# Supervision garden

## Exploring Coaching Supervision

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# Supervisors presented in this ebook:

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2. Brian Duggan
3. Dr. Eva Weisz Varadi
4. Liz Ford
5. Jeremy Lewis
6. Jawaher Abdullah AlOtaibi
7. Ana Popović Paripović
8. Anu Sukhija
9. Tatjana Dragosavac
10. Lenka Šilerová
11. Jeanine Bailey
12. Andreea Gheorghita

# Stepping into the Supervision Garden

## Introduction

**“A place that helps you create a solar panel on your heart so you constantly tap into renewable energy in the midst of the work.”**

Such a beautiful description of supervision by *Peter Hawkins*. I first came across this sentence several years ago while reading Eve Turner’s book: The Heart of Coaching Supervision, and ever since, it has stayed somewhere in the background of how I think and feel about supervision. Over time, it became connected in my mind with energy, nature, renewal, sunlight, seasons, and ecosystems, and somewhere along the way I realised I wanted this ebook to grow around exactly that atmosphere and imagery.

Until now, I published two ebooks about mastery in coaching, Exploring Mastery in Coaching Vol. 1 and Vol. 2, and during that period I found myself deeply inspired by metaphors of weaving, threads, patterns, and collective reflection. This time, supervision and Peter's sentence brought another colorful image into my mind. Instead of threads, I started imagining a colorful garden. Different flowers growing in different directions. Butterflies moving from one flower to another. Different textures, scents, colours, seasons, and rhythms existing together.

## How my supervision story started...

The real value of supervision started revealing itself to me somewhere along my path toward ICF MCC credential. At one point, I felt the need to pause alongside all the learning, recordings, reflections, and intensity that professional development sometimes brings (although, for me, "pausing" occasionally means enrolling in another programme :D). This one, however, felt very different from my previous learning experiences. The programme created and facilitated by Clare Beckett-McInroy and Caroline Beckett opened an entirely new relationship with reflection, presence, conversations, and my own practice.

Over time, supervision brought a strong feeling of liberation into my professional life. If there is one professional role where I experience myself most fully as simply me, it is probably the role of supervisor.
I continue meeting parts of myself through conversations and supervision relationships with people across the world.

In live supervision sessions with my own supervisors, Svea van der Hoorn in South Africa and Catherine Finger in the USA, both master coaches and accredited supervisors, while I sit in Serbia, I often notice how different seasons, time zones, realities, and perspectives come together in a shared reflective conversation.

In recent years, inspiration has increasingly come through the work of Michelle Lucas and, more recently, Dr Elizabeth Crosse, as well as through ongoing exchanges with colleagues. A recent example was the opportunity to contribute a case study to Jeremy Lewis's upcoming book on his NEEDS supervision framework. By the time you are reading these pages, many of you may already have come across Jeremy's work, and you will meet him here too. :)

I also notice how much value and inspiration I continue finding through communities of supervisors. As a member of the Global Supervisors' Network, I have the feeling that I grow and bloom a little more with every new webinar, conversation, and exchange. More recently, I also became part of SAN, a supervision group connecting colleagues from the Adria region.

At the same time, it feels visible that supervision itself is gradually receiving more official attention within the coaching ecosystem. EMCC and AC have already developed supervision competencies and accreditation pathways, while many of us are now waiting with curiosity for the direction ICF will take through the Coach Supervision Specialization. Having participated in focus groups and questionnaires connected with some of these developments, I experience this as an important moment for the future of coaching and supervision.

We will therefore begin this ebook by looking at supervision competencies across all three professional bodies, followed by accreditation requirements and pathways developed by EMCC and AC.

From there, we will slowly move further into stories and examples showing how supervision looks and feels in practice through the experiences of colleagues from different countries, backgrounds, approaches, and professional journeys.

## *What has been blooming along the way*

# Flowers in my bouquet

While writing and reflecting on all of this, I also realised how much my own supervision work has been evolving in recent years.

- Fusion Reflections reflective cards created (in Serbian) to support reflective conversations.
- Supervision spaces for mentors and assessors, a direction where I increasingly notice the need for support and reflection.
- Processes with nature as a partner.
- And under the inspiration of one colleague I supervise, monthly group supervision gatherings called Reflective Playground Sessions slowly started developing their own rhythm and community.

As these different projects, conversations, communities, and supervision relationships continued developing,

I found myself becoming increasingly curious about how colleagues around the world experience supervision.

What draws them to supervision?
What continues shaping them?
What questions are they sitting with?
What helps them remain reflective, ethical, and alive in their practice?

This curiosity became the seed for the conversations gathered in these pages.

# Where reflection starts blooming

## For your reflective journal

Before we continue exploring competencies, accreditation pathways, frameworks, stories, and supervision conversations from different parts of the world, let's pause for a moment in this garden together. Different flowers may come to mind. Different colors, scents, textures, seasons, and associations. And perhaps, somewhere among them, we may also begin noticing our own relationship with supervision in new ways.

**When you think about supervision, what flower first comes to your mind?**

**Can you imagine its scent?**

**How do you nurture your own practice through supervision?**

**What helps your professional garden continue growing?**

**What themes, questions, or experiences would you bring into our supervision garden and sit with in reflection?**

# Supervision cultivated across professional bodies

## Criteria for applying for EMCC ESIA

## Criteria for applying for AC Coach Supervisor/AC Master Coach Supervisor

# Supervision Competency Frameworks

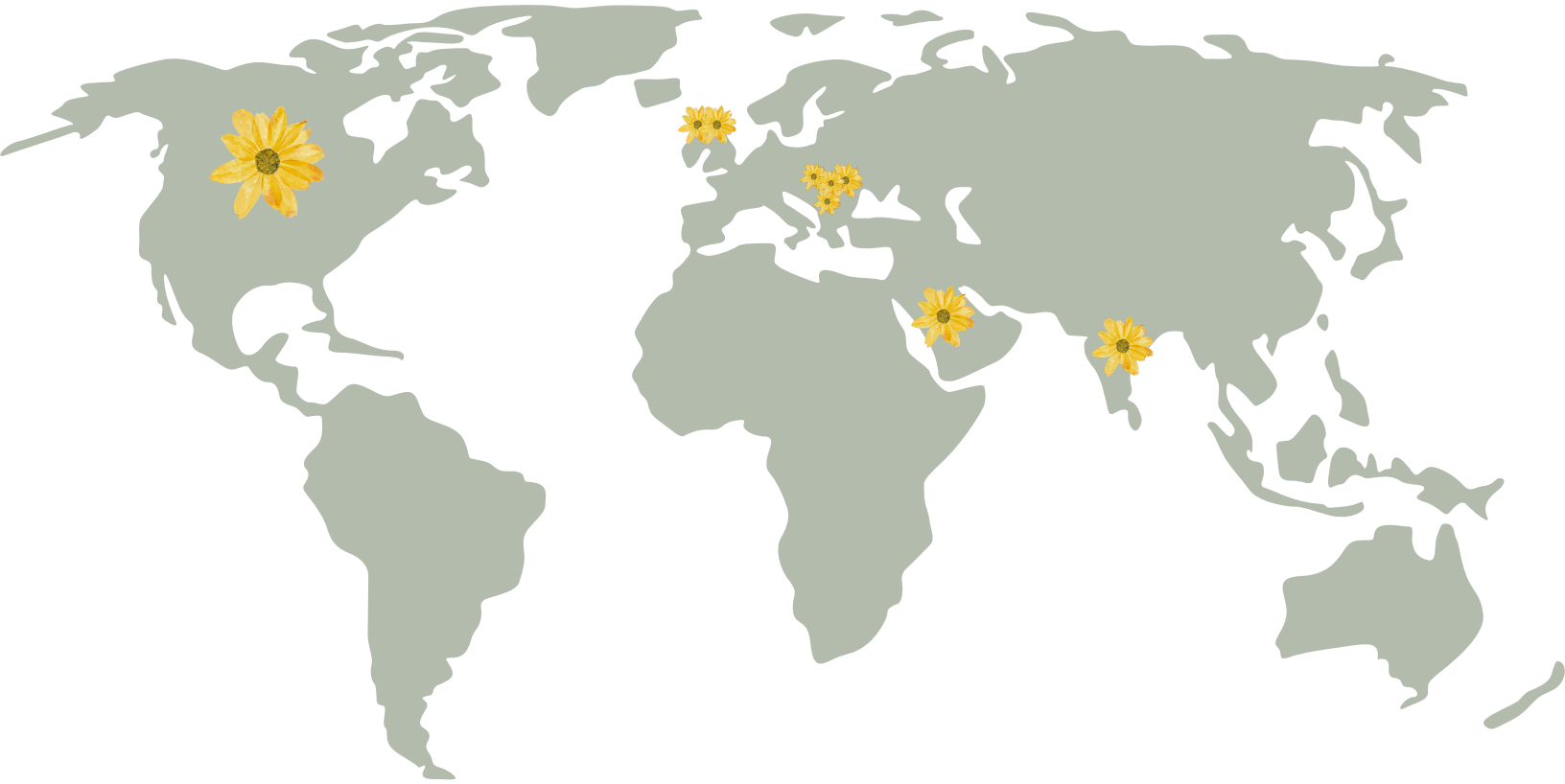
EMCC competency framework

AC Competency framework

ICF competency Framework

# Voices tending the garden

Interviews with supervisors around the world



This ebook brings together 12 interviews with supervisors coming from Serbia, India, Saudi Arabia, the Netherlands, Canada, Hungary, Hong Kong, and the United Kingdom, each bringing their own energy, professional landscape, and way of tending their supervision practice. Many describe backgrounds connected with coaching, mentoring, leadership, psychology, organisational development, and systemic work, while also holding coaching credentials and certifications connected with professional bodies such as ICF, EMCC, and AC.

It also felt important not only to create space for their stories, reflections, and perspectives, but to make these voices more accessible through shared contact details and LinkedIn profiles, allowing readers to further explore the work and perspectives that resonate with them most.

# LARISSA THURLOW

United Kingdom

EMCC ESIA

LinkedIn

## Q In your own words, how would you define supervision?

Coaching supervision is where the complexity, power, and unintended consequences of coaching are made visible, before they become harm.

## Q How would you describe your supervisory approach or philosophy?

My philosophy of supervision pushes against the mythology of the heroic coach. I see supervision as the place where confidence is tested against reality, where projection, collusion, and systemic complexity are surfaced, and where coaches strengthen their judgement rather than simply refine their technique. The aim is not perfect coaching, but ethically grounded, systemically intelligent practice.

> Rather than positioning supervision as a place to “fix” coaching challenges, I see it as a space where complexity can be examined with greater honesty.

## Q If you were to use a metaphor to describe yourself as a supervisor, what would it be — and why?

I often think of my role as a lighthouse. I don't steer the coach's boat or rescue them from difficult waters. Instead, I provide a steady point of illumination so we can see the rocks; ethical risks, relational dynamics, and systemic blind spots, before running aground.

## Q What led you to become a supervisor?

My journey into supervision emerged from a fascination with learning and professional development. While I valued coaching's capacity to support change, I became increasingly interested in the reflective processes that help practitioners make sense of complexity, uncertainty, and themselves in their work. I noticed that some of the most significant learning occurred not only in coaching conversations but also in the spaces where coaches reflected on those conversations.

Supervision offered a way of working with the whole practitioner, attending not only to skills and interventions but also to identity, assumptions, emotions, embodied responses, ethics, and systemic influences. I was drawn to the depth of inquiry that supervision makes possible and to its potential to cultivate wisdom rather than simply competence. This interest eventually expanded into research, where I became particularly intrigued by what happens in team coaching supervision and how supervisors support practitioners working with increasingly complex relational systems.

## Q What key professional trainings or certifications have most shaped your development as a supervisor?

My development as a supervisor has been shaped primarily by three influences: formal coaching supervision training in both individual and group formats, systemic and team coaching training, and my doctoral research into team coaching supervision. Together these experiences have shaped my view of supervision as a practice that combines ethical accountability, developmental learning, and systemic sense-making in complex coaching contexts. Jon Kabat-Zinn's training in Mindfulness Based Stress Reduction programme, and my Anthropology and Environmental Studies background also influenced my development.

