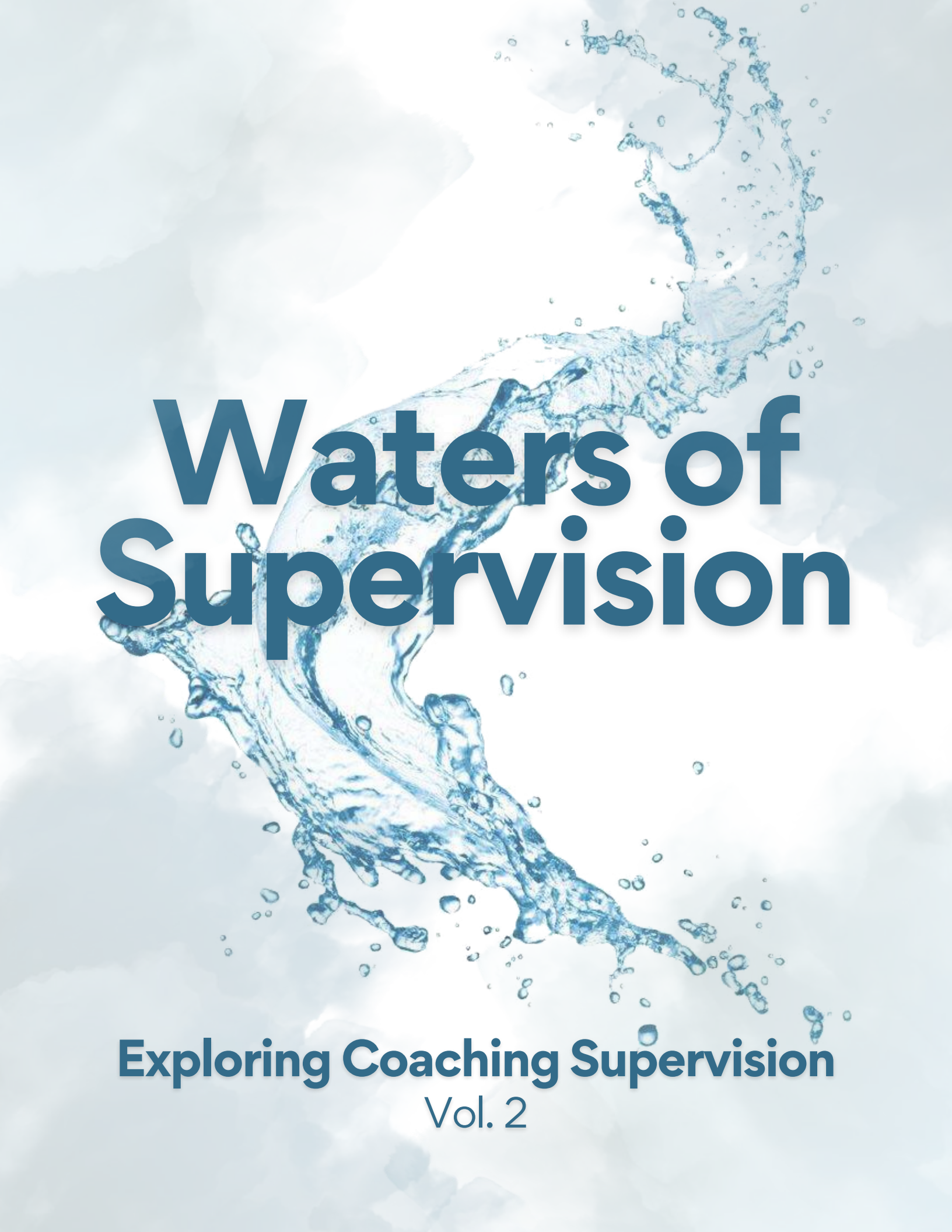




Waters of Supervision

Exploring Coaching Supervision
Vol. 2

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**T A B L E O F
C O N T E N T S**



Supervisors presented in this ebook:

1. Anne Archer

2. Sam Farmer

3. Jo Cleary

4. Michelle Lucas

5. Maureen Rabotin

6. Ifen Chiang-Gyselinck

7. Jeanne-Elvire Adotevi Biliès



Stepping into the Waters of Supervision

Introduction

It was the beginning of summer. My feet were in the Rasina river, I could hear the water, and I was writing down ideas for this e-book. It was there that I started thinking more about what I wanted this publication to be.

This is my fourth e-book, and the second devoted to a topic I have fallen in love with: supervision.

I really enjoy creating these publications: following my curiosity, connecting with colleagues, gathering gems of wisdom and inspiring stories, and sharing them with the community. Somehow, each e-book also seems to follow the changes, events and personal growth happening in my own life while I am creating it.

I recently finished reading *Leading by Nature*, which brought me back to some of the themes that are often present in my work: nature, reflection, supervision, writing and the spaces we create for ourselves and others.

At the same time, we have recently bought a small piece of land for our family. We are trying to understand serbian administration, building a pergola and slowly beginning to plant. I keep wondering what else might grow from the time I spend there: what ideas may emerge while I plant my own trees and garden, and how they may find their way into my work.

There are a few other things I am waiting for with excitement. The CPPD Centre for Excellence, of which I am a member, has been working on a new CPPD Guide for some time, and I cannot wait to see it published. And recently, my copy of Jeremy Lewis's *The Coaching Supervision Casebook: Meeting Your Supervisees' NEEDS* (where I contributed with a case study 😊) finally arrived. I used almost every free moment I could find to read and loved the concept and flow.

Since *The Supervision Garden* was published, I have turned 40, my son has turned one, and I have been awarded the EMCC Master Practitioner accreditation after a long application process.

I am still processing that last one. When these letters finally arrive, they rarely bring a big “wow” moment for me. There is more a sense of relief that a long process has reached its end. I would like all the letters I have gathered to be in service of contributing to the profession and improving both my own practice and the practice of colleagues (and I already have some ideas about what that might look like :)).

The previous e-book was created in spring, and the garden became its central metaphor. This volume has been taking shape during summer, a season when we look for water, spending time beside the sea, rivers and streams and finding ways to cool down. As summer moves towards autumn, rain becomes part of the changing season. Somewhere between the two, *Waters of Supervision* began to make sense as the title for this collection.



And I also added one question to the interviews:

If supervision were a form of water, what would it be for you?

