A short guide to

Group supervision in coaching

About the author

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Co-founder of the European Mentoring and Coaching Council, the earliest of the professional bodies, David is now one of its special ambassadors, tasked with spreading evidence-based good practice globally. Visiting professor of Coaching and Mentoring at several universities, he is author, co-author or co-editor of more than 75 books. He leads an international network of coaching and mentoring trainer-consultants, Coaching and Mentoring International. He is a chartered companion of the CIPD, a distinguished research fellow of The Conference Board and one of the most respected speakers on coaching, mentoring and leadership.

David began supervising coaches in the mid-1990s, and co-formed a peer supervision group of like-minded supervisors. He achieved his post-graduate diploma as a supervisor at Oxford Brookes and is certified at Master Coach Supervisor level with the EMCC. His books include two key titles on supervision:

- Coaching and Mentoring Supervision: Theory and Practice (2nd edition 2011) Bachkirova,T; Jackson, P and Clutterbuck, D, McGraw-Hill, London
- Coaching Supervision: A practical guide for supervisees (2016) Clutterbuck, D, Whitaker, C and Lucas, M, Routledge, Abingdon

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Contents

1. What is group supervision and how does it differ from other forms of supervision?

Supervision is a collaborative dialogue that enables a coach or mentor to reflect upon the dynamics, processes and wider systems of specific client relationships, on their practice overall and on their own learning and development.

Why do coaches need supervision?

Most of the principal professional bodies in coaching and mentoring require coaches to have supervision. The International Coach Federation strongly recommends it. The reasons are clear. Among the most important:

1. Coaching frequently touches on boundaries, such as therapy, which the coach should not breach. Supervision raises awareness of boundaries and helps the coach think through how to manage these appropriately for both the client and themselves.
2. Coaching can be lonely and emotionally demanding, especially when the client's issues seem overwhelming to them. To be effective caring for others, we must practice good self-care. Supervision raises awareness and helps the coach develop wise coping strategies.
3. It's easy for a coach to get stuck in a routine or perspective. Supervision is the most effective source of challenge to prevent this. Given the rapid evolution of coaching, if you are not growing, you are falling behind the curve of good practice – however many years you have been coaching.
4. Becoming a mature coach is partly a process of letting go. Supervision raises the coach's horizons from who they are now to the coach they could be and therefore helps them recognise the baggage they must leave behind.
5. Being ethical as a coach requires constant vigilance. Codes of Conduct only help so much. Every coach experiences ethical dilemmas that require thinking outside the Codes. Supervision raises ethical awareness, helps the coach work through specific ethical challenges and builds their ethical resilience.

Group supervision versus individual and peer supervision

There are three kinds of supervision coaches engage in: individual, peer and group. All have significant pluses and minuses and they are not exclusive – many coaches use all three. The most common description of what supervisors do is to provide three functions: formative (educational), normative (keeping you and your clients safe and maintaining ethical practice) and restorative (looking after your well-being). The three different styles of supervision provide different mixtures and depth of these functions.

Individual supervision

Gives you total attention of the supervisor, focusing on cases and issues you bring. It taps into your own (often unconscious) experience and that of the supervisor, to reveal perspectives you had either not noticed or not seen as important. It offers a high level of confidentiality, which may be difficult to achieve when more people are present. Like any other personalised service, it costs proportionately more.

Peer supervision

Generally costs little or nothing, but you get what you pay for. Supervision requires an additional set of skills and experience well outside the norm for coaching. The basic qualification is at post-graduate degree level. Peer supervision typically has none of this expertise. It provides kinship, which is a low level of the restorative function. It also offers a transactional exchange of tools and techniques. (So, a low level of the formative function.) However, without the extensive education an accredited supervisor has – for example, in coaching psychology – it has limited impact on the coach's growth. A major downside to peer supervision is that it may provide negative reinforcement. As coaches mature in their practice, they become less dependent on processes such as goal-setting or rote use of diagnostics. When peer coaches share a similar background or level of development, the relationship may make it harder to progress beyond beginner stage. The role of mentor-coach, as prescribed by the International Coach Federation, can be seen as a very basic and time limited form of peer supervision.

