



101 Coaching Supervision Techniques, Approaches, Enquiries and Experiments.
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RUSH WRITING

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Where can this be used?					Typical Level of Supervisee Experience Required	
						

When is this used?

At the end of a supervision session, as a means of reflecting on what they are learning.

What is the technique?

Rush writing requires a person to write continuously for a short period of time, perhaps 3 minutes, without stopping and without editing. A question or series of questions are posed at the start for the person to write about. The idea is to access the non-editing part of their brain, to access thoughts and ideas that may be underneath the surface.

Step 1: Ask supervisees to write for 3 minutes on a question or questions that you pose to them such as:

- What stands out most in your mind about the session?
- What really worked well and added value?
- Looking back, what would you have done differently?
- How might you be of greater service to your peers?
- In this moment of reflecting, what are you noticing that you may not have noticed before?
- How do you feel about the session now?
- What creative or intuitive thoughts are you having about how you might work in future in this group?

Write the question(s) on a flip-chart so that they can refer to them as a reminder while they are writing.



Step 2: Brief them to continue writing, no matter what comes into their mind. They can edit later. If their mind goes blank, instruct them to doodle until a new thought comes to mind. Explain that the pen must keep moving at all times to access their sub-conscious thoughts. Reassure them that the rush writing is for their personal use, they will not be asked to reveal their writing to the supervisor or to the group.

Step 3: Time them and stop at three minutes.

Step 4: Ask supervisees what they notice as a result of writing in this way? Encourage them to add a few notes to the end of their written piece

Step 5: Ask them what learning they wish to share with the group.

How to work with the technique...

Occasionally, people freeze at the start of this exercise, so encourage them to doodle until a thought pops into their head. You may decide to do the exercise yourself at the same time to role model how to focus.

Encourage them to do this after each session and to keep their notes over time so that they have the opportunity to collate their work and carry out a meta-reflection

What else might need attention?

It is entirely possible that new thoughts might come up at the end of the supervision that need attention. In that case, encourage supervisees either to self-supervise to continue the learning or to reach out for additional support.

A word of caution.

Keep the question posed to a single question. If you offer many questions at once, the brain will simply work through the questions rather than going deeper on any one. It can be helpful to repeat the question a couple of times before starting the clock to ensure it has been heard.

What other uses are there for this technique?

This can be used any time an individual wants to reflect or get to deeper thoughts about an issue or opportunity. It can be useful for coaching clients and could act as a more meaningful 'aide memoire' than generating a list of actions.