## Q Who has significantly influenced your professional development as a supervisor, and how have they shaped your work?

Several personal and professional connections have significantly shaped my development as a supervisor, particularly those that expanded my understanding of what constitutes legitimate data in reflective practice. Beyond cognitive analysis, they demonstrated the value of attending to the full spectrum of human knowing: emotional resonance, embodied responses, intuition, relational dynamics, and the wider systemic field. They modelled reflective spaces that balance deep support with robust challenge, enabling inquiry not only into what practitioners do, but into who they are becoming and how their histories, assumptions, identities, and contexts shape their practice. These influences helped me to see supervision as an integrative and transformative space and process.

Perhaps my greatest influences, however, have been my supervisees. Through accompanying practitioners working in increasingly complex and ambiguous environments, I have learned the value of radical curiosity, intellectual humility, and collaborative sense-making. These experiences have continually reinforced my belief that wisdom in supervision is not transmitted from expert to practitioner but emerges through relationship, inquiry, and collective reflection.

As a result, my supervisory approach is grounded in systemic awareness, embodied inquiry, relational depth, and the co-creation of meaning. I seek to create conditions in which complexity becomes more bearable, practitioners develop greater reflexive capacity, and ethical discernment can flourish. Rather than positioning supervision as providing answers, I view it as a generative space for expanding awareness, deepening practice, and cultivating the capacity to work effectively with uncertainty, emergence and change.

## Q In what ways have your life experiences and personal growth shaped you as a supervisor?

My development as a supervisor has been shaped not only by my professional experiences but also by a life lived across multiple cultures, systems, and identities. Having lived and worked in Japan, China, Australia, Canada, Qatar, and the United Kingdom, and travelled extensively throughout my adult life, I have developed a deep appreciation for the diversity of human experience and the many ways in which people make meaning of their worlds. These experiences taught me that assumptions which appear self-evident within one cultural context may be entirely absent in another, fostering in me a curiosity, humility, and willingness to hold multiple perspectives simultaneously. These qualities continue to influence my supervisory practice, where I seek to create a space in which different ways of knowing, being, and understanding can be explored with openness and respect.

My experience of working internationally has also heightened my awareness of the systemic and contextual factors that shape professional practice. In Qatar, where I led the development of a coaching culture within a technical college, I witnessed first-hand the challenges and opportunities involved in introducing coaching approaches within a complex multicultural environment. This experience deepened my understanding of organisational systems, power dynamics, cultural assumptions, and the importance of adapting practice to local contexts rather than imposing predetermined models. It also reinforced my belief that meaningful development occurs through dialogue, reflection, and relationship rather than through technical expertise alone.

Equally influential has been my volunteer work with EthicalCoach in Ethiopia. Working alongside coaches and leaders in a markedly different socioeconomic and cultural environment challenged many of my assumptions about development, leadership, and professional practice. It highlighted the importance of listening before acting, understanding before advising, and recognising the strengths and resources that already exist within communities. These experiences strengthened my commitment to approaching supervision with cultural humility and a recognition that wisdom is distributed rather than owned.

My personal life has also shaped how I work as a supervisor. Being adopted has contributed to a lifelong interest in identity, belonging, and the stories people construct about themselves and their place in the world. It has heightened my sensitivity to questions of connection, difference, and meaning-making, all of which frequently emerge within supervisory conversations. It has also encouraged a capacity for self-reflection and an appreciation that individuals often carry experiences and narratives that remain invisible to others.

As someone who is single and has not had children, my life path has differed from many of my peers. While this has sometimes placed me outside conventional expectations, it has also afforded opportunities for independence, exploration, and the cultivation of a broad range of personal and professional relationships across cultures and communities. These experiences have contributed to my ability to engage with diverse perspectives without assuming that there is a single 'normal' way of living or working.

Taken together, these life experiences have shaped me into a supervisor who values curiosity over certainty, dialogue over prescription, and reflection over quick solutions. They have fostered an appreciation of complexity, a sensitivity to context, and a belief that professional development is inseparable from personal growth. Above all, they have reinforced my conviction that supervision is a relational practice in which learning emerges through the encounter between different perspectives, experiences, and ways of making sense of the world.

## Q Please share a moment from your work as a supervisor that significantly shifted your perspective or growth.

One moment that significantly shaped my development as a supervisor occurred when a coach brought a situation that seemed, at first glance, to be a technical question about how to intervene with a team. As we explored the situation more deeply, it became clear that the coach's uncertainty was not primarily about technique but about their own positioning within a politically complex organisational system.

What stayed with me was the moment the conversation subtly shifted from "what should I do with them?" to "what is happening to me in this system, and how am I part of it?" That transition felt pivotal. It transformed the coach's engagement with the client system. Rather than searching for a better intervention, they developed a more nuanced understanding of the systemic dynamics at play, enabling them to act with greater confidence, discernment, and relational effectiveness. It exposed how easily supervision can be pulled towards surface-level solutioning unless there is a deliberate commitment to working at the level of meaning, identity, and systemic entanglement.

That conversation reminded me that many of the dilemmas coaches bring are not fundamentally methodological problems. They are questions of judgement, identity, and responsibility within complex systems. Since then, I have approached supervision less as a place to refine coaching technique and more as a space where coaches can examine how they are making sense of, and participating in, the systems they are trying to influence.

## Q How do you nurture your own reflective practice as a supervisor?

I nurture my reflective practice through a combination of my own supervision, reflective writing, and ongoing scholarly inquiry. My doctoral research into team coaching supervision has strengthened my habit of examining not only what happens in supervision sessions, but how meaning is constructed within them. This helps me remain aware of my assumptions, attentive to relational dynamics, and open to learning from the complexity inherent in supervisory work.

I try to treat my supervisory practice as a site of ongoing inquiry. Supervision conversations are rich with complexity in the form of ethical questions, relational dynamics, and systemic tensions, and I deliberately revisit those moments that feel ambiguous or unresolved. My own supervision plays an important role in this, as does my engagement with research and writing. My doctoral work, in particular, has deepened my habit of interrogating what is actually happening in supervisory conversations rather than relying on assumptions about the process. Together, these practices help me remain intellectually curious, ethically attentive, and open to continuing development as a supervisor.

## Q What do you bring into your own supervision as a supervisee?

Many things including issues of shame, judgement, power, and my philosophy and purpose.

## Q What are you currently learning, exploring, or continuing to develop in your supervisory practice?

Much of my current learning centres on understanding how supervisors help coaches make sense of ambiguity, uncertainty, competing stakeholder demands, and the often invisible dynamics. The research has prompted me to question some of the inherited assumptions underpinning supervision models and to explore what may be distinctive about supervising coaches who work with teams rather than individuals. Alongside this, I continue to develop my capacity to work with multiple ways of knowing in supervision. I am interested in how cognitive, emotional, relational, somatic, and systemic data can all contribute to understanding what is happening in a coaching situation. This involves continually refining my ability to notice what is present, what may be absent, and what might be seeking attention within the supervisory space. In many ways, I see supervision as a practice of lifelong learning, and I remain as curious about the process now as when I first began.

## Q What advice would you offer to someone just beginning their journey as a supervisor?

My advice would be threefold: remain curious, stay supervised yourself, and learn to see the wider system around the coaching work. The temptation for new supervisors is often to focus on the coach's technique, yet the most important supervisory insights usually emerge when we examine the relational and systemic dynamics shaping the work.

## Q What question are you currently sitting with that you would invite your fellow supervisors to reflect on?

What in you brought you to become a supervisor?

# BRIAN DUGGAN

Canada

## Coaching Supervision Academy

LinkedIn

### Q In your own words, how would you define supervision?

Partnering to explore the dynamics of relationships in coaching: the person of the coach and the client, the systems of coaching and supervision and the broader systems of culture, history and lived experience to broaden and deepen the resourcefulness of the coaching client experience.

### Q How would you describe your supervisory approach or philosophy?

A weaving of grounded pragmatic realism and relationship focus to explore the coaching situation from a global perspective

### Q If you were to use a metaphor to describe yourself as a supervisor, what would it be — and why?

Like a container with a number of taps that can be turned on to provide input to explore the coaching question

> Keep your being open to see, hear and feel the richness of relationships that keep us learning what we 'don't know we don't know'.

**Q What led you to become a supervisor?**

I wanted to deepen and broaden my personal and systemic awareness of the coaching experience.

**Q What key professional trainings or certifications have most shaped your development as a supervisor?**

The Diploma in Coaching Supervision from Coaching Supervision Academy 2020 and exploring the ICF Master Certified Coach in 2024.

**Q Who has significantly influenced your professional development as a supervisor, and how have they shaped your work?**

The instructors of the program and my peers because they invite and support ongoing professional development and capacity building.

**Q In what ways have your life experiences and personal growth shaped you as a supervisor?**

I have been in a supportive role since the mid 1970s this is a continuation of this vocation that has been expansive, humbling and rewarding.

**Q Please share a moment from your work as a supervisor that significantly shifted your perspective or growth.**

When I discovered that I could facilitate / supervise coaching supervision groups that were very well received for their genuine learning experience of all the participants.

**Q How do you nurture your own reflective practice as a supervisor?**

Daily reading and writing on topics that are important to me as I explore the unknown and mostly unexplored facets of coaching.

**Q What do you bring into your own supervision as a supervisee?**

Breaking down internal barriers to openness and growth that limit my capacity to be present in a non-judgmental space.

**Q What are you currently learning, exploring, or continuing to develop in your supervisory practice?**

The impact of racism and oppression in the lives of clients

**Q What advice would you offer to someone just beginning their journey as a supervisor?**

Keep your being open to see, hear and feel the richness of relationships that keep us learning what we 'don't know we don't know'.

**Q What question are you currently sitting with that you would invite your fellow supervisors to reflect on?**

What in the client's experience / story is an unexperienced phenomena in my life?

# DR. EVA WEISZ VARADI

**Hungary, UK, US, Hong-Kong**

## EMCC ESIA

Website

## Q In your own words, how would you define supervision?

For me, supervision is a safe and consciously constructed space for reflection, where professional activity meets human quality. It is about examining the coach's processes, their self-reflection, and the dynamics with the client. Its purpose is to maintain professional clarity, deepen self-awareness, refine techniques, and promote ethical and sustainable practice.

## Q How would you describe your supervisory approach or philosophy?

My work is characterized by a systems-thinking approach, phenomenology, and radical presence. I aim to see the client's processes within a wider context while focusing on the phenomena occurring in the "here and now."

## Q If you were to use a metaphor to describe yourself as a supervisor, what would it be — and why?

I strive to be a clear mirror. I do not sugarcoat or distort: my task is to provide an objective reflection of reality so that the coach can see their processes as they truly are, rather than how they wish to see them.

> Keep yourself clean as a mirror. It is important to dare to stay silent and provide space: it is not our job to "solve" the coach's problem, but to create a safe environment where their own insights can emerge.

## Q What led you to become a supervisor?

Thousands of hours of coaching experience led to the creation of my EMCC EQA accredited training. Starting my own school created the need for supervisory work; supporting future professionals has made my career feel complete.

## Q What key professional trainings or certifications have most shaped your development as a supervisor?

The supervisory training at Oxford Brookes University was a turning point for me. It is a prestigious, research-based program that provided deep theoretical foundations, a systems-thinking approach, and a high level of ethical awareness.

## Q Who has significantly influenced your professional development as a supervisor, and how have they shaped your work?

The ego theories of Tatiana Bachkirova (unformed/reformed ego), the mentoring work of David Clutterbuck, and the professional example and presence of Zoltán Csigás (EMCC Master Practitioner) have shaped my thinking the most.

## Q In what ways have your life experiences and personal growth shaped you as a supervisor?

I consciously try to keep my personal life experiences in the background to maintain the clarity and objectivity of the supervisory space. However, my years of experience in mentoring are a vital source: they taught me how to support developmental processes from a systems perspective and how to understand professional blocks more deeply.

