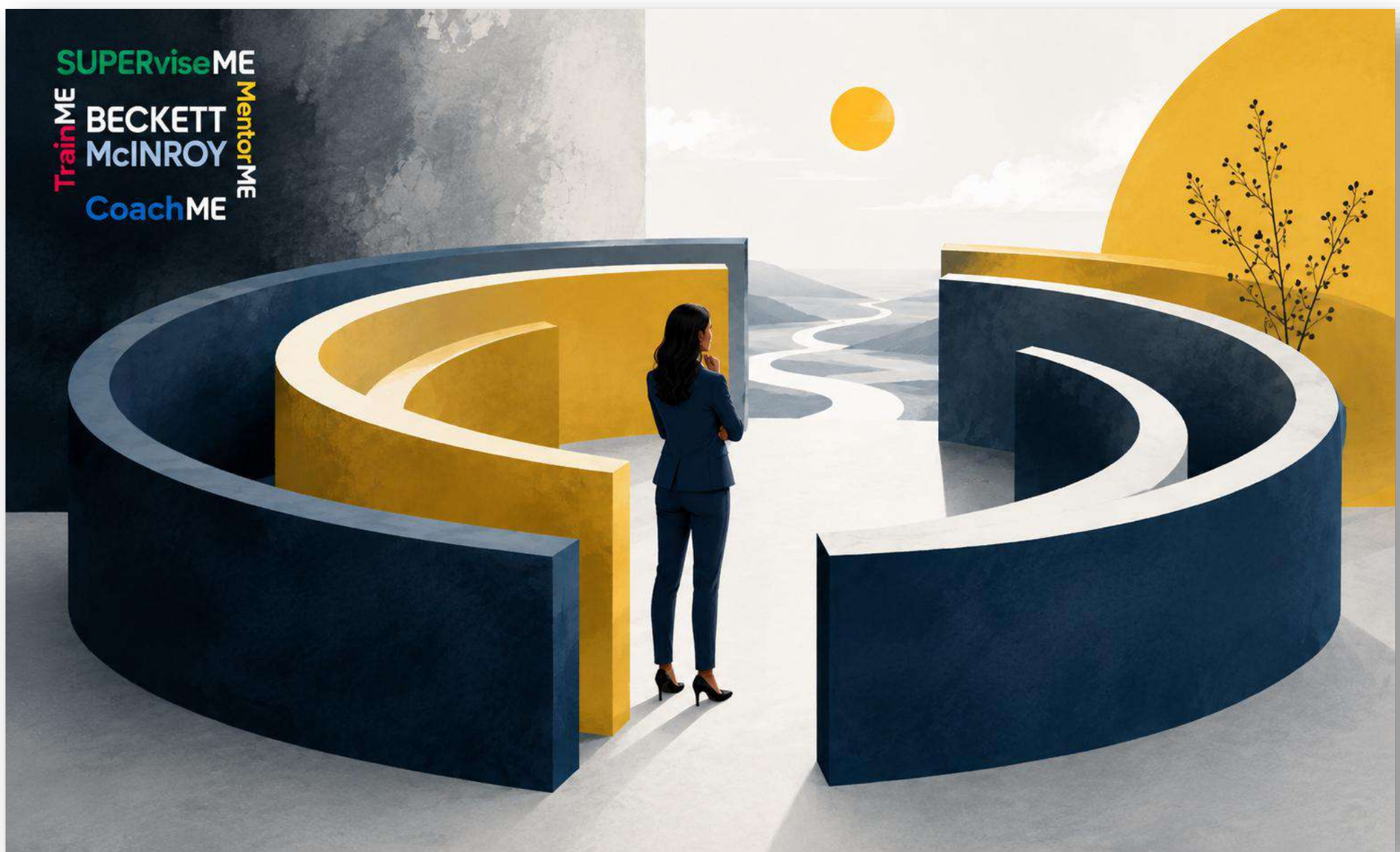


SUPERvision ACTIVITY

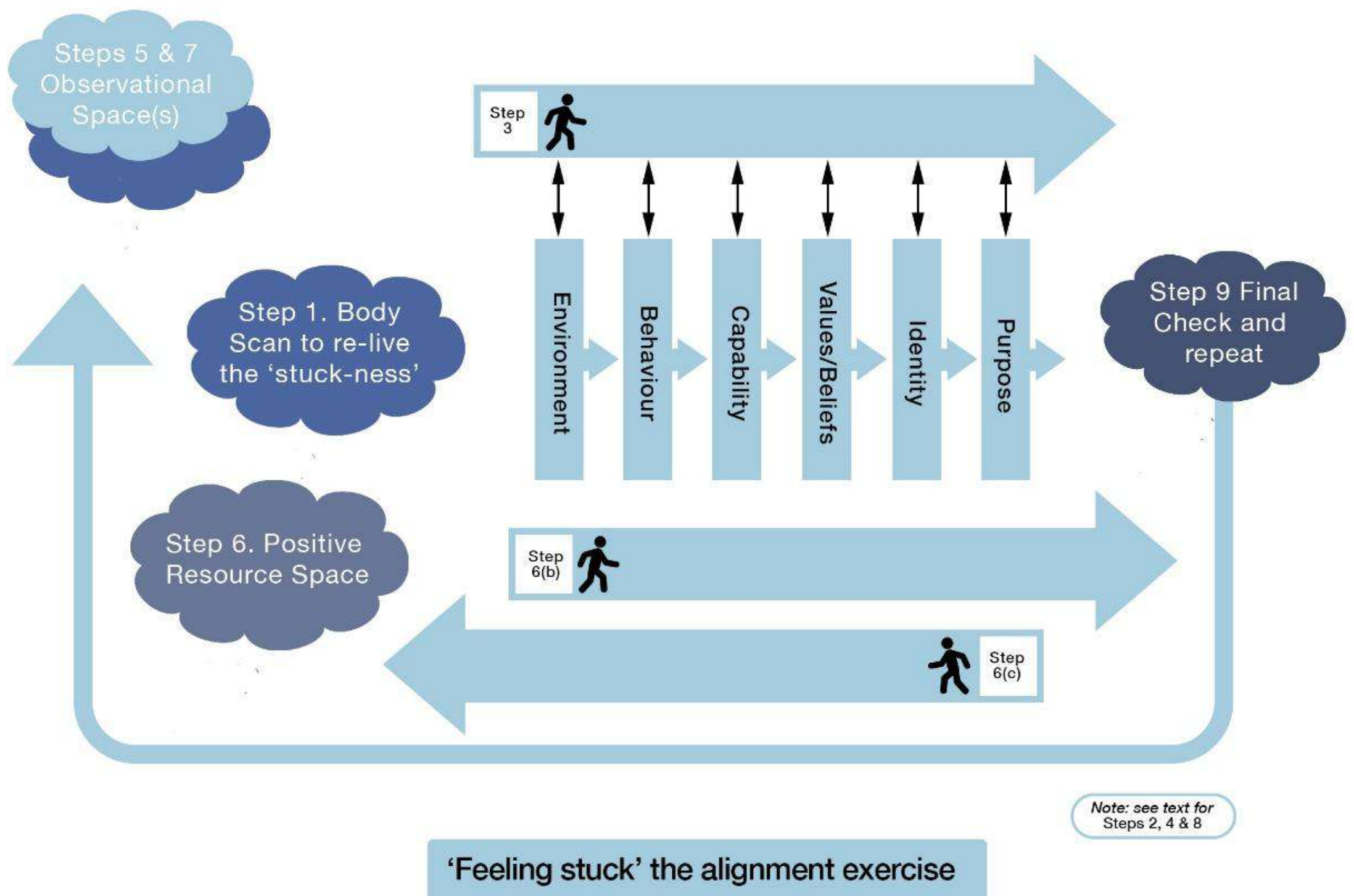
for when you are/your
client is feeling stuck



Here is a **spatial reflective exercise for a SUPERvisee who feels stuck**.

Rather than only talking about the problem, the person physically moves through different positions and examines the “stuckness” from progressively deeper levels:

Environment → Behaviour → Capability → Values/Beliefs → Identity → Purpose



Underlying model:

Dilts' Neuro-Logical Levels

Environment | Behaviour | Capability | Beliefs/Values | Identity | Purpose/Mission

The SUPERvision technique shown on the image

“Feeling Stuck – The Alignment Exercise” – Anne Calleja

Those six columns are very similar to the idea of moving from *what is happening around me* through to *who am I being and what am I here to achieve?* The observational spaces allow the SUPERvisee to step outside the experience, while the **Positive Resource Space** deliberately reconnects them with a more useful state before they revisit the issue.

Concrete Example: *“I feel stuck with this coachee”*

Imagine a coach brings this to SUPERvision:

“I have a senior leader who keeps saying he wants to change, but every session he explains why he can’t. I’m frustrated. I feel as though we are going round in circles.”