Group supervision

Is much less expensive than individual supervision, but you only receive attention to your cases some of the time. On the other hand, you get to learn not just from your own cases, but from those that others bring. Most of the time, a case or issue brought by one coach will have relevance to some or all the others. And issues brought by a colleague in the group will often make you aware of something, which had not crossed your mind, but which you now see as very relevant to your practice. Group supervision also gives you a peer support group. It's common to see members communicate between sessions, offering help, support and insights; some of my groups have created research projects around a common area of interest. Like individual supervision, group supervision fulfils all the three functions of formative, normative and restorative.

Opinions as to the optimum size for group supervision vary, but six to eight seems to provide a balance between having enough space for everyone to have the attention they need while providing a fertile diversity of experience and expertise among the group. Where coaches are also practising psychologists, it is common to have two supervisors. Some coaching groups also alternate between two or three accredited supervisors, with different backgrounds.

Supervision sessions vary in length. The art is to balance sufficient time for everyone to contribute against concentration fatigue. Recommended good practice is 90 minutes for a virtual session and 120 minutes for an in-person session.

2. Choosing a group supervisor

There are multiple factors you might want to consider in choosing a group supervisor. Here are some of the key ones:

1. What is their accreditation? Is it recognised at post-graduate diploma level by the key professional bodies and/or by a reputable university?
2. What size of group do they generally work with? Less than five, you lose the advantage of multiple perspectives. More than eight, your voice will be less easily heard.
3. Do you want to learn alongside a group of people with the same background of coaching education, or to embrace diverse perspectives? Like coaches, some supervisors ground their practice in a particular philosophy or practice (for example, Gestalt). It can be very useful to spend a year or so in supervision with one such group, then to move on to another, to provide both depth and breadth to you own coaching practice. Equally, you may wish to engage with a supervisor, who offers a more eclectic approach and encourages you to explore multiple new dimensions.
4. Do you want to be part of a group at a similar level of coaching development to yourself, or a group with mixed levels? Some supervisors offer different options; others just lump everyone together.
5. How long have they been in practice as a supervisor? There does seem to be a correlation between the depth of wisdom a supervisor brings and their length of practice. A supervisor needs a substantial volume of individual supervision before they transition to group supervision. In addition, they need a solid grounding in group dynamics.
6. What role does team coaching play in your practice? Recent studies show that the skillset required to supervise team coaches is at another level. A high degree of team literacy and practice as a team coach is essential.
7. How much emphasis do they place on systems thinking? It used to be enough for a supervisor to be well-informed psychologically. Systems thinking is now equally important, but many supervisors have not upskilled sufficiently in this respect.
8. What do you want to say to your clients about your supervision? Who you are supervised by can have an impact on your own reputation.
9. What contribution has the supervisor made to the coaching profession or to supervision? Coaches bring to supervision a rich feast of issues that pose areas for wider investigation. How the supervisor draws on these through writing, research, discussion forums and so on indicates whether they see supervision as a job or a vocation.
10. What is their experience in terms of diversity and inclusion? For example, how informed are they on issues such as neurodiversity? How diverse is their own client base? Perhaps a quarter of issues brought to supervision relate to diversity in some way. The supervisor needs an extensive toolkit in this area to be able to help you build yours.

Cost will also be a factor for many coaches. In one-to-one supervision a general rule is to expect to pay as much per hour as our highest fee-paying client, plus 20%. This recognises the extra expertise the supervisor brings. For group supervision, you can calculate the cost on a similar basis, varying with how many supervisors and the number of members in the group.

Frequency also varies. You will ideally want to join a group that has a similar workflow to yours in their practice. An occasional coach might only want supervision once a quarter, while someone with a higher volume of clients might need to review their practice every four to six weeks. Some group supervisors have a rigid frequency; others are more flexible to accommodate different needs.