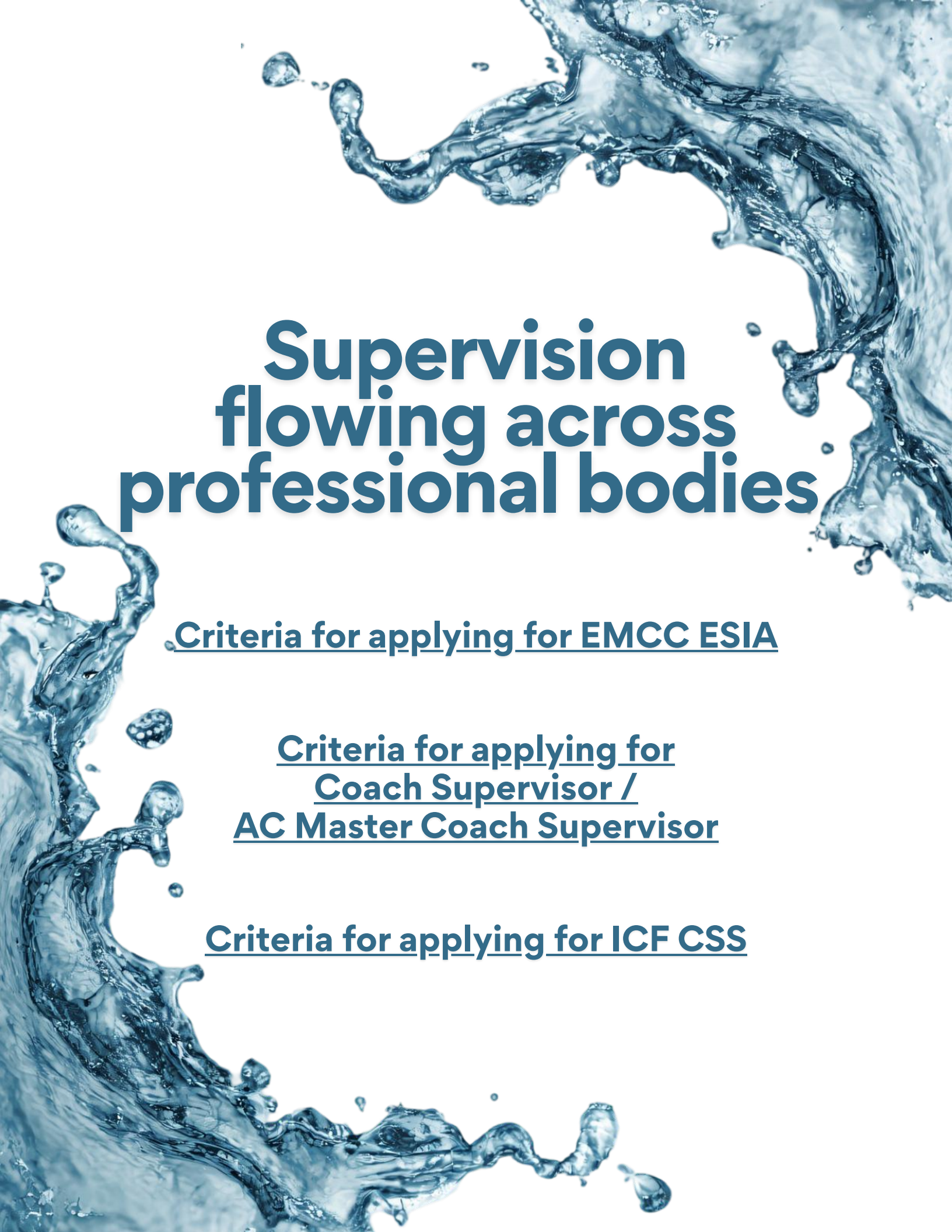
If I try to answer it myself, my view of supervision would be a light summer rain.

Refreshing, perhaps a little unexpected and sometimes not completely pleasant. The kind of rain I would still choose to step into, even knowing that I will get wet.

There are also new developments in the world of coaching supervision. ICF recently published the requirements for its Coaching Supervision Specialization. A few days ago, I received an email confirming that I had been awarded the CSS designation. A few months ago, EMCC Global published a new supervision information document with guidelines related to the ESIA award process.

I have also gathered links to the supervision competencies and requirements from the professional bodies and frameworks I currently know about. I am aware of APECS too, maybe a space to look at more closely in future years.