Step 1: Body scan

Re-live the stuckness

- The SUPERvisor invites the coach to recall a recent moment with the coachee when they felt particularly stuck. *“What are you noticing in your body as you remember it?”*
- The coach notices: *“My shoulders tense. I lean forward. I feel impatient. I have this urge to make something happen.”*
- Already, this is useful. The “stuckness” is not simply something the coachee is doing; the coach is physically and emotionally participating in the pattern.

Then the coach physically walks through the six positions.

Environment: What is happening around you?

“We are online. He is usually between meetings. He often seems distracted. His organisation is going through restructuring.” The coach begins to see that context may be contributing to what they have interpreted as resistance.

Behaviour: What are you actually doing?

“I ask more questions. When he doesn't get anywhere, I ask another question almost immediately.”

The SUPERvisor might ask: *“What do you notice about your own behaviour when you become anxious for progress?”*

The coach realises: *“I speed up.”*

Capability: What skills or choices are available to you?

“I could use silence. I could share what I am noticing. I could ask whether he actually wants to work on this. I could recontract.” Now the situation starts moving from *“he is impossible”* towards *“I have choices.”*

Values/Beliefs: What are you believing here?

The coach discovers: *“I think a good coach should help the coachee make progress every session.”*

This may be the real source of the pressure.

The SUPERvisor can challenge it: *“What happens to your coaching when you hold that belief?”*

The coach: *“I start taking responsibility for his progress.”*

Identity: Who are you being as the coach?

The coach reflects: *“I'm becoming the rescuer rather than the coach.”*

Or perhaps: *“I am trying to prove that I am useful.”*

This takes the reflection considerably deeper than simply finding a new coaching question.

Purpose: What are you actually there for?

“I'm there to create the conditions in which he can think, choose and take responsibility - not to manufacture an outcome for him.” That can create quite a significant shift.

The Observational Space

The coach then physically steps away from all of those positions and looks back at the whole pattern. From this observer position, the SUPERvisor might ask: *“Looking at the coach standing over there, what do you notice?”*

The coach may say: *“She's working incredibly hard. The coachee hardly has to work at all.”*

That is the value of the observer position: **distance changes perception.**

Step 6: Positive Resource Space

Now the coach moves into a completely different space and recalls a time when they were coaching exceptionally well - perhaps calm, curious, spacious and confident.

The SUPERvisor helps them reconnect with that experience:

- *“What were you doing?”*
- *“What did you believe about yourself?”*
- *“What were you trusting?”*
- *“Where do you feel that confidence in your body?”*

The coach might say: *“I trusted the process. I wasn't frightened of silence. I didn't need to demonstrate my value.”*

That becomes the **resource**.

The arrows around Step 6 suggest taking that resource through the exercise, potentially travelling back through the levels and reconsidering them from this more resourceful state.

So now:

Purpose: *“I enable thinking rather than force progress.”*

Identity: *“I am a thinking partner, not a rescuer.”*

Values/Beliefs: *“The coachee owns their change.”*

Capability: *“I can use silence, challenge, observation and recontracting.”*

Behaviour: *“I will slow down rather than filling the space.”*

Environment: *“I might also question whether these hurried between-meeting sessions provide the right conditions for the work.”*

That is why the exercise can be powerful: **the solution to the behavioural problem does not necessarily sit at the behavioural level.**

Step 9: Final check and repeat

The coach then returns mentally to the original coaching situation: *“Imagine your next session with this leader.”*

Previously: *“I feel tense just thinking about him.”*

Now: *“I actually feel curious. If he says, ‘Yes, but...’, I don’t have to solve it. I can notice it and explore it with him.”*

The SUPERvisor might then check:

- *“Where is the stuck feeling now?”*
- *“What will you do differently?”*
- *“What could pull you back into the old pattern?”*
- *“What will remind you to stay in this more resourceful position?”*

So, in very simple terms, the diagram is moving the SUPERvisee through:

FEEL the stuckness → **EXPLORE** it at different levels → **STEP OUT** and observe it → **ACCESS** a resourceful version of yourself → **BRING** that resource back into the problem → **TEST** whether the stuckness has shifted.

And importantly, the example shows that *“my coachee is stuck”* can become *“I am noticing how I become part of the stuck system.”* That makes this particularly useful in SUPERvision because it moves beyond problem-solving into genuine reflective and systemic learning.

The physical movement is also important. Dilts has a **Logical/Neuro-Logical Level Alignment** process in which the person physically lays out spaces for each level, moves through them, and then brings the higher-level resources back down through Identity → Beliefs/Values → Capabilities → Behaviour → Environment.

Thank You!

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