## Q Please share a moment from your work as a supervisor that significantly shifted your perspective or growth.

On one occasion, I was working with an experienced coach who used a very complex methodology to help their client, yet the process remained stuck. As a supervisor, my realization was that the coach's toolkit had 'outgrown' the client's current capacity to process the information. This moment deepened my thinking about the evolution of coaching sessions. I realized that sometimes the greatest help is not professional complexity, but radical presence and clear reflection, allowing the client to grow at their own pace. This insight has defined my work as a supervisor and educator ever since.

## Q How do you nurture your own reflective practice as a supervisor?

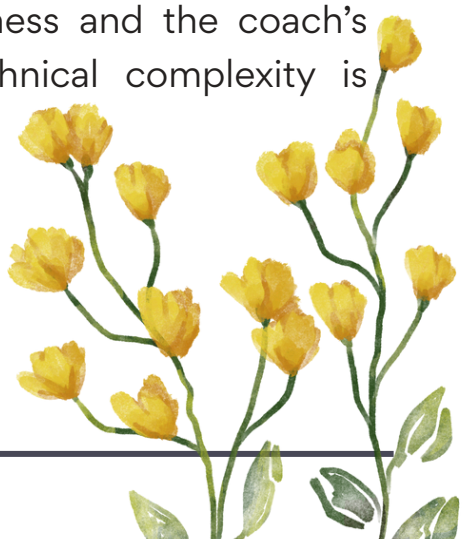
I participate in regular individual supervision with Zoltán Csigás to explore my own blind spots. I am an active member of the EMCC international community, I continuously study the latest research, and as the head of my school, I view the process of teaching as an essential part of my own learning.

## Q What do you bring into your own supervision as a supervisee?

As a supervisee, I focus on deepening my presence and the conscious application of cognitive empathy. I examine how to remain emotionally stable yet intellectually sharp while helping my clients explore their topics from the widest possible systemic and ethical perspectives.

## Q What are you currently learning, exploring, or continuing to develop in your supervisory practice?

I am currently working on a systemic model of "The Evolution of Coaching Sessions." I am researching how the client's awareness and the coach's toolkit develop in parallel, and what level of technical complexity is appropriate at different stages of growth.



## Q What advice would you offer to someone just beginning their journey as a supervisor?

I would advise them never to stop their own self-awareness work and supervision. Keep yourself clean as a mirror. It is important to dare to stay silent and provide space: it is not our job to "solve" the coach's problem, but to create a safe environment where their own insights can emerge.

## Q What question are you currently sitting with that you would invite your fellow supervisors to reflect on?

How can we maintain a "clear mirror" state when we are affected by the same external influences as our clients? I believe the quality of supervision depends on our inner stability, and I am interested in how colleagues separate their own experiences from the client's when the environment (economic or social changes) affects both parties simultaneously.

# LIZ FORD

**England**

## AC Master Coach Supervisor; Universal Coaching Alliance, Accredited Coach Supervisor

Website

## Q In your own words, how would you define supervision?

Coach supervision is a professional relationship where you can discuss your coaching work with someone who is an equally or more experienced coach and who has undergone additional training to be a coach supervisor. It provides a safe, confidential space in which the process, practice and challenges of your coaching can be explored.

The main aim of supervision is to enable you to gain ethical competency, confidence and creativity so that you can provide your clients with the best service possible. It provides you with time and space to reflect on your work, to celebrate successes and to make greater sense of any challenges you encounter.

## Q How would you describe your supervisory approach or philosophy?

My approach is reflective and imaginative using a variety of creative methods to aid exploration and learning including the outdoors, images, colour, metaphor, music and movement. Theories which underpin my work include; clean language, emergent knowledge and positive psychology.

> Supervision is a marvellous way to learn and develop your own practice by helping others to reflect on theirs.

## Q If you were to use a metaphor to describe yourself as a supervisor, what would it be — and why?

I use the metaphor of a large soap bubble, glistening with colour and floating on the breeze. As a supervisor, I gently hold a contained space inside of which exploration, experimentation and learning can occur.
When I am supervising at my best, I am clean, curious, colourful, creative and connected. I am also prepared, present, brave and accepting.

## Q What led you to become a supervisor?

Two key things led me to become a supervisor. The first was a request from an organisation, for whom I was an external coach, to supervise their internal coaches. I had not thought of supervision before, but the coaching lead saw potential in my practice and encouraged me to become a supervisor.
The second was setting up the Bradford Co-coaching forum in 2006. As the forum developed, several coaches asked me about supervision and whether I'd help them develop their practice. I found that I thoroughly enjoyed working with other coaches and have not looked back.

## Q What key professional trainings or certifications have most shaped your development as a supervisor?

I did some supervision training weekends with Michael Carroll in 2009 which inspired me to learn more and to be adaptable in my approach. Further postgraduate training with Novum in 2014 deepened my knowledge of psychological concepts and various webinars with the Global Supervisor's Network and Coaching Supervision Academy have met my desire for a depth and breadth of learning.

## Q Who has significantly influenced your professional development as a supervisor, and how have they shaped your work?

My biggest influence has been my own supervisor, Alison Hodge, who has encouraged my authentic self and my use of creativity, inspiring spaces and the outdoors. She has also helped me build my ethical intuition.

Michelle Lucas encouraged me to write about supervision and to share some of my creative methods in her books. This brought enhanced confidence in my reflective approach.

I also continue to learn lots from my supervisees. New coaches ask great questions, challenging any staleness or complacency that may have set in and often draw my attention to books, articles and tools that I may not have heard of. More experienced coaches bring a depth of discussion that deepens my understanding of my own practice and widens my understanding of theirs.

## Q In what ways have your life experiences and personal growth shaped you as a supervisor?

My love of nature and the outdoors has had a big impact on my practice. I deliver 1:1 and group supervision outdoors when I can and bring nature into my online sessions in many ways.

My Christian faith underpins my work, especially the belief of the special value of each individual. I think this helps me work with compassion and curiosity, meeting each coach where they are and walking alongside them as they grow and develop. It also resources me.

Through my church, I have volunteered for many years with the homeless and addicted. I have learnt so much through doing this, from the consequences of making assumptions to the benefit of listening to the stories of people's lives. I have gained confidence in raising potentially uncomfortable topics and of talking about mental health. I feel this strengthens my supervision practice.

When my son was diagnosed as neurodivergent at primary school, I was shocked by the treatment he initially received. Thankfully a change of schools made a massive difference for him but this experience and the subsequent diagnosis my daughter received at university lead me to learn more about neurodivergent conditions and to a special interest in working with both coachees and supervisees who are neurodivergent.

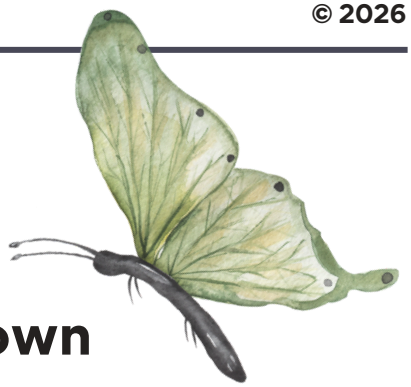
## Q Please share a moment from your work as a supervisor that significantly shifted your perspective or growth.

Back in 2009, I was supervising a coach who used a really clear metaphor. We spent the whole session working with this metaphor and it was really profound for both of us. Following this session, I did some reading around using metaphor and discovered Clean Language. Over the next couple of years I completed training with Angela Dunbar in Clean language, Clean Coaching and Emergent Knowledge. This training had a massive impact on me and is now woven into all my work. Clean language fits beautifully with working creatively and outdoors, it helps me stay out of 'drama,' reduces assumption making for all parties, enables deep reflection, works equally well with individuals and groups and clients tell me they feel really heard.

## Q How do you nurture your own reflective practice as a supervisor?

I find it easier to reflect with others so I use my own supervision, plan regular days out with fellow coaches and often attend the reflection workshops that Michelle Lucas runs.

When reflecting on my own, I find being outdoors helps so I go for a walk and when ideas emerge, I speak them into the Notes app on my phone. I also like to drive to remote locations with a great view and sit in the car and mind-map.



## Q What do you bring into your own supervision as a supervisee?

I pretty much bring everything to my supervisor. I have worked with Alison for many years so she knows me really well and I feel able to bring my excitements, my worries, my ideas and my questions. We talk about my clients, my business, my CPD, my homelife, my wellbeing and how this all links to my growth as a coach and coach supervisor. As a supervisee, I am open, thoughtful, questioning, curious, explorative and creative.

## Q What are you currently learning, exploring, or continuing to develop in your supervisory practice?

I am sensing a real need for a renewal of connection, particularly as we see an increasing amount of polarisation and fragmentation in the world around us. The rise of online and remote working and training mean many coaches and their clients feel isolated. I am exploring how to nurture connection for me personally and also for my supervisees and their clients, especially through the group events I run.

I am reading more about trauma informed supervision and revisiting psychodynamic approaches in order to help resource coaches who are working with leaders who are leading in an increasingly chaotic, fractured and anxious world.

## Q What advice would you offer to someone just beginning their journey as a supervisor?

Enjoy it! It is a marvellous way to learn and develop your own practice by helping others to reflect on theirs. I'd also encourage them to find their own way of doing it and not to be constrained by perceived convention.

## Q What question are you currently sitting with that you would invite your fellow supervisors to reflect on?

- What do we do that AI can't do?
- What difference does working with a human coach or supervisor really make?

I think there is a big difference between working with AI and working with a human, either face to face or online, and am now trying to define and evidence this more rationally than my first emotive response.

# JEREMY LEWIS

## United Kingdom

## EMCC ESIA

Website

## Q In your own words, how would you define supervision?

Coaching supervision is a safe, relational space, co-created by coaches and their supervisor for encouraging, enabling and externalising the coaches' reflective practice.

## Q How would you describe your supervisory approach or philosophy?

I have an eclectic perspective on supervision, drawing on multiple approaches, including Transactional Analysis and Gestalt. My interventions are intentional and explicitly aligned with the functions and primary purpose of supervision.

## Q If you were to use a metaphor to describe yourself as a supervisor, what would it be — and why?

I take one of three positions, each a metaphor aligned with my learning philosophy. To embed knowledge and improve coaching performance (especially with less experienced coaches), I am a Guide. For most mid-career coaches I work with, I am an Enabler of their growth personally and professionally. For advanced practitioners, including supervision of supervision, I am an Animator, where we explore the horizons of their practice, and neither of us knows where supervision will lead. The learning here is truly mutual.

> But when coaches tell me, "If I coached the way I actually coach, I would fail my credentialing," something more profound is revealed. Their Character, ie, their authentic way of being, is not being supported. It is being constrained.

## Q What led you to become a supervisor?

It was a natural next step, synthesising my systemic coaching, OD consulting and facilitated learning experience to help other coaches become who they desire to be. I had more coaches in my network than leaders, so I wondered how I could provide help to them.

## Q What key professional trainings or certifications have most shaped your development as a supervisor?

I am an advocate and practitioner of lifelong learning, so I could say everything I have ever learnt led to to here. I think my Masters in Organisational Development Consulting was the most significant, and I learn more by doing and reflecting on doing supervision (with my supervisor and through my research into coaching supervision) than I learnt on any coach or supervision training programme. Accreditation (EMCC) helps to cement your reflections at certain points in time. More recently, I have been studying Transactional Analysis (TA101 and Foundation Year completed, currently in an Advanced Group for Educational TA), which is bringing a deeper and broader lens to my work.

## Q Who has significantly influenced your professional development as a supervisor, and how have they shaped your work?

I firstly give thanks to my academic supervisor, Prof (Emeritus) Bob Garvey, who helped me to write and publish my first two research papers on coaching supervision. He showed me how to balance my recognition and critique of the current supervision discourse. And secondly, my supervisor, Chris Leggett, with whom I've been working for seven years. Chris is like Robert Downey Jnr's Iron Man in the movies; it is almost as if he has a Heads-Up Display that shows him things that mere mortals would miss, and he draws on them all in the service of my development.

## Q In what ways have your life experiences and personal growth shaped you as a supervisor?

I've had an eclectic career: a Mathematics graduate, working as a Chartered Accountant in financial services, I fell out of love with the numbers and in love with helping others succeed, then meandered through HR & OD both internally and as an external consultant, while meandering through employment, self-employment, and associate work right up to the Covid pandemic. Lockdown was a reset. I had just launched my online supervision practice, and I chose not to return to the old ways of working when the world started opening up. Instead, I focused exclusively on online coaching and supervision and chose not to travel for work. I'm now 90% a supervisor and researcher, with a little executive coaching. Leaving accounting and moving to a more fulfilling and unpredictable life journey paralleled a divorce and finding my life partner, with whom I have (now, grown-up) twins.