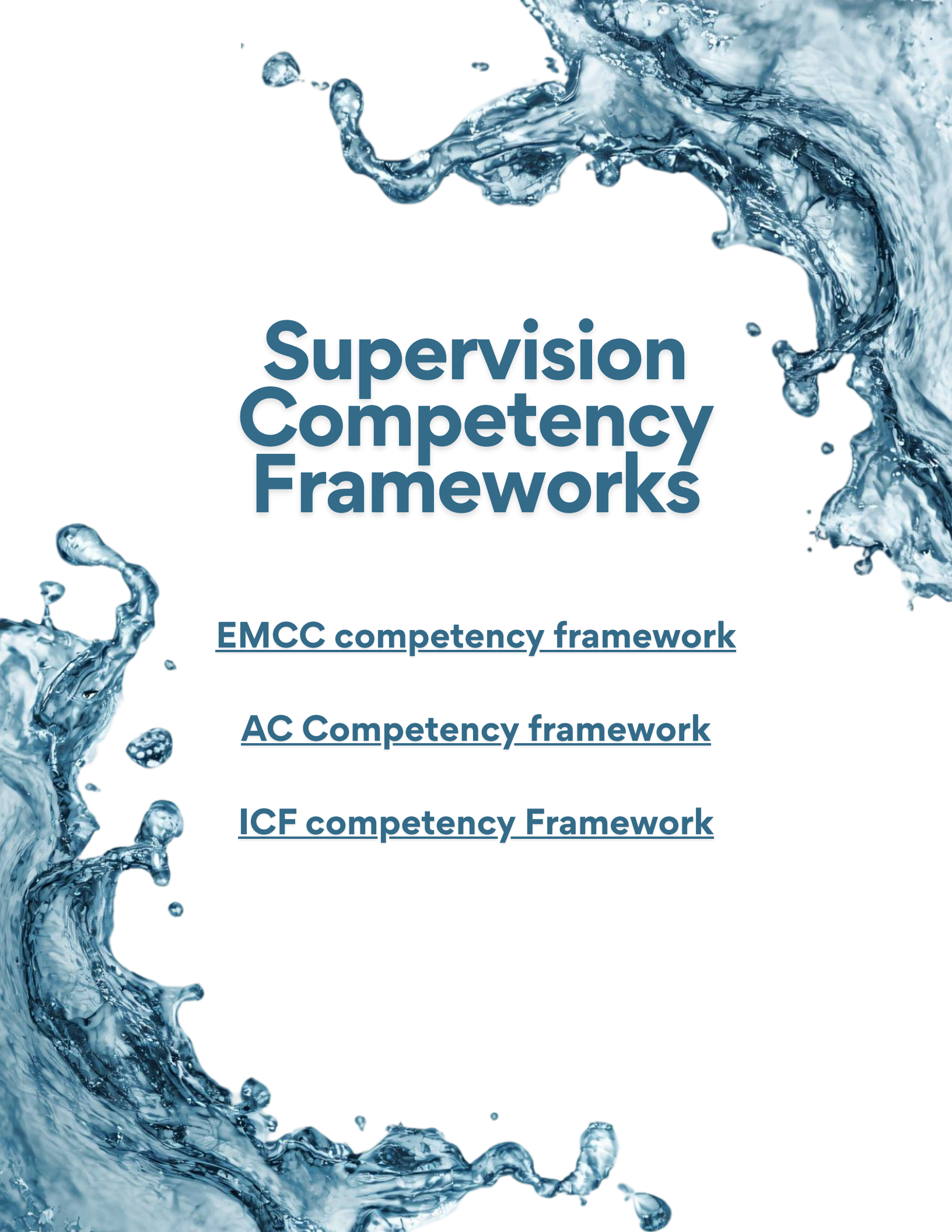
A dynamic, high-speed photograph of water splashing, creating a sense of movement and energy. The water is captured in various stages of splashing, with droplets and waves visible against a white background.

Supervision flowing across professional bodies

Criteria for applying for EMCC ESIA

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

Criteria for applying for ICF CSS

A dynamic, high-speed photograph of water splashing, creating a sense of movement and energy. The water is captured in various stages of splashing, with droplets and waves visible against a white background. The blue color of the water is vibrant and consistent throughout the image.

Supervision Competency Frameworks

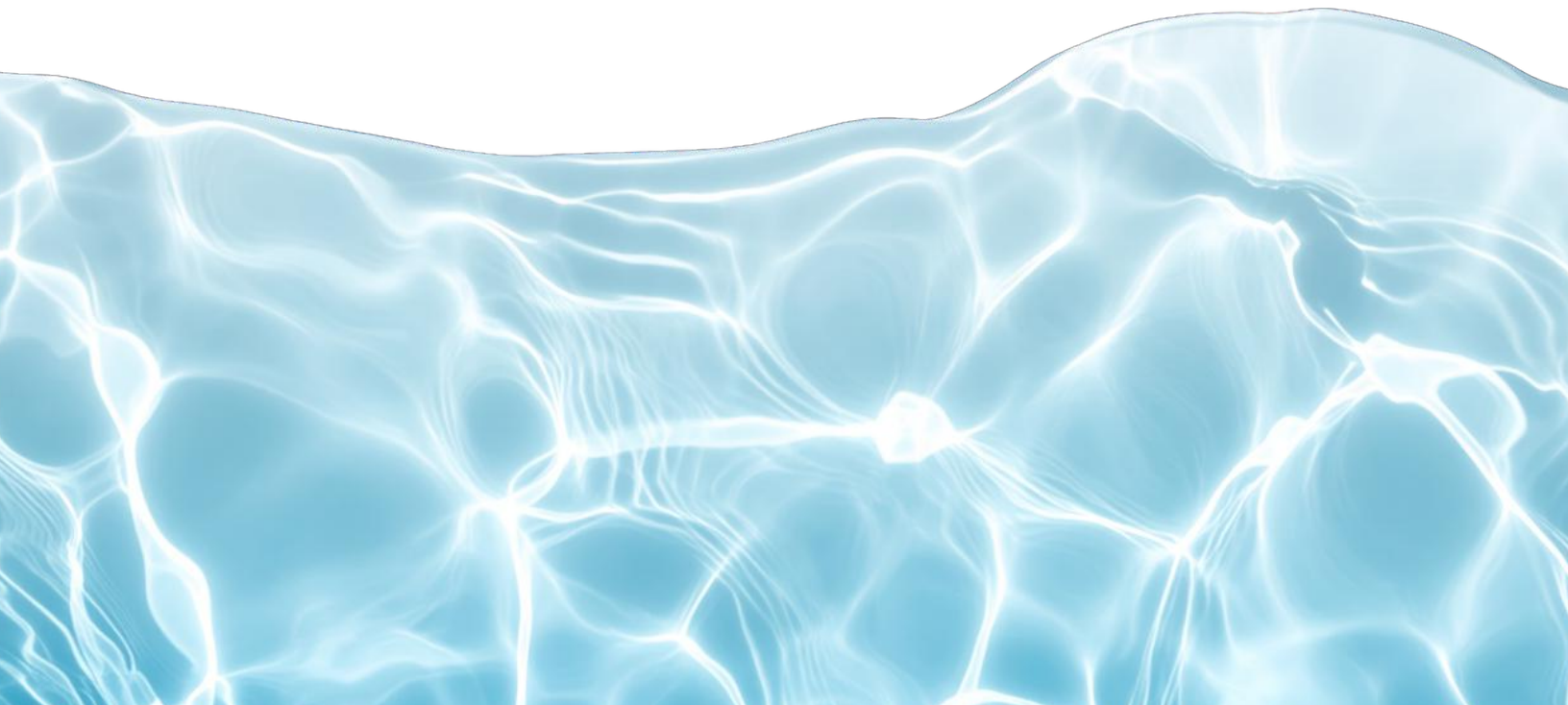
EMCC competency framework

AC Competency framework

ICF competency Framework

Where tributaries meet

Supervisors' Stories



ANNE ARCHER

England

EMCC ESIA

ICF PCC on her MCC pathway

[LinkedIn](#)

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

Supervision is the practice of increasing a practitioner's capacity, clarity and identity so they can remain effective at the Survival, Learning and Transformation edges.