3. Preparing for group supervision

Reflecting on each coaching session

There are seven conversations in a coaching session. The most obvious one is the spoken conversation, The others are:

- Your reflections in preparing for the session
- The client's reflections in preparing for the session
- Your internal conversation during the session
- Their internal conversation during the session
- Your reflections after the session
- Their reflections after the session

When something goes wrong in a coaching session, at least one of the unspoken conversations plays a significant role. A supervisor trained in conversation analysis can help you unravel what is going on in each of the seven conversations, but you can use the same approach to structure your own reflections.

It is good practice to capture your thoughts within a few hours of the session. Some coaches reflect twice: once immediately afterwards, relatively briefly, when words and phrases are fresh in the mind and then again in more depth later.

Capturing your reflections

A practical starting point is to have a checklist of questions to reflect upon. These can be both technical (what did I do?) or emotional (how did I and the client feel?).

Examples of the technical questions might include:

- How exactly did I help?
- What went well and less well?
- How did I help the client understand their issue better?
- What decisions did I make? (For example, about whether to ask a particular question, or to pursue a particular word or phrase.)
- What appeared to land well and less well?
- What might I do differently if we re-ran the same conversation?
- How purposeful was the conversation?
- What did the client take away to think more deeply on?
- Where could I have added more value if I'd had a different toolkit?
- How did this session compare with me at my best?

Examples of emotional questions include:

- How did I feel before during and after the session?
- How did I help the client become more aware of and address their emotions?
- When were my emotions helpful or unhelpful for the client?
- Did I leave the client in an emotional better position than before?

It's important, too, to ensure we don't get trapped into a routine of reflection. If that happens, we tend to lose creativity and insight. The key to retaining reflective impact is to seek to surprise ourselves, by asking challenging questions that break the routine.

Here are a few examples:

- What do you notice about the client and the session that you didn't notice at the time?
- What are you curious about?
- What unexpected learning occurred for you?
- What assumptions were challenged for you?
- How did your perception of yourself as a coach help or hinder the client's learning?
- What was your dominant emotion during the session?
- What is it now, on reflection? (If different, what's significant about that?)
- What's the question you avoided asking and why?

In this enhanced process, you can:

- Build a library of questions you can draw upon and select from
- Seek to add at least one original question for each reflection
- Take time now and then to reflect – alone or with a colleague/supervisor – on the quality and creativity of your reflection.