## Q Please share a moment from your work as a supervisor that significantly shifted your perspective or growth.

My research work has significantly shifted my perspective. And the most significant moment in that work was when I was choosing the words that represent intentional interventions. After jointly "Noticing" in supervision, I had settled on "Evaluating" for the qualitative aspects of jointly considering what needs to be, "Supporting" for how supervisors help coaches to resource themselves, and "Developing" for how supervision helps coaches work on who they are becoming. This left the intentional act of jointly holding space for a new understanding to emerge. I toyed with several words, but none quite fit the nuance of the research findings, nor did they resonate with my own experience. I had avoided "Exploring" because I felt it was overused and already featured in other supervisory models such as CLEAR. After many sleepless nights (I was totally embedded in interpreting my research findings at the time!), I resolved to use "Exploring" as the descriptor. Only when a research partner pointed out that we had created a mnemonic - NEEDS - Noticing, Exploring, Evaluating, Developing, Supporting - did I have a feeling that we had unearthed a new perspective, and the framework nearly encapsulated what supervisors actually do.

## Q How do you nurture your own reflective practice as a supervisor?

Whole-life learning, which includes individual reflective practice, a commitment to CPPD and engaging in supervision.

## Q What do you bring into your own supervision as a supervisee?

I bring all of myself because it is all I have, and I offer all of myself to my supervisees. So I must bring all of myself into supervision. I tend to refer to this as Heart, Mind, Body and Soul, which represent my emotional, cognitive, kinesthetic, and creative energy. This perspective on the whole person, coupled with whole-life learning, represents my philosophy of life.

## Q What are you currently learning, exploring, or continuing to develop in your supervisory practice?

Educational Transactional Analysis and Coaching Signatures. I've recently become an Accredited Coaching Signatures Supervisor.

## Q What advice would you offer to someone just beginning their journey as a supervisor?

Remember the Hokey-Cokey. It is a fun dance, and the best part is when "You put your whole self in!"

# Q What question are you currently sitting with that you would invite your fellow supervisors to reflect on?

What Philosophy of Learning Do You Really Practise?

As supervisors, we often speak about creating reflective space to support the development of a coach's unique professional identity. Yet beneath all of this sits a deeper, often unexamined layer: our philosophy of learning.

Mentor Coaching offers a useful contrast. Its purpose is clear: assessing observable behaviours against a competency framework. It is rooted in a Technological Schooling philosophy: structured, standardised and focused on technical correctness. Many coaches experience it as reinforcing the rules and know-how of the profession, what the Transactional Analysis Cultural Parent would call the Etiquette and the Technicalities.

But when coaches tell me, "If I coached the way I actually coach, I would fail my credentialing," something more profound is revealed. Their Character, ie, their authentic way of being, is not being supported. It is being constrained.

Supervision, at its best, offers a different cultural invitation. A Humanistic one. A space where identity, presence and meaning making matter as much as skill. A space where what we espouse, what we do, and what our supervisees experience are aligned.

So here is the reflective question I offer to supervisors:
What philosophy of learning do you truly embody in your supervision, and how do you know?

Not the philosophy you believe you hold. Not the one you can articulate. But the one your supervisees actually experience in the room.

And how does that philosophy compare with the one embedded in the credentialing systems your supervisees are navigating?

# JAWAHER ABDULLAH ALOTAIBI

**Saudi Arabia**

## EMCC ESIA;
## AC Accredited Coach Supervisor

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## Q In your own words, how would you define supervision?

Supervision, to me, is a reflective and developmental partnership that supports the coach in expanding their awareness, deepening their presence, and strengthening their ethical and professional practice. It is not an evaluative space, but a relational one that welcomes both the strengths and the shadows of the coach's experience. In this space, the coach is invited to pause, notice, and make meaning of their work.

Drawing from models such as the Seven-Eyed Model, supervision allows us to look beyond the coaching conversation itself, into the dynamics between client, coach, and the wider system. It is where patterns are revealed, assumptions are gently challenged, and new possibilities are explored.

In my context, supervision also holds a cultural dimension.

It becomes a space where respect, trust, and psychological safety are intentionally cultivated, enabling coaches to move beyond "performing competence" into authentic reflection and deeper professional honesty.

Ultimately, supervision is where the coach learns to see more—of the client, of themselves, and of the unseen influences shaping the coaching relationship.

> Between what is said and what is felt,
> there is a quiet space I learn to hold...
> Where meaning lingers, not yet formed,
> and silence speaks in softer truths.

## Q How would you describe your supervisory approach or philosophy?

My supervisory approach is grounded in presence, partnership, and respectful challenge. I see supervision as a co-created reflective space where insight emerges through dialogue, silence, and experiential meaning-making rather than direction.

I integrate structured reflective frameworks such as the Seven-Eyed Model while remaining deeply responsive to what is emerging in the moment. I pay close attention to relational dynamics, parallel processes, and the internal experience of the coach, inviting awareness without judgment.

In my practice, I also incorporate experiential and creative approaches, including LEGO® Serious Play®, metaphor work, and narrative exploration. At times, coaches are invited to build tangible representations of their coaching presence, their client system, or the unseen dynamics within supervision. These constructions often surface insights that may not easily emerge through dialogue alone, enabling deeper reflection through embodied thinking.

I also draw on folklore and cultural storytelling traditions as a reflective lens. These stories and archetypal narratives allow coaches to step outside their immediate experience and view challenges through symbolic characters and shared human wisdom—creating psychological distance, emotional safety, and new interpretive possibilities.

My philosophy is also shaped by poetry, as it reminds me that supervision is not only an intellectual process, but a human one:

Between what is said and what is felt,
there is a quiet space I learn to hold...
Where meaning lingers, not yet formed,
and silence speaks in softer truths.
— Jawaher AlOtaibi

Culturally, I remain sensitive to context—particularly where hierarchy and professionalism are deeply valued. I aim to create a space where coaches can safely explore uncertainty while maintaining dignity, respect, and professional identity.

I hold structure lightly and presence deeply. I do not rush to fix or advise; instead, I invite the coach to think, feel, build, and re-story their experience.

Supervision, in my practice, is not about giving answers. It is about expanding the coach's capacity to construct meaning, shift perspective, and access wiser responses—through reflection, relationship, and creative and cultural exploration.

## Q If you were to use a metaphor to describe yourself as a supervisor, what would it be — and why?

I see myself as a holder of the mirror and the space around it.
The mirror reflects what is present—patterns, assumptions, emotions—without distortion or judgment. Yet, what matters equally is the space in which that mirror is held: a space of safety, trust, and respect, where the coach feels able to truly look.
At times, the reflection is clear. At other times, it is blurred by uncertainty or habit. My role is not to interpret the reflection for the coach, but to help them stay with it long enough to discover their own meaning.
In cultures where maintaining composure and professionalism is important, the mirror must be offered with care. It is not about exposing, but about inviting awareness in a way that preserves dignity.
This metaphor reflects my belief that supervision is not about directing the coach, but about helping them see more of what is already there—and trusting their capacity to make sense of it.

# Q What led you to become a supervisor?

Coming from Saudi Arabia, I carry a cultural heritage where reflection is not foreign—it is woven into our faith and daily rhythm.

The Qur'an calls us to tafakkur (تفكر—deep reflection) and tadabbur (تدبر—contemplation). Our elders remind us that wisdom is born in silence, and that strength begins with humility before knowledge.

In many ways, I realize now that my journey into coaching supervision was a return to something ancient—a return to a stillness that has always been part of our culture. Before we called it "supervision," we called it shura (شورى)—consultation, dialogue, and seeking perspective from those we trust. Before formal reflective practices, we had majalis (مجالس)—circles of conversation, listening, and collective discernment.

Coaching supervision, to me, feels like a modern continuation of that tradition. It is grounded in humility and guided by a simple yet profound principle: no one grows alone.

When I sit in supervision—whether as a supervisee or a supervisor—I experience it as an amanah (أمانة)—a trust. A trust toward the client, toward the coaching profession, and toward the deeper purpose that called me into this work.

When I first stepped into coaching in 2018, my intention was simple: I wanted to see people rise. I wanted to witness potential turn into purpose, and uncertainty into direction. Coaching gave me that language. It gave me the privilege of sitting with leaders and seeing not only what they do, but who they are becoming.

Yet, over time, I began to feel a quiet inner pull—a sense that something was still unfolding.

I was growing as a coach, yet I found myself sitting with deeper questions:

Did I truly serve this client?

Was I listening fully—or listening for what I expected?

What might I not be seeing about myself in this moment?

These questions felt sacred. They were not about performance, but about presence.

And as I stayed with them, they gently led me toward coaching supervision—a space that welcomes both strength and shadow.

Supervision offered me something coaching alone could not:

the permission to look inward without judgment,

and the courage to continue doing so—again and again.

## Q What key professional trainings or certifications have most shaped your development as a supervisor?

My development as a supervisor has been shaped by a combination of advanced coaching credentials, mentoring practice, and specialised supervision training.

A particularly significant milestone was completing the Diploma in Systemic Supervision, delivered by Beckett McInroy Consultancy / CoachME and accredited by the Association for Coaching and EMCC Global. This programme deepened my understanding of supervision as a systemic, relational, and ethically grounded practice.

Supervision, for me, is where coaching becomes braver. It is where we pause to examine not only what we do—but who we are while we are doing it. It is where ethical maturity, systemic awareness, and reflective depth truly expand.

This diploma strengthened my capacity to:

*Hold complexity without rushing to fix

*Work systemically across organisational and cultural dynamics

*Deepen ethical discernment, particularly in leadership contexts

*Support coaches in expanding both competence and consciousness

Importantly, the programme's final assignment became a pivotal moment in my development. It allowed me to design my own reflective framework, the Coaching Supervision Compass™—a tool that integrates purpose, culture, system, and legacy as interconnected dimensions of supervision practice. This process translated theory into application, enabling me to create a culturally attuned and practically grounded model that I now use to guide reflective dialogue with supervisees.

## Q Who has significantly influenced your professional development as a supervisor, and how have they shaped your work?

My development has been shaped by a combination of leaders, supervisors, and the coaches I work with.

Experienced supervisors have influenced me through how they hold space—with calm presence, thoughtful inquiry, and the ability to challenge without diminishing. Observing this balance has deeply shaped my own approach.

At the same time, the coaches I supervise have been powerful teachers. Their questions, hesitations, and moments of insight continually expand my understanding of what supervision can offer. Through them, I have learned the importance of meeting each individual where they are, rather than applying a fixed approach.

I am also influenced by the broader coaching community and professional bodies such as the ICF & EMCC which emphasize ethics, reflection, and continuous development. These standards anchor my work within a larger professional context.

Ultimately, my practice has been shaped not by one individual, but by a collective of voices and experiences—each contributing to how I listen, reflect, and show up as a supervisor.

## Q In what ways have your life experiences and personal growth shaped you as a supervisor?

My life experiences have shaped my ability to hold space with sensitivity, respect, and awareness of context.

Living and working within a culture that values hierarchy, relationships, and dignity has taught me the importance of creating psychologically safe environments—where individuals can reflect honestly without feeling exposed or judged.

My journey as a leader, coach, and professional balancing multiple roles has also deepened my understanding of internal pressure, expectations, and the desire to "get it right." This allows me to meet coaches with empathy, especially when they are navigating similar dynamics.

Personally, my growth has involved learning to slow down, listen more deeply, and become comfortable with not knowing. This shift has been essential in supervision, where insight often emerges in silence rather than direction.

These experiences have shaped me into a supervisor who is attentive not only to what is said, but to what is felt, implied, or left unspoken.

## Q Please share a moment from your work as a supervisor that significantly shifted your perspective or growth.

One moment that stayed with me did not feel significant at the time—it was quiet, almost easy to miss.

I was working with a highly competent coach who consistently brought structured, well-managed sessions. Everything "looked right," yet there was a subtle sense of distance—something not fully alive in the work.