Q How would you describe your supervisory approach/philosophy?

I am guided by Peter Hawkins systemic approach to coaching; Nancy Kline and igniting the human mind; and a somatic whole person whole life approach.



Q If supervision was a form of water, what would it be for you? (What does this metaphor reveal about your understanding and experience of supervision?)

It would be a river with tributaries, dams, free flowing areas, shallows, deep pools, rapids. You never know what is coming up, the speed, the variability nor if those in the river traverse in a similar or different way.





What led you to become a supervisor?



I worked with Peter Hawkins years ago in a professional service firm. I became interested in supporting coaches and Peter suggested I might want to officially train. I enjoy helping people develop and grow plus have a style that allows coaches to look at the difficult aspects of their work without judgement. That is important to me.



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

So many. The Advanced Executive Coaching Diploma with the AoEC encouraged me to create my own model and challenged me to think more deeply about what I thought coaching and latterly supervision was. The Diploma in Supervision and Mentoring I did with Peter Hawkins expanded my understanding of the system we work in. That developed further into my whole person, whole life work. I have worked my way through the Thinking Environment and Time to Think training which deeply impact how I approach my work to ignite the human mind. Nancy's work pays attention to feelings to which is sometimes misunderstood.



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

Peter Hawkins most definately as it has got me to think about systems and asking questions beyond the coach. He got me to think about who my work serves whether as a coach or coach supervisor. For a while Peter was my supervisor and I enjoyed the partnering and how to navigate the potential power dynamic.

Q

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

I have had my fair share of challenges during my life especially relating to physical and mental illness. I have realised the benefit of doing the work on yourself to enable you to achieve at life. Conversations about what you think and feel were not a feature in my growing up and when i did start to have them everything changes. I saw just how incredible it was to listen and be listened to in ways that gave generative attention and offered non judgemental communication.

Q

Please share a moment from your work as a supervisor that significantly shifted your perspective/influenced growth.

When I ran my first supervision group as a thinking environment. To see how engaged and how rich the learning was with ease, equality, attention it had a lasting impact.



Q How do you nurture your own reflective practice?

It is now a natural part of me. I spend a lot of time with animals in the natural environment and that brings to me a stillness automatically. Without much effort I start reflecting. I also have a weekly thinking partner session with a fellow coach/supervisor and I have peer supervision as well as 1:1 about every 8 weeks depending on need and how much coaching I am doing. I also meet up with fellow supervisors on a regular basis to collective and individually reflect on the supervision competencies through the EMCC.

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

It depends what I feel needs bringing out and exploring. It can be a particular client, an ethical dilemma, how I'm doing at the moment.

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

The role of AI in enhancing the coaching relationship. I'm also writing a book which is bringing together years of conversations and reminding me what is important to me.



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

Enjoy it.

Remember that we don't have to perform or to be perfect.

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

How is your practice as a supervisor impacting humanity with its complex needs?



SAM FARMER

United Kingdom

- EMCC ESIA
- Oxford Brookes Accredited Coaching Supervisor
- International Society for Coaching Psychology (ISCP) Supervisor
- British Psychological Society (BPS) Registered Applied Practice Supervisor

EMCC Accredited Coach at Senior Practitioner Level;
Chartered Coaching Psychologist (BPS); Associate Fellow ISCP

[LinkedIn](#)

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

I think that the definition and application of Coaching Supervision is changing all the time, not least because the definition and application of Coaching have not been consistently described. However, perhaps a current working definition might be that it is "a structured reflective relationship in which a coach cultivates their own professional conscience and practice; as well as drawing upon the functions of accountability, development and support to sharpen ethical judgement, deepen practice, and sustain the capacity to work well with clients".



Q How would you describe your supervisory approach/philosophy?

I think that this is influenced by my definition and vice versa: creating spaces and conversations for the professional and ethical conscience of the supervisee to develop. It is based on the beliefs that people strive for inner coherence and that this can only occur through the learning of how to make space for all aspects of our experience - both inner and outer. The better we are at this, the more we are able to be available as safe guides/inner coherence-facilitators for our clients.

Q If supervision was a form of water, what would it be for you? (What does this metaphor reveal about your understanding and experience of supervision?)

It would be a body of water always in motion rather than ever in full stillness. Continuing the metaphor, water can be cool or warm, deep or shallow, moving quickly or slowly, rippled or dizzying peaks, over rocks or sand and all the variations between, and always changing - as are our lives. Our journeys - personal and professional - are what and how we choose to navigate it.



Q What led you to become a supervisor?

Need and expectations of others/profession; practice; curiosity; self-belief.

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

Oxford Brookes Coaching Supervision Course - way ahead of anything else that I've done.

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

Apart from my clients? Tatiana Bachkirova (and Peter Jackson). Introduction to and development of concept of my self-as-instrument. Both allows me to lead, and models challenging and non-judgemental approach to keeping me at my edge. (Also Sue Dykes who, whilst supervising my clinical work, continued to develop my professional and ethical self).





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

Whilst I don't always like to share information about my life experiences and personal growth, they have informed my belief that life is an unfair and often adverse environment in which there are many opportunities for growth, belonging and contribution. Humanity has a responsibility to leave the world in a better place - where more people have better access to a more just and better quality of life. These experiences have informed my belief in providing a service to others that demands respectful confrontation along their path to existentially challenged self-determination.



Please share a moment from your work as a supervisor that significantly shifted your perspective/influenced growth.

My memory/brain is not great at isolating specific "moments". And/or I'm a slow learner! In terms of coaching supervision, I think that it is the understanding that it is different to any other form of "supervision". It is so systemically influenced and influencing, it moves beyond the psyche - to the business, through existential struggle, connecting to multiple roles and relationship levels, through boundary challenges - and disputes about what it is, who should have it and who should do it.

Q How do you nurture your own reflective practice?

Supervision, reading, balancing with other activities, staying healthy, putting myself in context (natural, human, artificial).

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

My self-as-instrument - and how/what it is working with clients, the self, my thoughts, my self-doubt, structure, a respect for my supervisor's time and knowledge.