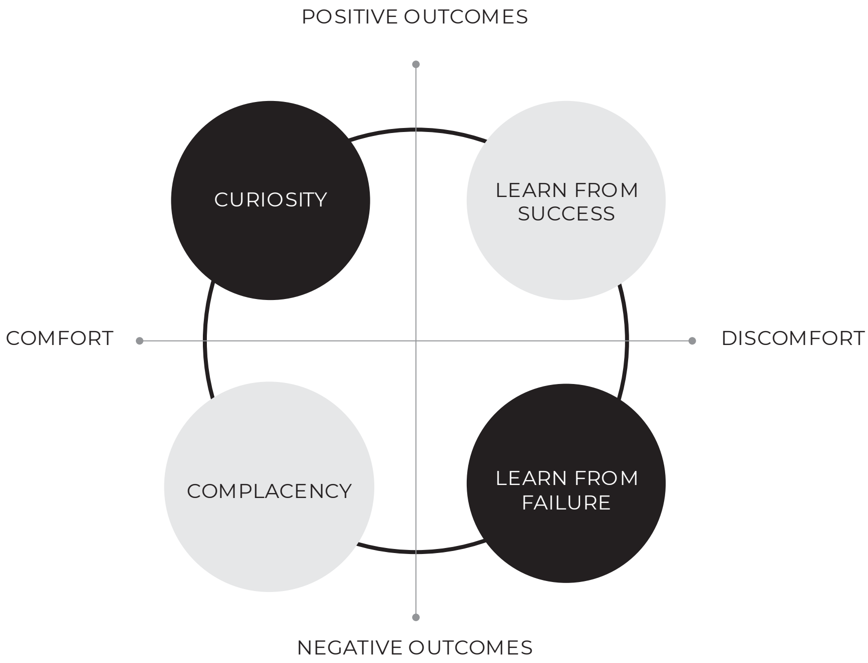
A simple tool for emotional reflection

This uncomplicated matrix provides a stimulus for reflecting upon difficult-to-pin-down emotions. It's particularly useful for coaches in reflecting upon how they feel after a coaching session. The association between comfort and positive outcomes, and between discomfort and negative outcomes, can be quite complex.

For example:

- Both the client and the coach are well satisfied. It's easy in this context to tick the "well done!" box and move on. A more reflective approach, however, would express curiosity about why it went so well. A key question here is: What do I want to do more consistently?
- The client may express satisfaction with the session, yet the coach is not sure what they did that helped. The intent here is to learn from success and a key question here is: What was happening that I didn't notice?

- When things didn't go well and the coach feels bad about it, this can provide a strong impetus to learn from failure. At the same time, it's important to be appropriately forgiving of ourselves. Key questions include: What am I going to pay more attention to? What am I going to do differently?
- When the outcomes weren't great, but the coach shrugs them off, it's often a sign of complacency. There's a balance between taking too much responsibility for the client's inability to progress in their thinking and abdicating responsibility. Asking What did I do wrong? Can be unhelpful, by sending the coach off on a guilt trip. Asking What was going on in the system, of which I and the client are a part? Allows us to step back and take a more balanced, learning focused perspective.



Other, more general useful questions include:

- What's the nature of my comfort or discomfort?
- How can I employ my comfort and discomfort to improve my performance as a coach?
- What insights are clearest for me?
- What insights are still hazy and emergent?
- When I take this to supervision, how will I describe it?

Be aware of the seven conversations of coaching

When a coaching conversation doesn't work out well, the instinct for a coach is to look first at the spoken conversation. Could I have asked better questions? Did I use the wrong tool or technique? Did I listen well enough?

In practice, most problems arise from one or more of the other, silent coaching conversations:

These are:

- The conversations in your head and in your client's head before the session – how well you both prepared and the mental state in which you showed up?
- The conversations you both have with yourselves when you reflect afterwards about what to do as a result of the session – this, of course, affects both parties' preparatory reflections for the next session
- The conversation in your head as you decide where to guide the conversation, whether to ask a question or introduce a tool etc
- The conversation in the coachee's head as they decide how to respond to you – can they be authentic? For example, it's common for clients to give you the answer they think you want to hear, rather than engage in honest reflection in the moment.

While it is hard to see inside the client's mind, you can develop hypotheses. And you can review your own silent conversations. In particular, you can look for patterns by both of you and between you. If the client will permit you to record a session, you can review it and extract sections, where you felt the most disconnect. If appropriate, you can share those sections with the group and the supervisor. Normally, these would not last more than 5 minutes.

Using client feedback

Client feedback can be deceptive for several reasons. Firstly, the client may not have a clear idea of what "good" coaching looks and feels like. Secondly, the closer the relationship becomes, the less inclined the client may be to give you critical feedback. Regular, planned review sessions help to bring greater honesty to the relationship, by asking the client to give a considered response (so warn them in advance) to the questions:

- What would you like more of and less of in our conversations?
- What needs do you have that we are not addressing as deeply as you would like?
- Where might we have been unconsciously colluding together to avoid addressing issues?
- What do you need to do as a client to get more out of the coaching?

A case study

> The coach proudly presented an analysis of the feedback he had gathered from clients. The statistics were impressive and generally consistent, with every client saying much the same about how they perceived their performance had improved. The supervisor asked: "What does this uniformity suggest?" The coach realised that every coaching assignment turned out the same. He was unconsciously imposing his own assumptions about the relationship purpose and the desired outcomes onto his clients. His clients were all people like himself in

culture and background, although there was some gender diversity. Coaching had become a cosy routine rather than a curious exploration of the client in their world. He had added some new tools to his toolbox but wasn't really growing as a coach. A key focus for subsequent supervision sessions was how he evolved his practice to create more challenge for himself and for his clients.