In supervision, I found myself naturally engaging at the level of technique—refining, suggesting, exploring alternatives. And then I noticed... I was matching the coach's preference for structure. I was staying where it felt safe—for both of us.

I paused, and instead of offering another intervention, I asked:

"What might you be holding back from feeling in these sessions?"

There was a long silence.

What followed was not immediate clarity, but a softening. The coach began to recognize a quiet habit of staying composed, professional—almost protected from the emotional depth of the client's experience.

What shifted for me was not only the coach's awareness, but my own.

I saw how easily I, as a supervisor, can collude with competence—how structure can become a shared refuge. Since then, I have become more attentive to what is not being said, not being felt, and not being risked.

That moment reminded me that supervision is not only about refining practice—it is about making space for the fuller presence of the coach, even when it feels uncertain.

## Q How do you nurture your own reflective practice as a supervisor?

I nurture my reflective practice through a combination of structured reflection, dialogue, and intentional pause.

I regularly engage in supervision for myself, where I bring not only cases, but also my internal responses—moments of uncertainty, assumptions, and emotional reactions. This helps me remain aware of how I show up in my work, not only in what I do, but in who I am within the supervisory space.

I also make time for personal reflection after sessions, often asking:

What stood out?

What did I notice in myself?

What might I have missed?

Alongside this, I draw on creative and expressive practices as part of my reflection. At times, I use writing, but also sketching, collage, or visual mapping to capture what feels less accessible through words. Engaging with art and painting allows me to notice patterns, emotions, and dynamics in a more intuitive way.

Music also plays a quiet role in my reflective practice. Certain pieces create space for me to slow down, feel, and reconnect with the emotional tone of the work—what was present beneath the conversation.

These creative modalities help me access different ways of knowing—beyond analysis—supporting a more holistic and embodied reflection.

Given the pace of professional life, I have learned that reflection does not always require extended time—it requires intentional attention.

Ultimately, my reflective practice is about staying connected to curiosity, humility, and the willingness to continuously learn—through thinking, sensing, and creating.

## Q What do you bring into your own supervision as a supervisee?

As a supervisee, I bring openness, honesty, and a willingness to be challenged. I intentionally move beyond presenting polished narratives, and instead bring moments where I felt uncertain, reactive, or unclear. These are often the most valuable areas for reflection.

I also bring my cultural context—how it shapes my choices, my assumptions, and my interactions with coaches. Exploring this helps me deepen my awareness of how I influence the supervisory space.

At times, I bring questions rather than answers:

What am I not seeing?

What is influencing my response here?

Where might I be holding back?

I see supervision as a space where I am not required to perform, but invited to be fully present and reflective.

## Q What are you currently learning, exploring, or continuing to develop in your supervisory practice?

Currently, I am exploring how to deepen psychological safety while maintaining meaningful challenge—especially within cultural contexts that value respect and professionalism.

I am also interested in the role of silence and presence in supervision—how less intervention can sometimes create more insight.

Another area of development is noticing and working with parallel processes more explicitly, and how they reflect both the coach's and my own patterns.

Additionally, I am continuing to integrate creative approaches, including reflective and imaginative methods, to expand how coaches engage with their learning.

This ongoing development reflects my belief that supervision is not static—it evolves as we do.

## Q What advice would you offer to someone just beginning their journey as a supervisor?

Begin with presence before technique.
While models and frameworks are valuable, supervision is first and foremost a relational practice. Your ability to listen, hold space, and remain curious will shape the experience more than any tool.
Take time to develop your own reflective capacity. Notice your responses, your assumptions, and how you are influenced by the coach in front of you.
Respect the context you are working within. Cultural awareness is essential—what feels like challenge in one context may feel like discomfort in another.
Seek your own supervision consistently. It is through being supervised that we learn how to supervise.
And finally, be patient with your development. Supervision is a practice that deepens over time—not through having the right answers, but through asking better questions

## Q What question are you currently sitting with that you would invite your fellow supervisors to reflect on?

In contexts where respect for authority and maintaining harmony are deeply valued, I find myself sitting with this question:
How do we, as supervisors, create spaces where coaches feel genuinely safe to question themselves, express uncertainty, and explore their blind spots—without feeling that they are compromising their professionalism?
I also wonder:
How do we invite honest reflection while honoring cultural norms of respect and dignity?
This question continues to guide my practice, reminding me that supervision is not only reflective—it is relational and cultural, where trust must be built with care for depth to emerge.

# ANA POPOVIĆ PARIPOVIĆ

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## Q In your own words, how would you define supervision?

My experience of supervision is primarily experiential and relational. For me, it has always been connected with a sense of validation that I am on the right professional path and that I am present in the client relationship in a way that can truly be useful to them.

The roots of this experience go back to my training in transactional analysis, where supervision was an integral part of the process. At that early stage, it represented a reliable point of support, a space to pause, reflect on my work, and better understand what was happening within it.

From the very beginning, I also experienced supervision as a space for continuous learning and development. Not only through working on my own cases, but also through group supervision, where learning happened through exposure to the experiences, dilemmas, and perspectives of colleagues. This shared reflection on practice held particular value for me because it was grounded not in theory, but in lived experience and relationships.

Today, as a supervisor, I carry that same feeling into my work with supervises. I see supervision as a relational process in which presence, attention, and authentic contact form the foundation for development, a space where it is possible to be both competent and uncertain at the same time.

> For me, supervision is also a way of sharing the load, because when we share something important within a safe relationship, it often becomes lighter.

## Q How would you describe your supervisory approach or philosophy?

My supervisory approach is based on the belief that professional development cannot be separated from human experience which means we bring in supervision not only our competencies, but also our doubts, dilemmas, and fears.
Within the supervisory space, there is time and space to explore these without pressure to immediately find solutions. Through conversation and shared reflection, new contexts often emerge, and insights arise naturally, without forcing them. From experience, I know that the most meaningful shifts often happen when we let go of the need for quick answers.
I enter the relationship with the supervisee openly as a source of support and grounding, but also as someone who follows the process and asks questions that help them view their experience from different perspectives. What the supervisee arrives at needs to make sense to them and remain usable in their ongoing practice, beyond the supervision session itself.

## Q If you were to use a metaphor to describe yourself as a supervisor, what would it be — and why?

If I were to use a metaphor, I would like the supervisory relationship I build to be experienced as a secure support.
For me, this means stability and a space where a person can pause, look at their experience, and gradually find their own balance. I believe that when such a sense of safety exists, space naturally opens for broader perspectives and new insights.
I experience the supervisory relationship as an equal one, with deep respect for the person, their experience and their way of working.

## Q What led you to become a supervisor?

It was precisely my personal experience as a coach, the ability to pause, reflect, and feel a sense of relief, that was very valuable to me, and over time, a desire emerged to offer such a space to others.

For me, supervision is also a way of sharing the load, because when we share something important within a safe relationship, it often becomes lighter. It is from this experience that my desire arose to contribute to the development of supervision as a supportive practice that accompanies both professional and personal growth.

## Q What key professional trainings or certifications have most shaped your development as a supervisor?

The foundation of my professional development was laid through my training in transactional analysis, where I first truly understood the importance of supervision as a space for growth and responsibility in practice.

Equally important was my personal experience of being in supervision, through which I gradually became more confident in my work and developed a deeper understanding of client relationships.

Formal coaching education (ICF, EMCC), along with experience in individual and team coaching, further deepened my understanding of professional standards and ethics. In particular, training in coaching supervision and supervision within transactional analysis has shaped me significantly and I continue to see these as part of an ongoing process of learning and reflection.

## Q Who has significantly influenced your professional development as a supervisor, and how have they shaped your work?

My development has been significantly influenced by the supervisors and educators I have worked with, both through experiences that felt aligned and supportive, and through those I did not fully connect with. This diversity helped me clarify the kind of relationship I want to build and what truly matters to me in my work.

For me, the way the space is held the relationship, energy and presence often carries as much weight as knowledge itself and this strongly influences my approach today.

## Q In what ways have your life experiences and personal growth shaped you as a supervisor?

Through my own life and professional journey I have become increasingly aware of the vulnerability we all share, regardless of roles or experience. This awareness has brought me greater understanding, compassion, and acceptance of uncertainty as an integral part of any developmental process.

Today, this is clearly reflected in my supervisory work in the way I remain present without rushing, with greater trust in the process and greater tolerance for what has not be visible yet.

## Q Please share a moment from your work as a supervisor that significantly shifted your perspective or growth.

I wouldn't single out one specific moment, but rather a learning process, especially in the early stages of my work. At that time I had a strong need for efficiency and often took on too much responsibility for the process.
Over time I realized that this need could narrow the space for what might emerge. As I began to slow down, to stay longer in silence and not intervene immediately it became clearer to me how valuable that can be in itself.

## Q How do you nurture your own reflective practice as a supervisor?

My reflective practice is most supported by pause and silence. I consciously create space to stop, because that is when clarity and deeper reflection emerge.
In moments of greater pressure, distance and disengagement help me return to focus and presence.

## Q What do you bring into your own supervision as a supervisee?

I come open to exploration and to viewing situations from new perspectives, without the need to immediately reach a solution and with a willingness to remain in the process until clarity emerges.
Supervision serves as a stable framework where I can pause, reflect and responsibly examine my own practice.

## Q What are you currently learning, exploring, or continuing to develop in your supervisory practice?

Currently I am reflecting most on how supervision can have a natural and sustainable place within the broader process of professional development as an integrated part of the process, rather than something separate.
For me, this involves slowing down and returning to fundamental questions: what we do, why we do it and what truly has value?

## Q What advice would you offer to someone just beginning their journey as a supervisor?

Supervision requires time and maturity, as well as a willingness to remain in a space of not knowing. My advice would be not to rush, neither the role nor the sense of certainty. It is more important to develop presence and the ability to hold a safe space than to perfectly master models. Because the quality of supervision does not come from knowledge, but from the relationship.

## Q What question are you currently sitting with that you would invite your fellow supervisors to reflect on?

How do we stay connected to ourselves while holding space for others?
How much do we allow ourselves pause, not knowing and a slower pace and how does that influence the quality of the relationships we build?

# ANU SUKHIJA

**India**

## EMCC ESIA;
## ICCS Coach Supervisor

LinkedIn

### Q In your own words, how would you define supervision?

For me, Supervision is like pulling a third chair in the room ; not just the coach and client but the practice itself. We sit together and attend to the work - how a coach is thinking and intervening, what is shaping their choices and responsibilities and what are they carrying as they do their work. So the practice becomes more conscious, ethical and sustainable.

### Q How would you describe your supervisory approach or philosophy?

My approach to supervision is reflective, spacious, and practice-centred.I hold supervision as a place to slow down and look together- at assumptions, choices, relational dynamics, and the wider system influencing the conversation. The focus is on strengthening awareness, ethical judgment, and intentionality in practice.My role is not to direct, but to create a thoughtful dialogue where the practitioner can see their work with greater clarity, range, and care.

> Pay attention to what happens inside you while you are listening- the pulls, the discomfort, the urges to fix, clarify, or accelerate. Those internal signals are often more instructive than the questions you ask outwardly.

## Q If you were to use a metaphor to describe yourself as a supervisor, what would it be — and why?

As a supervisor, I see myself as the one who holds the third chair. I help bring the practice into the room and keep our attention on it; how the practitioner is thinking, choosing, and being in the work. My role is not to direct, but to sit alongside, slow things down, and create space for the work to be seen more clearly and held more consciously.

## Q What led you to become a supervisor?

I was drawn to supervision as my focus shifted from the client's story to the practitioner's thinking. I became interested in how coaches make sense of their work, what shapes their choices, and what they carry into conversations. Supervision felt like a natural next step-creating space for deeper reflection and more intentional practice. I think I had long before becoming an accredited supervisor started going to mentors/colleagues with my own thinking/feeling/stance and borrowing their eyes to see how do they see that.

## Q What key professional trainings or certifications have most shaped your development as a supervisor?

Non Violent Communication for creating a space for observations without judgement, Transactional Analysis for watching out for scripted roles and Guided Autobiography for deep and honest reflection.