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

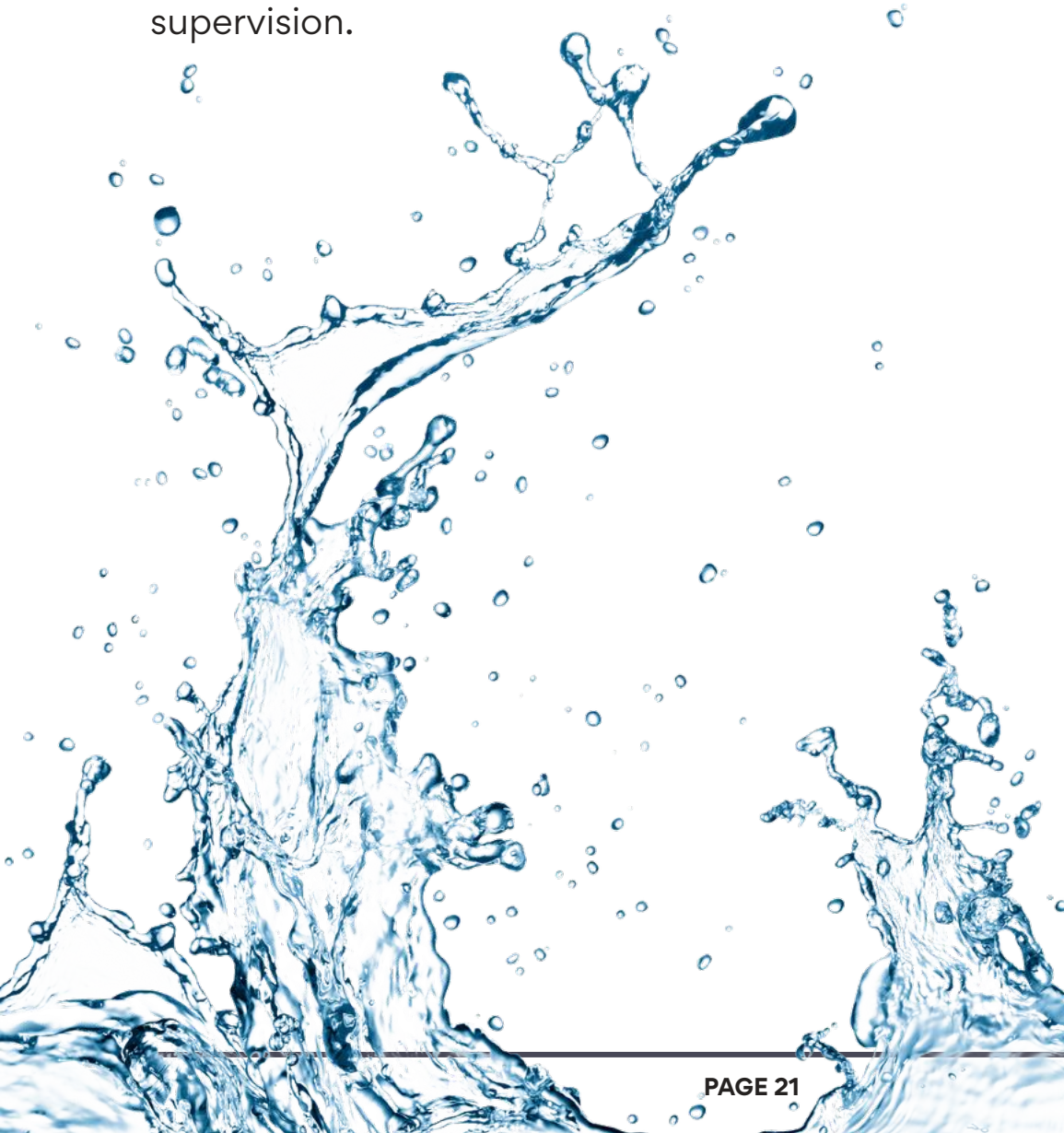
Staying abreast of AI developments so that I can understand what my supervisees - and their clients - are, should, or will likely be talking about. The current experience of becoming old for both me and some of my clients: what that means and can mean, and what has led to that. Continuing to learn about balance, self-compassion, and responsibility.





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

Really understand where you've come from - personally, professionally, developmentally. Don't jettison your experience of other types of supervision, but hold them lightly. Be ready to notice that there are many different takes on what coaching supervision is - and that some coaches do not value any of them. And, as with coaching, remember that many of your clients will be more skilled than you in many things. So, for each supervisee, be clear with each other about what their (and your) expectations are for this period of supervision.





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

This is such a good, simple and uncontrived question. Each meeting begins with a whole load of potential topics to cover - those explicitly put on the agenda by the supervisee/or; others they might spontaneously add, or that become apparent (then or later); emergent themes from previous sessions, or background; current external systemic and contextual factors; and the seeds of brain busyness during session. I can never be completely sure that the direction taken is deliberately chosen - whether by me or the client. In this respect, every decision is an ethical one because alternatives are always available. It's not to say that this is unethical or wrong, but that I am constantly having to reflect/reflex on the direction taken and whether it is taking us away or towards the place and process that we need to be.



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

How are you responding to the opportunities and challenges of the technological changes that are occurring now - and how are you influencing or being influenced by them? (And what are you missing out on as a result?!)

JO CLEARY

England

EMCC ESIA, ITCA AND EIA SP

APECS Master Executive Coach

[LinkedIn](#)

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

Supervision is a reflective partnership where we think together with curiosity, courage and compassion. It is rigorous yet easeful, supportive yet challenging, offering a space where we can pause, notice what we may have missed and make sense of the complexity of our work.

For me, supervision is one of the greatest gifts we can give ourselves as coaches and to our clients, and to ourselves as supervisors. It keeps us learning, keeps us ethically grounded and, perhaps most importantly, reminds us that we don't have to do this work alone. It is where I do my best thinking.





How would you describe your supervisory approach/philosophy?

Robin Shohet reminds us that supervision is always a journey, never a place of arrival. That has stayed with me throughout my career because it reflects how I see both supervision and life. None of us ever arrive. We are all still becoming.

My role is not to have the answers, but to co create the conditions in which thinking can flourish. I want my supervisees to feel deeply listened to, encouraged, stretched and supported in equal measure. Together we explore not only what is happening in their coaching, but what is happening in them as they coach.

When someone leaves supervision, I hope they leave feeling more confident and less alone. I hope they return to their coaching refreshed, renewed and able to be even more present with their clients.