Deciding what to take to supervision

If you have reflected deeply on your experiences between supervision sessions, you will probably have multiple cases and issues you want to bring. A simple way to prioritise them is to score them from 1 (low) to 10 (high) on each of the following questions, which should give you an indicative ranking:

- What is my level of anxiety about this case or issue?

Useful guidelines include:

- Be as clear as possible about the outcomes you want. For example:
    - Reassurance you are acting appropriately and ethically
    - Help in finding a way forward when you feel stuck
    - Building your toolkit
    - Reflecting at a deeper level
- Write down the salient points. If it is a case, capture:
    - What kind of assignment is this? (What purpose?)
    - What is important for the supervisor and your peer coaches to know about the contact? (E.g., the kind of company, environment, whether this is a new or existing client.)
    - What specifically happened that raised your concern or curiosity?
    - How can you describe your feelings? (What's the source of your discomfort, doubt or confusion?)
- If possible, circulate your notes to the supervisor and other members of the group ahead of the session, so they have some reflection time, too

Your coach development plan

A Coach Development Plan (CDP):

- Makes the coach more mindful of how they are growing in comparison with the world of coaching and the needs of their clients (what might have passed for "good" a few years ago, now looks increasingly average)
- Helps maintain the humility essential to effective coaching ("I may have a lot of experience, but I'm still learning, too.")
- Provides a rich source of topics for reflection and to take to supervision
- Gives focus and direction to the development of coaching skills, practice and philosophy

Good practice in self-development planning involves taking time regularly (at least every six months) to reflect upon experience, to identify areas of learning need and learning interest, to set some broad learning objectives and to identify specific learning opportunities. It also involves adopting a mixture of learning styles, while recognising that you have greater preference and achieve more using some styles than others. And it involves co-opting other people into your learning network, sharing your learning aspirations with them. Writing all this down facilitates each of these steps and helps you remain mindful to your personal growth (which otherwise can so easily fall to the bottom of your priorities).

You can structure a personal development plan in many ways, but a practical framework has the following seven elements:

Knowledge

How you will expand your understanding in a range of important areas, including:

- Coaching
- Business
- Related disciplines, such as psychology, counseling, neuroscience and so on
- Yourself – looking inward to develop greater understanding of your motivations, thought processes, ambitions, strengths and weaknesses, personality traits and so on

To a considerable extent, this is also about extending our resourcefulness as coaches. The more relevant bodies of knowledge we can draw upon in our coaching conversations, the easier it is to free ourselves from being driven by models and processes. The questions we need emerge naturally from the associations the conversation elicits in our knowledge bank and, while they do not necessarily completely replace process, give it a fluidity that allows the client's thinking to take centre stage.

Skills

The practicalities of being an effective coach – how you listen, question, give feedback, summarise, interpret and generally support the client.

This includes your portfolio of tools and techniques and the ease, with which you combine them to facilitate the client's thinking. Do you have enough of a toolbox to relax into the coaching conversation, with justifiable confidence that you will have an appropriate response when it is needed? What can you do to increase your level of attentiveness to the client, to what they are saying and what they are not saying?

Characteristics

Personal qualities that you wish to develop – for example, curiosity, empathy, presence, authenticity.

This is about being a coach rather than doing coaching – how you integrate the coaching process with your own sense of identity and growing maturity. An important element here seems to be how we choose who we admire, because the qualities we see in those persons are likely to be prominent in those we develop within ourselves.

Range of practice

Who you can work with and in what circumstances; how you can extend your portfolio by taking on clients, who will stretch you and/or who come from a very different cultural background.

Alternatively, you may wish to narrow the range of your coaching clients, on the basis that you can learn more at this stage of your development as a coach by working at more depth with specific kinds of client. Or you may want to make the transition from one-to-one coach to team coach.