## Q Who has significantly influenced your professional development as a supervisor, and how have they shaped your work?

My development as a supervisor has been influenced by observing practitioners whose stance brought depth and spaciousness to the work. One such influence was a fellow coach and supervisor, Anyima Okundi. I was struck by the calm, thoughtful way she held the practitioner and the practice- without rushing to resolution.In a conversation with her, I asked what had contributed to that depth, and she spoke about her Diploma in Coaching Supervision with ICCS. That stayed with me. It helped me see supervision not just as an extension of coaching, but as a distinct discipline that requires its own grounding, reflection, and development.

## Q In what ways have your life experiences and personal growth shaped you as a supervisor?

I think some of the turning events in my life have taught me to stay comfortable in unexpected moments- stillness where thinking takes a rest and sensing starts taking shape has been a gift for me . I also feel that my cultural identity as an Asian Indian Hindu has shaped my personality for vedantic practices like 'shravan' (listening), 'manan'(using the mind) and 'sookshma avalokna (subtle observations) as something we have learnt in our cultural roots and community practices. I most certainly feel informed and in tune with different ways of learning which has influenced my growth as a coach and now as a coach supervisor.

## Q Please share a moment from your work as a supervisor that significantly shifted your perspective or growth.

A moment that shifted my perspective as a supervisor came when I noticed myself deeply aligning with a coach's frustration about a "resistant" coachee. I could feel my questions subtly reinforcing the coach's narrative rather than expanding it. Mid-conversation, I caught this pull and chose to name what I was noticing- both my resonance and the narrowing of the frame. We paused and explored what might be happening between the coach and coachee, and also between the coach and me. That shift -from working on the story to working on the system-opened up new possibilities. The coach began to see how their own urgency to help might be amplifying resistance. What stayed with me was how easily supervision can slip into sophisticated problem-solving, and how powerful it becomes when I hold a wider lens: attending to parallel process, my own counter-transference, and the relational field. Since then, my practice has slowed down... I listen more for what is being enacted, not just what is being said. That moment I hope has helped me move from being a thoughtful responder to a more reflexive, systemic supervisor.

## Q How do you nurture your own reflective practice as a supervisor?

I treat my reflective practice a bit like a quiet “after-party” for my supervision sessions.

Once the conversation is over, I don’t rush away - I linger. I replay moments, notice who (or what) is still in the room with me, and ask myself: Who did I dance with? Where did I step in too quickly? When did I change the music without realising? Sometimes I leave myself scrappy voice notes- half-thoughts, questions, little “hmm” moments- like breadcrumbs I can return to later. Other times, I take it to my own supervision and say, “Something interesting happened here... and I think I was part of it.” And sometimes, my teacher is much closer to home - my house cat, Toto. Watching him has become an unexpected reflective practice. He is deeply observant, rarely in a hurry, and doesn’t intervene unless he really needs to. He can sit with curiosity, track movement, and then respond with precision -not overdoing, not underdoing. It reminds me that supervision, too, is often about attentive presence rather than constant action. Then there are moments when he simply walks away when he’s had enough -a gentle cue about boundaries, pacing, and trusting that not everything needs to be resolved in one sitting.So my reflective practice is part after-party, part chai, and occasionally... part watching Toto, learning again that stillness, timing, and quiet attention can be powerful supervisory moves.

## Q What do you bring into your own supervision as a supervisee?

I tend to bring the moments that stay with me -the ones that feel slightly unfinished, charged, or quietly puzzling. Sometimes it's a session where I felt unusually pulled to rescue, or where I noticed myself becoming too aligned with the coach. Other times, it's the opposite -when I felt distant, unsure, or overly cautious.At times, I bring questions about my stance : Am I holding this too tightly? Did I expand the frame enough? What might I have colluded with? These questions help me shift from evaluating the session to exploring my presence within it. & sometimes, I simply bring a hunch - a small, intuitive sense that "there's something here," even if I can't fully articulate it yet. My own supervision becomes a place where those half-formed reflections can breathe, stretch, and become learning.

## Q What are you currently learning, exploring, or continuing to develop in your supervisory practice?

I'm also continuing to develop my awareness of how I get drawn into the coach's emotional landscape especially when I resonate strongly with their intent or struggle. I'm learning to use that resonance as data, not direction: something to be examined rather than followed.

Another edge for me is working more explicitly with the systemic and contextual layers (eye 7) gently widening the frame beyond the coach-coachee dyad to include organizational dynamics, identity, power, and culture, without making the space feel heavy or overly conceptual.

## Q What advice would you offer to someone just beginning their journey as a supervisor?

I'd say: don't rush to "perform supervision well." The early temptation is to sound insightful, ask elegant questions, and hold frameworks confidently. But supervision matures less through performance and more through presence.Pay attention to what happens inside you while you are listening- the pulls, the discomfort, the urges to fix, clarify, or accelerate. Those internal signals are often more instructive than the questions you ask outwardly. It feels funny to be able to give 'advice' after all the unlearning and learning as a coach but learn to switch places and knowing your role in each one of them

## Q What question are you currently sitting with that you would invite your fellow supervisors to reflect on?

A question I find myself sitting with these days is: When do I know I am expanding the coach's thinking and when am I subtly redirecting it toward my own preferred lens of meaning?

# TATJANA DRAGOSAVAC

**Netherlands, Serbia**

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## Q In your own words, how would you define supervision?

Supervision is a space where my professional needs and my personal desires meet. My needs for a deeper understanding of my practice, for continuous improvement, for growth and development, for my work to be ethical and people-oriented. My desires for a constant reflection and understand my inner and outer world, the most important roles, taking care of my feelings, thoughts and well-being.

At that meeting point, supervision becomes a safe, stable, and supportive structure for me. A place that strengthens who I am, enriches the way I work, and invites me to continue discovering myself - and the person who I am becoming.

## Q How would you describe your supervisory approach or philosophy?

My approach to supervision is systemic, results-oriented, interactive and positive. The most important aspect is mutual trust and clarity about the value that supervision can bring. I pay attention to the systems in which clients find themselves, the roles and relationships that are important to them, the emotions and the messages their bodies send them, and the words they use to describe all of this.

"Just keep swimming", Nora said in the movie "Finding Nemo"

## If you were to use a metaphor to describe yourself as a supervisor, what would it be — and why?

As a supervisor, I am a bridge that connects two shores of self-knowledge.
A bridge is challenging to build, requires lifelong learning, a lot of time and effort, but once built, it becomes the safest and most effective way to connect the two shores. It then allows us to easily move from one shore of self-knowledge, our roles, desires, experiences, responsibilities, to the other shore of valuable goals, knowledge, skills, resources that will support us to step out of our comfort zone.

## What led you to become a supervisor?

Many years ago, I was in the role of a supervisor of new coaches, on their journey towards accreditation. For me, it was one of the most important professional experiences. It empowered me and my self-confidence. Now, as a supervisor of coaches and leaders, I feel that this is exactly the role where my experience and skills met my passion.

## What key professional trainings or certifications have most shaped your development as a supervisor?

Systemic Supervision; Solution Focused Approach; NLP techniques; Inner Game models; Positive Psychology; many books and workshops.

## Who has significantly influenced your professional development as a supervisor, and how have they shaped your work?

The greatest influences on my practice were the supervisors which I have worked with. First with the master coach and supervisor, Slađana Milošević, from whom I learned the most about supervision. Then the group supervision with Maggie João, and the team supervision that I never miss, with Debra Thurtell, and many others great supervisors. Each one teaches me in their own way what it means to be a good supervisor.

## Q In what ways have your life experiences and personal growth shaped you as a supervisor?

Everything I have done so far has influenced my current role. A wealth of experience working with people, daily learning, constant exchange and reflection have contributed to the success and satisfaction of my clients and to the fact that I now enjoy my practice.

## Q Please share a moment from your work as a supervisor that significantly shifted your perspective or growth.

There is no single moment that changed me, but many moments that brought me learning, inspiration and the need for change. If I had to single out one aspect that had the greatest impact on my practice, and on me in practice, it is metaphors. They allow us to enter a world that we did not know before. And after so many years of work, I regularly use them and remember each of my clients through a metaphor that opened the door to the unconscious and the hidden.

## Q How do you nurture your own reflective practice as a supervisor?

My reflexivity is supported by a chronic love for life, people, nature and animals. I find additional inspiration in engaging in various activities that I love, such as walking, painting, hugging, morning coffee, looking at the sea, supporting others.
And, I love to play a lot. Since I have grandson, I now do it every day.

## Q What do you bring into your own supervision as a supervisee?

As a supervisee, I bring many topics to reflect on. I like to go deeper into my own way of perceiving something that happened during a coaching conversation, to explore my own emotions and ways of acting. I look for answers, reasons, understanding, insights and awareness of how things can be different, better, more useful next time.

## Q What are you currently learning, exploring, or continuing to develop in your supervisory practice?

I created my own approach that I already use, combining mindfulness exercises and metaphors, as my favourite approaches for gaining useful insights, new perspectives and paradigm shifts.

## Q What advice would you offer to someone just beginning their journey as a supervisor?

"Just keep swimming", what Nora said in the movie "Finding Nemo"

## Q What question are you currently sitting with that you would invite your fellow supervisors to reflect on?

What does your ideal supervisor look like and how similar are you to that person?

# LENKA ŠILEROVÁ

## Czech Republic

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## Q In your own words, how would you define supervision?

In my view, supervision is a collaborative dialogue between two professionals — the supervisee and the supervisor. It is a space where we pause together to reflect on practice, explore the work with clients, and look for ways to further develop it. What feels important to me is that supervision is always connected to one's professional role and the context in which a person works, whether that is an organisation, a professional community, or a wider system.

For me, the purpose of supervision is to support professionals so that their work remains safe, ethical, and genuinely useful for their clients. I see supervision as a space for reflection, learning, support, and for working with dilemmas and uncertainty. At the same time, the process of supervision reminds me of a dance — light and subtle steps in mutual connection, searching together for the right direction and rhythm.

> Above all, stay human. Ethics, structure, and models are important, but equally essential is the ability to be with another person in an authentic and respectful way.

## Q How would you describe your supervisory approach or philosophy?

I believe that we are all doing the best we can, and this is a perspective I bring into supervision as well. The foundation of my work lies in humanistic psychology, particularly the Person-Centred Approach (PCA). This helps me create a respectful relationship and a safe environment within supervision, where people can openly reflect on their work.

I also draw on the principles of Nonviolent Communication (NVC), which supports clear and respectful expression of needs and feelings, as well as mindfulness, which helps deepen awareness of both bodily and emotional processes. I feel close to the principles of positive psychology, with their focus on developing strengths, resilience, and professional wellbeing.

My core values are professionalism, respect, partnership, and open communication. I am a member of EMCC, and my supervision practice is grounded in its ethical framework. For me, this is not only a structure and guide for decision-making, but also a foundation of my professional practice.

## Q If you were to use a metaphor to describe yourself as a supervisor, what would it be — and why?

When I first started working in supervision, I experienced its process as something like illuminating important places on a theatre stage. I saw myself as the lighting technician who, based on agreement and intention, gently highlights what is essential in what is happening on stage, so that the outcome becomes both beautiful, deep, and useful.

That metaphor still stays with me, but today I feel much more like a guide through an endless landscape that we both partially know, each in a different way, and which we are discovering together at the same time. I do not hold a map of the “correct” path. Instead, I support the supervisee in pausing, noticing details, orienting themselves in what is unfolding, and finding their own direction — always, of course, within the boundaries of professionalism, ethics, and what is useful for the client.

## Q What led you to become a supervisor?

I came to supervision through the accreditation process with EMCC. In 2020, I completed the first global accreditation five-day challenge, gained the Senior Practitioner accreditation, and began supporting coaches on their accreditation journey as a facilitator of further challenges. This gave me the opportunity to observe the work of colleagues and reflect on it with them, which naturally led to an interest in coaching supervision and to my first supervision training and experience. At the same time, my preparation for accreditation helped me discover the value and depth of structured reflective practice.

Another important influence on my supervision path has been my role as a trainer in a coaching programme, where we aim to introduce participants to supervision already towards the end of their training, before they fully enter practice. Gradually, through further education, my supervision practice has expanded to include psychologists and managers, and I am also slowly beginning to work with group supervision.