I like to think something shifts for our clients too. When we bring them into the supervision space, we give them our full attention. The supervisee returns to the next coaching conversation with a different quality of presence and a different energy. The client may never know that supervision has taken place, but I like to think they experience its quiet gifts.

Q

What led you to become a supervisor?

I became a supervisor because I wanted to become a better coach. During my supervision training, I experienced more supervision than I had at any time since qualifying as a coach, and it transformed my practice.

As I trained, I realised I was coming full circle. I had begun my professional life as a social worker, where supervision was at the core of our practice. Over the years, I had come back to something that had always mattered to me.

Now, supervision is where I feel I can be at my best. At this stage of my life and career, it is where I feel I can offer the most. I still have some coaching clients because it keeps me connected to the experience of my supervisees.





If supervision was a form of water, what would it be for you? (What does this metaphor reveal about your understanding and experience of supervision?)

The image that at once came to mind was Smetana's Vltava, a piece of music I remember from my school days. It follows a river from its source to the sea. Supervision feels much the same. It is always moving. It is never finished.

Sometimes the river is calm and gives us space to think, reflect and notice what lies beneath the surface. At other times it becomes fast-moving and uncomfortable, carrying ethical dilemmas, uncertainty or self-doubt. We cannot stop the current, but together we can learn to navigate it. And if we do capsize, perhaps that experience has something to teach us too.

As a supervisor, I sometimes think of myself as a diving partner. Together we are willing to explore beneath the surface of the water, noticing the hidden currents, assumptions, blind spots and parallel processes that shape our work. My role is not to provide answers but to stay curious alongside my supervisee as we make sense of what is emerging.

The river is never just one stream. It is fed by many tributaries, just as supervision is enriched by the experiences, perspectives and wisdom that both supervisor and supervisee bring. It is a shared endeavour, continually evolving.

Maybe that is why this metaphor resonates so deeply with me. Supervision isn't about reaching a destination or finding the perfect answer. Like the river, it keeps moving. It keeps us learning, keeps us stretching our practice and reminds us that we are all still becoming.



Q

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

The biggest influence on my practice has been Nancy Kline and the Thinking Environment. Training as a Time to Think coach fundamentally changed how I listen and how I think with others. I try to hold the Ten Components in mind as both a coach and supervisor.

My formal supervision training began at Henley Business School on its first Supervisor Programme. What has stayed with me most are the relationships that grew from it and the fact that many of us continue to learn together. Since then, I have sought out learning that stretches me rather than confirms what I already know: Oxford Brookes University, the Coaching Supervision Academy (CSA) and the Centre for Supervision and Team Development (CSTD).

Being a member of the EMCC Global Centre for Excellence in Supervision is a joy as we think creatively as a team of supervisors from diverse cultures and perspectives about the future of supervision.





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

Each of my supervisors has shaped not only what I do as a supervisor, but who I am becoming.

My first coach supervisor was Jenny Rogers who helped me to believe that I really was a coach.

Eve Turner continues to have the greatest influence on my practice. She is one of the most generous and inspiring people in my professional life. She continues to challenge my thinking with kindness and reminds me that supervision is never something we master; it is a lifelong practice of learning.

Tatiana Bachkirova teaches me to have a razor focus on ethics combined with compassion.

Dorothy Siminovitch showed me that one's presence can be enough.

Robin Shohet inspires me with his fearlessness and his love of supervision.

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

My early career was spent working in therapeutic communities with highly traumatised young people. That experience taught me the power of groups and the importance of supervision as a container for unprocessed emotion, projection and fear.

Without supervision I would not have survived.

Supervision was an expectation when I was a social worker. I was fortunate to have supervisors who did more than help me reflect on my work. They helped me carry it. They created spaces where difficult experiences could be explored, rather than simply endured. They taught me that supervision isn't about having the answers; it's about having somewhere to think, to question, to be accompanied. I have never forgotten that, and it continues to shape the supervisor I am striving to be today.

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

Recording one of my own supervision sessions and sharing it with my supervision group was one of my most vulnerable learning experiences as a supervisor.

It was excruciating to watch but I found that turning off the video and just hearing myself was more bearable. I had to 'get over myself' and remember whom this was in service of. I was not looking for reassurance. I wanted to reflect what other choices I could have made as a supervisor. I wanted to explore and push my own learning edge.

The experience reinforced my belief that supervision is as much about noticing what is not being said, as what is being said.

Recordings are now part of my own reflective practice, and I encourage my supervisees to dive in with me to explore the ripples and hidden depths in their work.

Q How do you nurture your own reflective practice?

I do my best thinking with other people and on long walks with my dog through the woods.

I learn continually from my supervisees and through my own supervision. The Global Supervisors Network (GSN) and the Association of Professional Executive Coaches and Supervisors (APECS) are communities which keep me fresh in my practice.

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

I see supervision as a gift to myself. It is my space. If I'm not restored and replenished, I'm not at my best.

I bring my vulnerabilities. I value a relationship where I can be honest and raw, where I am stretched and supported and where I bring my whole self.

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

I hope I never stop learning. Supervision gives me purpose and joy. I am endlessly curious about how other supervisors work.

I am now supervising other supervisors both individually and in groups, as well as facilitating supervision groups for team coaches.