Context

How you will create a better environment for your coaching – through, for example, network development, and how you use supervision.

This also includes attention to your personal well-being as a coach. It's very easy to put so much effort into caring for our clients that we don't care enough for our own well-being.

Your business as a coach

How you will build a business that aligns with your values and provides the income you want; and how you market your services and ensure that the business is soundly managed.

This might include taking topics such as developing a marketing plan, financial management, or how to create better PowerPoint slides. It could also cover how you build and manage your reputation in your chosen markets, through, for example; articles, blogs, books and conference presentations.

Contribution to the profession

What you will put back into the world of coaching, through research, writing, supporting new, less experienced coaches, contributing to social network sites and so on.

This links to reputation building, but it also reflects your developing identity as a coach.

Under each of these headings, you might wish to consider:

- Where am I now and how did I get here?
- Where would I like to be a) in the short term and b) longer term?
- What resources can I draw upon to help me? (Both formal and informal. Books, journals and people.)
- What actions am I specifically going to take over the coming months?

To bring it all together, consider the questions:

- Who is the coach I want to be in five years' time (or whatever time period suits)?
- Am I looking for depth or breadth or both? (It's common for coaches to seek all their CPD within the context of a narrow discipline or school of thought, but that can have severe downsides in terms of impact on the client. Equally, there are coaches, who are like magpies – pursuing everything that glitters, but not integrating it, so their practice has breadth, but little depth.)

- How can I find the right balance between just letting my growth as a coach happen and being driven by an inflexible planning process? (There has to be a place for opportunistic, unplanned learning!)
- What else is happening in the world of coaching that I should at least raise my awareness of, with a view to incorporating it into my CDP as and when it becomes relevant?

4. Contributing in the group supervision session

Contracting with group members

Your supervisor will facilitate the contracting process within the group. Amongst factors you will collectively agree upon should be:

- How to ensure everyone has an opportunity to contribute equally
- How to support each other
- Confidentiality rules
- Rules around interrupting and taking turns
- Whether to record and if so, when to pause recording

Together, you create psychological safety and a positive learning environment. You can recognise the latter, when everyone is:

- Relaxed and alert
- Energised and purposeful
- Free to be honest with others and with oneself (i.e. open to challenging and being challenged)
- Self-respecting and respecting of others
- Willing to contribute ideas and to listen to other people's ideas

Structuring the conversation

A typical session starts with a short check-in, then everyone is invited to pitch for an issue or case they would like to bring. You don't have to bring something every time. Together, you agree which bids to discuss and how to prioritise them. Urgent issues (such as "I have this follow up meeting with the client tomorrow") will tend to be dealt with first. If your issue isn't discussed this time, it will normally be given preference next time.

Every supervisor has preferences in how they facilitate an exploration. Some of the most common include:

- You present a case and the supervisor works with you one to one, with the rest of the group observing. At intervals, or at the end, the supervisor invites observations and comments.
- You present a case. The supervisor asks everyone to pose one question they think may be helpful. You choose which of those questions to address, and in what order.
- You present a case and choose one of your peers to explore it with you. The facilitator intervenes from time to time, inviting others to offer observations and questions.

Presenting an issue

Members take it in turn to present their issues for discussion. This may be a shared project, an individual project, or a problem they have encountered more generally, that is relevant to either the project or to their development as a leader. In the context of coaching and mentoring, the issues may be, for example:

- A specific difficulty they have encountered in a coaching or mentoring session (e.g. I don't have a tool to help with this issue)
- Problems with the coachee or mentee apparently not making progress
- The relationship with the coachee or mentee, or with third parties
- Ethical considerations or conflicts of interest
- Boundary issues
- Am I doing the right thing?

Keep in mind the following questions, which you will have already considered in preparation:

- What exactly is the issue here?
- What learning do I want to gain from this discussion?
- How can I present it succinctly, to help my colleagues help me?
- How clear am I about what I want from them?