## Q What key professional trainings or certifications have most shaped your development as a supervisor?

My initial entry into the profession was a short training focused on coaching supervision. It introduced supervision to me as a distinct discipline, with its own specific competencies and framework. I realised that my professional background and experience were much broader than coaching alone, while at the same time I felt a desire to go deeper into supervision itself. This made the comprehensive training in Supervision in Helping Professions a clear choice for me. It also guided me towards supervising other fields in which I already had long-standing professional experience. It showed me supervision as a multi-layered discipline, full of ongoing exploration and the joy of professional growth.

I was also significantly influenced, some years ago, by a comprehensive psychotherapeutic training in the Person-Centred Approach (PCA), which reflects both my personal and professional orientation. The training contributed greatly to my self-awareness and, among other things, shaped how I perceive and work with safety in relationships. Important roles have also been played by training in Nonviolent Communication (NVC), mindfulness, and ongoing specialised courses for both coaches and therapists. And, continuous reflection and supervision of my own work remains essential.

## Q Who has significantly influenced your professional development as a supervisor, and how have they shaped your work?

I have been significantly shaped by my own supervisors across coaching, psychotherapy, and counseling contexts. Rather than highlighting a single individual, I recognize the diversity of influence—each brought a distinct perspective on practice. Through these experiences, I encountered compassionate support in challenging moments, thoughtful encouragement in developing my own therapeutic identity, and supervisory approaches that both supported and constructively challenged my coaching work.

I was exposed to a strong emphasis on clear contracting, nuanced awareness of parallel processes, and reflective dialogue that deepened my practice. At times, I also experienced less helpful dynamics, such as supervisors imposing their own interpretations and solutions of a client's issue. These moments, too, have informed my learning. I consciously integrate—or set aside—elements from these experiences in a way that aligns with my own way of working. What remains central for me is to embody authenticity, transparency, and humanity in my role as a supervisor.

My practice has also been shaped by established supervision models, particularly the Seven-Eyed Model and Cyclical models, as well as developmental frameworks. More recently, I have been increasingly influenced by somatic and body-oriented approaches. The work of Robert Kegan, especially his theory of adult developmental stages, continues to inform my reflective practice, client work, and supervision.

As is often the case in our profession, my clients and supervisees have been among my most significant teachers. Whether working with early-career practitioners or experienced professionals, their cases, perspectives, and lived situations consistently offer rich material for reflection, learning, and ongoing professional development.

## Q In what ways have your life experiences and personal growth shaped you as a supervisor?

My perspective on supervision and my supervisory practice have been strongly shaped by my professional experience. I would highlight the following:

Coaching practice across diverse contexts—corporate, individual, internal, academic, and non-profit—has given me a nuanced understanding of working within different environments and frameworks.

Extensive experience in management and consulting supports my systemic and organizational awareness. It brings insight into leadership, managing complexity, balancing humanity and performance, and understanding culture differencies.

Psychotherapeutic training and practice deepen my sensitivity to emotional processes, relational dynamics, and parallel processes. They also ground my work when supervising coaching psychologists and therapists, and when navigating the distinctions between coaching, counseling, and psychotherapy.

Recent academic involvement strengthens my orientation in research and my commitment to theory-informed, evidence-based practice.

While professional experience is essential, I see personal maturity as a key foundation for supervision. It is a lifelong process; with growing maturity comes greater humility, tolerance, and increasing respect for personal and energetic capacities.

## Q Please share a moment from your work as a supervisor that significantly shifted your perspective or growth.

There have been several defining moments in shaping my supervisory practice. Drawing on my own experience as a supervisee, I initially perceived supervision primarily as a highly supportive space. My formal training introduced me to its normative function, which I found challenging to integrate at first. Over time, and supported by further training, I gradually developed my own way of balancing these functions within my practice.

A further significant moment came through direct experience: realizing that I am able to effectively supervise professionals who may have greater expertise or more extensive experience in a particular field than I do. This strengthened my confidence in the supervisory role and in the process itself.

Equally important was feedback I received on my supervision, which helped me to shift my self-perception—from seeing myself as a “more experienced colleague” to fully embodying the role of a supervisor. This included the capacity to hold the supervisory frame, even in complex or emotionally intense situations. Encounters of this kind have been powerful learning opportunities and continue to contribute to my ongoing professional development.

## Q How do you nurture your own reflective practice as a supervisor?

In the session itself, I try to stay aware of my feelings and bodily responses, as they often signal something important. I pause briefly with them and quickly reflect on what they might be pointing to. After each session, I ask myself a few simple questions: What was unexpected? What surprised me? What might I not have seen? What was there too much of? Which detail felt important? Sometimes this remains at the level of brief thoughts; at other times I write a more extended reflection, depending on the depth and content. Occasionally, this reflection develops into material I bring to supervision.

I also regularly step back and reflect across my supervisees—thinking about them, noticing differences and connections, and observing patterns that may be emerging. Reflective practice is an integral and inseparable part of my work.

Beyond that, I draw inspiration from seminars, books, conversations with colleagues, and my own supervision. At times, inspiration also comes from images —photographs, natural scenery, or landscapes I encounter—which I use as a reflective space into which I project and explore my experience.

## Q What do you bring into your own supervision as a supervisee?

It depends on the type of supervision. In the supervision of therapeutic work, I tend to bring particularly challenging situations and cases—especially those connected to trauma, but also clients where I sense something unexpected or relational, or where the work does not feel fully aligned with good practice.

In coaching supervision or supervision of supervision, I often bring unexpected or unusual moments that catch my attention, as well as clients where I perceive a relational theme or a sense of stagnation in the process. At times, I simply want to pause and reflect on how I am working.

An important question for me is also what—or whom—I do not bring into supervision, and why. It can be equally valuable to reflect on this and to bring forward clients where everything seems to be “going well.”

## Q What are you currently learning, exploring, or continuing to develop in your supervisory practice?

I am currently continuing in an advanced training programme for supervisors, where we go into greater depth and develop awareness of the finer nuances within the supervisory process and relationship. An ongoing theme for me is exploring the distinctions and boundaries between high-quality coaching and psychotherapy—both in my work with supervisees, who often operate in both domains, and on a theoretical level.

I also continuously deepen my knowledge and practical skills across different psychotherapeutic and coaching approaches through shorter training courses. This is important both for my direct client work and for a more nuanced understanding of how my supervisees work.
Within sessions, I continue to explore my embodied experience and its contribution to the supervisory process.

I experience supervision as a highly complex discipline, with always more to discover. I try to focus on its different aspects gradually—and still, I am often surprised.

## Q What advice would you offer to someone just beginning their journey as a supervisor?

It is not easy to offer something entirely new or unexpected. My main recommendation is to engage actively in the supervision of your own practice—learn from it, as it forms an essential foundation. Equally important is humility and a willingness to learn and to reflect on your work, as well as on yourself—your assumptions, attitudes, and values.

Becoming a supervisor is an ongoing, never-ending process, full of surprises. Do not be afraid of uncertainty; instead, learn how to work with it.

And above all, stay human. Ethics, structure, and models are important, but equally essential is the ability to be with another person in an authentic and respectful way.

## Q What question are you currently sitting with that you would invite your fellow supervisors to reflect on?

Where do I contribute to avoiding what is difficult or uncertain in my supervision?

# JEANINE BAILEY

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## Q In your own words, how would you define supervision?

It's a journey of introspection unlike anything else I've experienced with deep, reflective questions and a quality of presence that goes beyond what we can offer ourselves on our own.

Super-vision - which spelt this way for me indicates this reflective practice provides an insight into ourselves and our practice that we don't normally experience on our own.

It creates the conditions to identify the 'blind spots' or reveals unconscious patterns in relation to thinking, emotions, behavioral strategies - the subtle ways our own unexamined ways of being and doing as a coach or supervisor which might be shaping the coaching and super-vision conversations I (we are) having with our coaching and super-vision partners.

Robin Shohet shares that super-vision is a spiritual practice and I resonate with that thought deeply when being in both the supervisor or supervisee roles. It offers meta, deeper perspectives and very different ways of experiencing what is brought in for inquiry - whether that be ethical considerations, what has gone well or not so well in a coaching session or practice, what is perhaps occurring in the profession, or what simply comes up out of curiosity - which can often be surprising and really helpful - even (and often) powerful.

Super-vision - for me - is holistic in nature - designed to support the coaching professional's well-being - which is in the service of the people who coaches partner with. The process of super-vision can utilise all the senses working with intuition and the systems within the systems.

I personally cherish both one-to-one and group super-vision. In the group, there are so many 'eyes' in the system and therefore offers many different perspectives and experiences to create an expansive learning, collaborative space.

Expansion is the one word that says everything about what supervision has given me and what it can give every coach or supervisor who are serious about this work.

> It's an amazing and beautiful journey of opening up constant doors which will not only bring a new offering to what you do but also open a new ways of being and doing as a coach which will enhance your practice and awareness of systems in the coaching field

## Q How would you describe your supervisory approach or philosophy?

My intention as a supervisor is to bring a deep, genuine belief that the person or group I'm partnering with is: everything that occurs in the session - words, stories, emotions, somatic and intuitive responses etc - has wisdom and learning. Nothing is broken. People often reflect that the space I hold for supervision is warm and safe to bring in challenging and sometimes complex lines of inquiry in a way that encourages vulnerability with an understanding there is enormous care as well as stretch in the same breath, which makes it possible to go somewhere real, honest, and perhaps where a supervisee might not have been willing to go to alone or perhaps had never thought about the paths we explore together based on what I notice and reflect back to them from a very different perspective. As a supervisor trained in the 7 Eyed model and various other supervision models, I am deeply curious about what is taking place within the system – what is seen, heard, felt, sensed - and the different relationships within it. And at the same time partnering the supervisee to ensure we are on track with their inquiry. I am also very grateful to be in supervision groups with highly experienced supervisors - who through a super-vision session where I was the supervisee and I was exploring my beliefs about myself as a supervisor - expressed that one of my super-powers in super-vision is using self as an instrument in a somatic way that open up awareness for the supervisee. This was far from a strength prior to my super-vision training, but something I experimented with during the training, which is now very much a part of my super-vision practice as it will often evoke strong connections, trust, rapport and conscious awareness of what is happening for the supervisee. (This is based on feedback that has been provided to me). As a supervisor, I also aim to slow the pace of the conversation down - to support the supervisee to reflect deeply - to gain expansive insights in relation to their inquiry

## Q If you were to use a metaphor to describe yourself as a supervisor, what would it be — and why?

I initially thought of a calm river that you paddle on and it eventually hits rocks, which means having to navigate the rocks with both care, spontaneity, vigilance and dexterity until you get down to another calm part of the river - and then hits rocks again. It looks calm and inviting - and underneath there is much to explore, and when you take a moment to really look into the river, you see much activity taking place beneath the surface which can't be seen initially: fish, waving plant life, rocks, pebbles and maybe rubbish that doesn't belong in the river. And because I care about the environment, I will do what I can to support the safe removal of what doesn't belong permanently. Sometimes easy and sometimes requires a deeper dive to investigate and dispose in a way that is good for all in the system. I also like the idea of a tuning fork - where the fork picks up the frequency and reflects it back in a way that allows the supervisee to hear themselves more clearly than they ever could alone.

## Q What led you to become a supervisor?

It was something that I started to become more familiar with nearly 10 years ago and seemed to align with what I do as a coach, coach trainer and mentor. It made sense, once I explored what it was about in relation to coaching, and to provide it as part of the coach training I offer - to offer a rich and holistic experience. When I signed up for the supervision training, I still didn't truly know what it meant, but I was ready for the next big learning pathway - and it was one of the greatest training experiences after my training to become a professional coach.

## Q What key professional trainings or certifications have most shaped your development as a supervisor?

Apart from the original coaching super-vision training with Damian Goldvarg – which was a comprehensive course - including a lot of theory in relation to super-vision which included human behaviour, organisation development, human development, systems theory, adult learning, transactional analysis, humanistic psychology, psychodynamic theory, psychological type, and social psychology? Group coaching super-vision training - again with Damian Goldvarg - as well as team coaching training with Tammy Turner - in which both make it clear there are so many components to the systems in which individuals within groups and teams operate - means super-vision is essential - to understand the hidden - and yet potentially powerfully and influential drivers behind the human experience and outcomes. The programmes were all very interactive and experiential with an emphasis on the application of and creating a reflective practice (including the team coaching training). All three programmes are recognised and accredited by the EMCC.