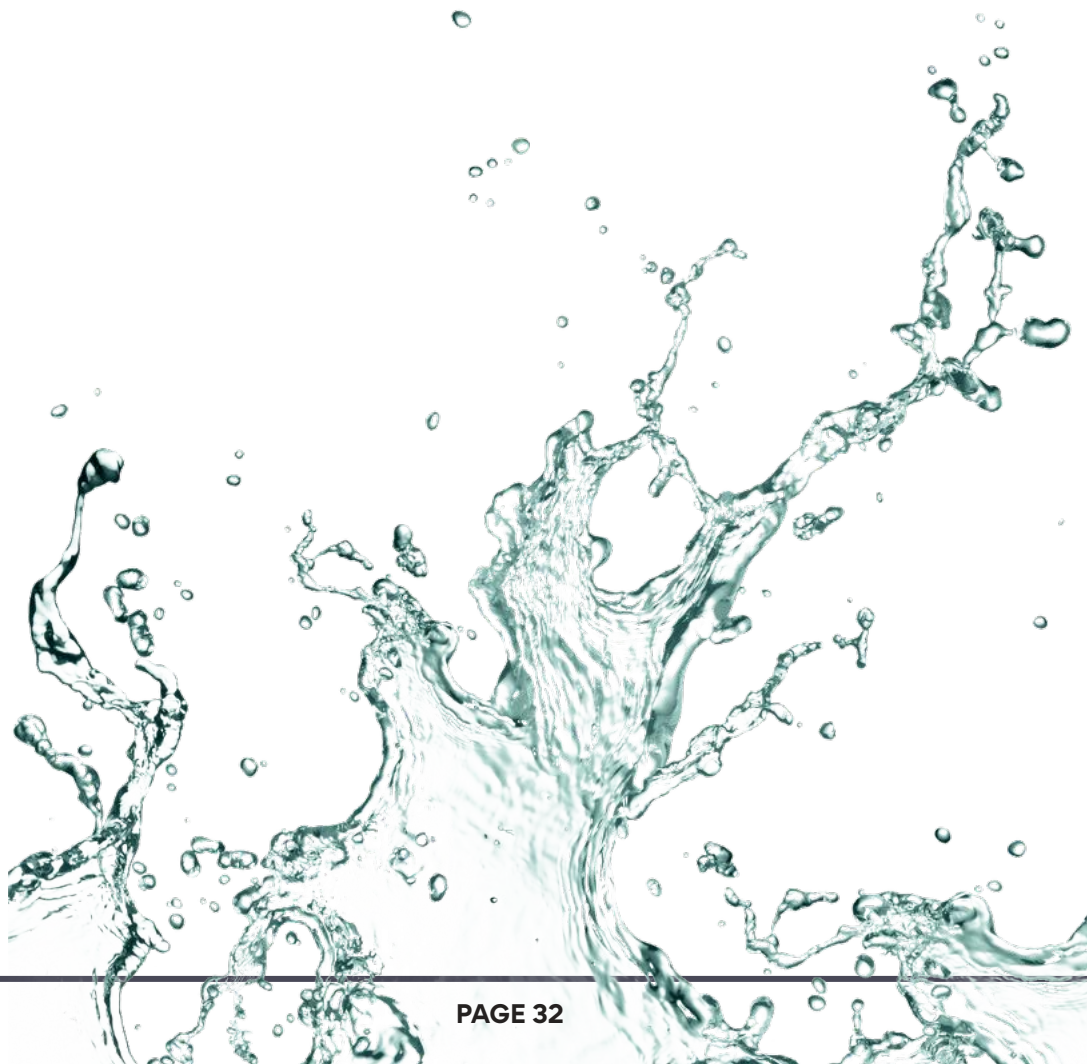
I remain passionate about making supervision more accessible and encouraging more coaches to experience its value, wherever they are in the world.

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

Give yourself permission ‘not to know’ and to ‘be enough’ – I am still learning to ‘be enough’.

Invest in supervision on your supervision to create space to replenish yourself.

Above all, stay curious. Be gentle with yourself. Find supervisors and peers who will think alongside you, challenge you with kindness and remind you that none of us ever arrive. We are all still becoming.



MICHELLE LUCAS

England and Spain

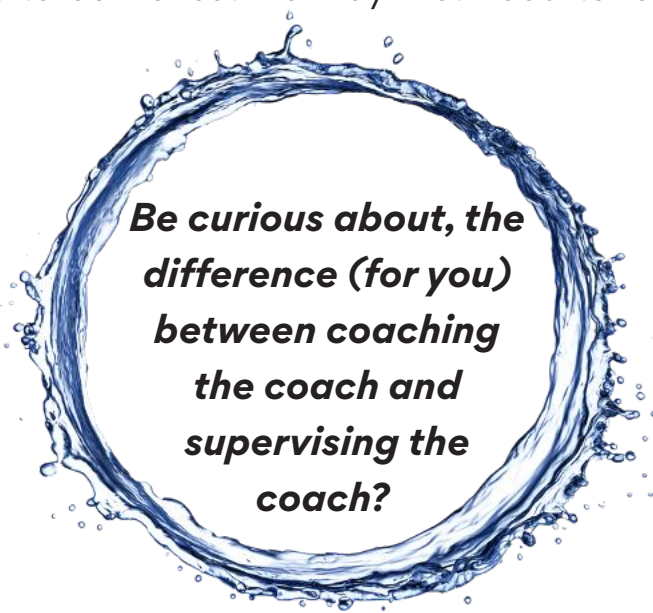
- AC MASTER COACH SUPERVISOR
- UCA – Fellow

Ox Brookes Post Grad Diploma in Coaching
& Mentoring Supervision

[LinkedIn](#)

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

A place where you can take a pause from holding the space for others to be held yourself. A place and space where you are invited to couple bravery and honest cowardice so that you may explore how you are affecting your client work and it is affecting you. Its a companionable space, you do not feel alone, a place of belonging. Its a space where growth happens, sometimes deliberate, sometimes by serendipity and where we recognise that in order to serve our clients to our fullest we may first need to face discomfort with ourself.



***Be curious about, the
difference (for you)
between coaching
the coach and
supervising the
coach?***

Q How would you describe your supervisory approach/philosophy?

With a background in Psychology and HR - I am intrigued by the individual, the system and the interplay between the two. My training meant we were given the broadest range of theoretical underpinnings and invited to choose what felt congruent for us. I am essentially humanistic, believing in the resourcefulness of the supervisee and systemic, recognising that we will always be influenced and influencing the things of which we are a part. With a wide variety of training (gestalt group work, Thinking Environment, Positive Psychology, Mindfulness) I think the best description would be "eclectic"!! I have written in detail about my supervision approach captured [in the StEWARD framework](#).

Q What led you to become a supervisor?

It was a happy accident! Facing my lack of motivation to complete my Masters in Coaching & Mentoring, I pivoted to the PG Certificate in Coaching & Mentoring Supervision which my tutor suspected was more in my sweet spot - she was right :) Initially I saw the supervision training as an opportunity to develop as a supervisee and a coach, I did not imagine adding supervision to my business. That was until I truly experienced the work - in the year following the PG Cert I was able to earn enough as a supervisor to pay for the PG Dip. Fast forward 14 years and 80% of my business is now supervision work.