When you are presenting. consider:

- How clearly am I explaining this?
- When would be the best point to ask for input from the group members?

After the discussion, you can reflect with the group:

- What have I learned?
- What actions can I now take?
- What options have opened out for me?
- What feedback would you like to give me about how I presented the issue?

When you present the issue again at another session, consider:

- What specifically did I do as a result of the previous conversation?
- What has changed?
- What went the way I expected it to and what didn't?
- What learning have I already taken from that?
- What is the issue now?
- What do I now need from the group?

When listening to a presentation

Some basic guidelines include:

- Accord your colleague all the respect and attention you would wish to receive, when you present
- Allow them time to explain their issue before you ask questions
- Seek first to clarify – don't jump to solutions or advice until the issue is fully understood and in context
- Don't talk across each other
- Try to make each question or comment count
- Reflect upon the learning you can extract from this presentation.

It's useful to pay attention to how you listen. Spend time in each of the following:

- Listening to understand (how you make sense of what you are hearing)
- Listening to how the presenter is making sense of their case or issue
- Listening to what is not being said

When and how to contribute

The critical question to ask is How will my intervention help the colleague with their thinking on this issue? Then to decide whether to offer a comment, a question or a curiosity. In other words:

Comment For example:

- What I'm noticing is…
- What I'm feeling is…
- What I'm finding confusing is…

Question For example:

- What do you think is happening in …?
- Where do the responsibilities lie?
- Who are the stakeholders here?

Curiosity For example:

- I'm wondering what you were thinking when…
- I'd be fascinated to explore what the conflict of values is here…
- I'm curious what's happening in the wider system…

There will usually be a group norm about how to indicate you have something to say. If there isn't, you can propose one. It's the responsibility of all group members to maintain the norms themselves and remind colleagues when the norms are broken.

Taking care of other group members

An underlying principle of the supervision group is that everyone takes responsibility for the collective learning and well-being of the other members. In practice, that means:

- Noticing the emotions in the (virtual) room
- Supporting the supervisor in creating and maintaining psychological safety
- Sharing resources, such as recommendations for books and articles
- Showing compassion

5. Reflecting after the group supervision session

You would expect your clients to reflect after their coaching sessions with you. How would you respond if a client asked you about your reflections after supervision? If you think it would never happen, it has. Everything we have covered with regard to reflecting after coaching sessions applies here, but you can boil down your focus to three key questions:

- What do I now see differently? (This might include, for example, patterns that weren't evident before.)
- What are the implications for me and my coaching practice?
- What do I need to think about or explore more deeply?

Another simple tool is one recommended for the conclusion of any learning dialogue – the 4 I's. **These are:**

- Issues – what did we address?
- Ideas – what new thinking did we generate?
- Insights – what do I now see differently?
- Intentions – what am I going to do differently as a result?

Depending on your preferred learning style, you may wish to capture your reflections in a journal. This can be helpful when you carry out a CPD review or wish to apply for a next level of coach accreditation.

6. Reviewing the supervision relationship

Coaching relationships that last for years can develop a level of cosiness, lack of challenge and psychological dependency. The same applies to supervision. It's advisable to review your supervision periodically (maybe every couple of years) to question:

- Am I still getting the level of challenge I need from my supervisor and group colleagues?
- How has my practice evolved? (Does it require something different now?)
- Do I still look forward to the sessions with enthusiasm?
- Do I still come away stimulated?

You might feel reluctant to discuss your conclusions with your supervisor, but don't be concerned! You're moving on is a sign that you have grown and supervisors also need variety and change to prevent them going stale. Your supervisor may even be able to recommend other supervisors, who would help you meet the next phases of your coach development plan.

Supervision groups typically involve a contract for between 5 and 10 sessions. These breakpoints provide an opportunity for the supervisor and the coaches (both individually and as a group) to review what is going well and less well.

If you do decide to move on, make a point of thanking your supervisor and your group colleagues. The friendships created in these groups are often very long-lasting.

7. Further reading

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