I am also part of the Global Supervision Network (GSN) as a volunteer and attendee at frequent GSN sessions which also continues to influence my super-vision practice. One particular session was offered by Peter Hawkins, where he truly emphasised parts of the 7 eye model in a new and different light, which I aim to also incorporate in my role as supervisor. I also attend the Americas and Asian Coaching Supervision Networks (sometimes volunteering) and these sessions also continue to develop who I am as a coach supervisor.

## Q Who has significantly influenced your professional development as a supervisor, and how have they shaped your work?

Damian Goldvarg - as mentioned - I have done both individual and group coaching supervision training with Damian. Damian adopts both theoretical and experiential approach which works well for me. He has a calm, yet focused presence which supports the space for all to feel safe to be stretched and supported. Peter Hawkins and Robin Shohet - based on their 7 eye model as well as their philosophy and approach to supervision. I appreciate Peter's approach which is to see the beauty in the systems in which we operate - to also remember that beauty within ourselves, each other and all that surrounds us at time when we often forget that. Lily Seto who is also a part of Damian's courses and was my supervisor for some time, has a very practical approach to supervision and her depth of knowledge is also insightful and helpful in the learning space. I very much appreciated learning about using metaphors in the work we do. Marie Quigley - my former business partner - we teamed together to provide supervision experiences for our students, ICF Chapters, EMCC gatherings and more. I always learn from our partnering together in our co-supervision spaces which inspires me to keep experimenting.

## Q In what ways have your life experiences and personal growth shaped you as a supervisor?

That's a great question. I think my super-vision practice is shaped by a few of the following reasons: 1. A sensitivity to people and all things living, 2. A desire to connect, 3. A curiosity for and a trust in life (as often as possible!). I'll share what I think has shaped the three influences below.

1. I have a strong desire to protect, preserve, champion, nurture, challenge and support people. I have had those inclinations for as long as I can remember. I think that may come from having a very challenging father - who challenged all the family - although I might have worn the brunt of his challenge as I was prepared to challenge Dad when I got older. Somehow I stepped into a protector as the oldest child. I wanted fairness and equality for my family members as well as support and to be loved. From a young age, I felt a lot of sensitivity for people and all things living. I realised quite quickly I couldn't watch nature programmes where animals kill other animals. And I couldn't kill bugs and spiders easily either. I went from killing ants, spiders and bugs to trying to protect them as much as I could in my teen years. For a long time I had the sense of wanting to protect the underdog - whether they be human or animals or creatures or plants. I sensed indifference (although I could have made that up) and I would do what I could to create equality.

2. I've recognised from an early age - I like people - I like to connect and I like to be liked - and I'm sensitive to it if I'm not liked - but have learned that it is not so important in my latter decades – although I still experience it from time to time.

3. And for a long time, I've been curious about life - what is it all about, what's really going on underneath our day to day lives and thus I'm curious about that in all systems.

I feel all three are connected and support my super-vision practice.

## Q Please share a moment from your work as a supervisor that significantly shifted your perspective or growth.

Ah it so tricky - so many beautiful moments. I think that perhaps the most memorable session was with one of my indigenous supervisees where numerous parts of her life were impacting her coaching practice - her language, her major relationships and her work as an entrepreneur. As we partnered together - creating more awareness about her system, she realised she had to let go of something that had been a major part of her life in support of how she was showing up for her coaching practice, business and – most importantly to her – her whole life. Catching up with her months later she revealed she had made some major decisions, which has had a significant positive impact on her own life and in other people's lives - which led to her - as she says - a much more focused coach. This was special because of the trust together in that moment to allow her to be free to go where she wanted to go, and explore difficult relationships with herself influencing her practice as a coach.

## Q How do you nurture your own reflective practice as a supervisor?

I am part of 3 supervision groups. One group is in relation to either coaching or supervision reflection, another is a combination of both group and individual supervision - based on either coaching or super-vision cases and another is peer group supervision based on supervision cases. So I experience supervision at least once or twice or three times a month. In addition - I reflect on my sessions after they take place, by either journaling, or by going for a mindful walk after a session.

## Q What do you bring into your own supervision as a supervisee?

Often it's around self judgement. Have I done enough? What could have been missing from the way I supported an individual or group. And sometimes it might be in relation to what has worked well - what made it so.

## Q What are you currently learning, exploring, or continuing to develop in your supervisory practice?

Reading numerous books (at present Coaching Supervision in the Americas and Supervision as a Spiritual Practice), attending GSN, ACSN sessions and about to repeat Hands on Thinking Coach using Lego which can be applied to super-vision this coming week (end May 2026).

## Q What advice would you offer to someone just beginning their journey as a supervisor?

It's an amazing and beautiful journey of opening constant new doors which will not only bring a new offering to what you do but also open different ways of being and doing as a coach which will enhance your practice and awareness of systems in the coaching field.

## Q What question are you currently sitting with that you would invite your fellow supervisors to reflect on?

What is trying to emerge from the systems that we are all currently in/ a part of?

# ANDREEA GHEORGHITA

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## Q In your own words, how would you define supervision?

Supervision is the welcoming and reflective space for any coach, mentor or supervisor who wants to develop their techniques and competencies, make sure they are aligned with a professional code of ethics or any other professional and moral code of reference, and to reflect on their own wellbeing.

## Q How would you describe your supervisory approach or philosophy?

In supervision I bring the same positive approach as in my other professional interactions, here believing even more that showing our vulnerabilities and growing our collective power can help us improve, enable sustainable changes and have a higher impact in our systems.

## Q If you were to use a metaphor to describe yourself as a supervisor, what would it be — and why?

I like to see my self as a champagne cork screw :), I hope I can bring bubbly experiences where true value is slowly coming out with a burst of energy in a playful way.

> Stay curious and playful, don't take yourself too serious!

## Q What led you to become a supervisor?

My own search for how to better deal with the heavy weight that I was leaving sometimes from my own coaching practice led me to supervision. Once having discovered the value that It brought to my own practice, I wanted to be able myself to offer that kind of space.

## Q What key professional trainings or certifications have most shaped your development as a supervisor?

My training as a supervisor with Solutions Academy

## Q Who has significantly influenced your professional development as a supervisor, and how have they shaped your work?

My first supervisor, by modelling such an ethical and high professionalism in how she offered me the space to reflect and get more awareness. My partner in peer supervision who was there for me along the way, offering the missing puzzle from my own perspective and lenses. All my clients have as well shaped who I am as a supervisor, by allowing me to work with them at a very personal and vulnerable level.

## Q In what ways have your life experiences and personal growth shaped you as a supervisor?

I think my business background can definitely be felt in my practice, by bringing both entrepreneurial mindset, curiosity and boldness on one hand and on the other the structure and the pragmatism, coming from the corporate environment. Being a parent brought a different lense to my coaching and supervision practice and for me that translates into showing care, showing some answers and often times holding the mirror.

## Q Please share a moment from your work as a supervisor that significantly shifted your perspective or growth.

I remember a moment in a group supervision when I didn't have to do almost anything besides contracting and just intervening with a few words in the group conversation. I felt like an orchestra conductor, like my own supervisor was defining the role of the group supervisor. It just felt like they were creating something so meaningful amd me just holding the structure and the process for them.

## Q How do you nurture your own reflective practice as a supervisor?

By going to supervision myself :), in both individual and group format.

## Q What do you bring into your own supervision as a supervisee?

I bring all the real cases that are staying with me, whether from ethical standpoint or from the need to have done something different, and I think I do that with a lot of openness and curiosity.

## Q What are you currently learning, exploring, or continuing to develop in your supervisory practice?

My focus now is on improving my own self awareness and what do I bring from my system to my supervisory practice and systemical lense. Something that I am also focused now in my growth is continuining to develop and to add extra lenses to my systemic thinking and observing.

## Q What advice would you offer to someone just beginning their journey as a supervisor?

Stay curious and playful, don't take yourself too serious!

## Q What question are you currently sitting with that you would invite your fellow supervisors to reflect on?

How can I be more aware of what I am bringing from my own system to the individual or collective thinking of my supervisees? And if I see clearly the answer, what needs to shift?

# Garden growing beyond these pages

Staying with this
for a moment

# As garden remains open

As this garden slowly opens toward its final pages, I find myself once again returning to the image that first inspired this ebook, Peter Hawkins's beautiful description of supervision as "a solar panel on our hearts."

Somewhere along the way, that image started expanding in my mind. The solar panel slowly became connected with sunlight, seasons, reflection, movement, ecosystems, and eventually with the feeling of walking through a colorful supervision garden.

And while creating this ebook, the garden gradually became richer with conversations, questions, pauses, ethical dilemmas, celebrations, uncertainty, learning, courage, relationships, professional transitions, reflective tools, cultural perspectives, and stories shared by colleagues from different parts of the world.

As we slowly walk through this garden, we encounter lighthouses, mirrors, guides, enablers of growth, animators, theatre lighting technicians, dances, orchestra conductors, secure places of support, missing puzzle pieces, and extra lenses inviting us to notice our work, ourselves, and each other differently.

While reading the interviews, I also kept returning to something several colleagues shared with me after participating in this project. More than once, people mentioned feeling grateful for the invitation itself because the questions gave them an opportunity to pause and spend time with reflections they would probably not have explored otherwise.

Somewhere during one group supervision session, I remember hearing somebody describe supervision not only as a safe space, but as a safe enough and even brave space. That expression stayed with me afterwards and somehow continued accompanying many of the conversations gathered here.

Perhaps because supervision creates opportunities to notice more. More of ourselves, more of our relationships, more of the systems surrounding our work, more of the assumptions, reactions, emotions, strengths, hopes, tensions, values, successes, and patterns we carry into conversations with others.

And perhaps this is also why the garden metaphor continued feeling so close to supervision itself. In the middle of a world that often feels complex, fast, loud, and unpredictable, gardens invite us to slow our attention differently. To notice movement, textures, colours, scents, sounds, changing perspectives, and small details we might otherwise rush past. To sit for a moment with the buzzing around us, the movement of butterfly wings, shifting light, different viewpoints, and the experience of seeing the same space from more than one angle at the same time.

In many ways, supervision conversations can sometimes feel similar.
As you leave this garden, I hope some of these conversations continue accompanying you within your own reflective spaces, supervision relationships, and professional practice.

I am also already beginning to imagine where this garden may continue growing next. So if there is a supervisor whose voice, experiences, and reflections you would love to encounter within future editions and conversations, including some new questions already slowly waiting in my notebook, I would truly love to hear from you.

# A note of gratitude

I intentionally chose to place this note at the end of the ebook rather than at the beginning. After sitting with all these conversations, reflections, questions, dilemmas, and perspectives, gratitude somehow felt even more meaningful here.

Thank you to all the colleagues who participated in these interviews and generously shared their time, experiences, reflections, and parts of their own supervision journeys. I am also deeply grateful for the questions you shared, both the ones directed toward yourselves and the ones offered to others. Many of them stayed with me long after the conversations ended and are already slowly inspiring future reflective explorations and upcoming ebooks.

I have a feeling this initiative will continue growing through new conversations, reflections, questions, and perspectives that supervision keeps opening for all of us.

So I already feel thankful for everyone who may become part of these future explorations, whether by responding to new reflective and sometimes slightly provocative questions, suggesting voices they would love to encounter on these pages, or simply continuing to bring more reflection into their own professional spaces.

My hope is that together we continue giving supervision more visibility, more light, and more of the place it truly deserves.

And, of course, before closing these pages, I would also like to thank Tijana Mitrović for another wonderful collaboration. With every ebook we create together, I find myself appreciating even more her ability to transform ideas, stories, questions, and metaphors into a visual experience that feels alive on the page. Looking through these pages, I already have a sense of the spirit and direction of our next ebook, and I am looking forward to discovering what kind of magic we will create together next.

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# Supervision garden

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