Q If supervision was a form of water, what would it be for you? (What does this metaphor reveal about your understanding and experience of supervision?)

A river...travelling upstream. There's a whole ocean to explore, but we must choose what we want to inspect, we must identify a "mouth" (a voice, a declaration) where we will start. This inspection means we have to "swim against the tide" of comfort, deliberately going through some rapids in order to jostle things up so that new things emerge. It will require effort, and we grow stronger as we travel - we might need to go backwards to go forwards. The work is worth it, when we manage our way to the source, the view is amazing!!



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

While my formal trainings have been indispensable - providing the foundations for how I supervise, it has been my writing and editing work that has truly challenged my thinking and broadened my appreciation for supervision in a global context.

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

Prof. Tatiana Bachkirova - for her fearlessly alternative perspectives on the world of coaching and coaching supervision; Christine Champion - my very first supervisor who challenged my assumptions of what I thought supervision was; Carol Whitaker who partnered with me in co-facilitated group supervision, building my confidence and experience of "I can actually do this!" and who introduced me to Prof. David Clutterbuck and to Routledge - from which my writing and editing work sprung; Lily Seto who helped me understand the assumptiveness of believing I can create a psychologically safe space for others (as only the other can know when they feel safe) and to Prof Ernesto Spinelli - my current supervisor and my rock.

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

In every way - I do not try to separate out the human from the supervisor. I simply commit to do "my" work first. This is with me right now, my mother passed earlier this year - the questions this is provoking in me I am reflecting on individually, with my peers and with my supervisor and I am offering very similar questions to my own supervisees. They are free to explore and to ignore.

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

I don't think there has been a "moment"... it has been a rich smorgasbord of happenings and percolation. If I had to choose one thing... it could be when I was editing the "101" book and one of the contributors, who I both respected and revered, made what I thought was an error in their understanding a particular model. This was a "who am I?" moment, wondering if I had the authority to challenge an elder. My contracted role as "editor" pushed me to act, we clarified and the piece was updated, simply a case of "rushing" on their part. The bravery this required though is still with me - it's not about being "right or wrong" but about honouring what I notice and believing there is a place for my voice to be heard.

Q How do you nurture your own reflective practice?

I have always thought I struggled with reflection - until I realised that reflective practice is not the same as journalling after every client. I have written about this extensively [see here](#).

I reflect independently as I walk my dog twice daily, I hold Reflective Practice Space sessions monthly and play with various prompts to extend what I naturally "see"; I have heaps of supervision myself - individual and group with a professional supervisor holding the space plus through EVOLVE peer supervision in a chain (so 121 but not reciprocal) and some of EVOLVE also meet as a peer group to look specifically at our group supervision practice (we are all trained supervisors too). I have a number of "frolleagues" for chewing over more general "best practice" questions. And finally, my supervisees who bring their dilemmas to explore, often provoke great questions for my own practice!!

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

Anything and everything - right now it often centres on my own transition / bereavement. When I have a client where I feel I struggle to "reach" them, and I will bring them to talk through "what might be mine"....

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

That's a great question - a lot of energy has gone into the last two books, one on group supervision, then the 2nd edition of CTRH. The quick answer would be understanding more about AI... but the real answer is going to need some time and attention to emerge. I am travelling through my grief journey, I am reducing my coaching and supervision practice and improving my golf handicap. I don't yet know what will come next.

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

Be curious about, the difference (for you) between coaching the coach and supervising the coach? Hold that question as you work, invite your supervisees to share what they notice about being supervised by you. Be curious, be discerning, be honest - and keep this question with you over time, share what you notice with our community. My sense is that the clearer you can be about similarities and differences between the two, the better you will feel about your work.

Q How can we maintain a "clear mirror" state when we are affected by the same external influences as our clients?

I chose this question because I wanted to challenge the assumption that it is ever possible, or desirable to maintain a "clear mirror" state. For me it's more valuable to notice the contamination, to speak of it, to explore it, to consider it's source - then we have two humans in deep exploration in service of the work.

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

How do we know if we are truly fit for practice?



MAUREEN RABOTIN

United States of America

EMCC ESIA

ICF PCC

[Website](#)

Q

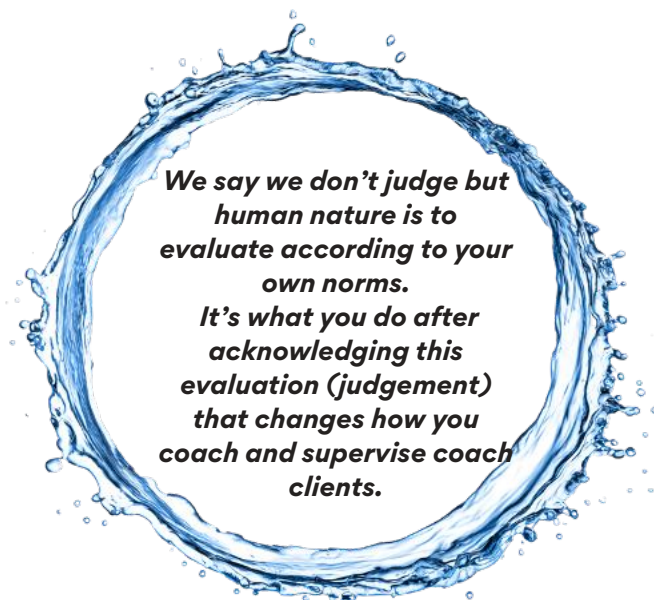
In your own words, how would you define supervision?

An opportunity to be accompanied by a professional coach as a thought partner while reflecting on actions from a coaching session to shift perspectives, reflect on what the coach did well, could have done differently and perhaps what the coach may have missed about the coach-coachee dynamic.

Q

How would you describe your supervisory approach/philosophy?

A psychological safe space for compassionate development



Q If supervision was a form of water, what would it be for you? (What does this metaphor reveal about your understanding and experience of supervision?)

A sparkling river that faces obstacles, learns to address, flow around, through or learn to avoid in future encounters. This metaphor underlines the importance of supervision as a supportive and developmental opportunity for coaches who can carry a lot of emotions being a professional within the caring industry.



Q What led you to become a supervisor?

I did my coaching certifications in Europe where supervision was part of every curriculum. I experienced helpful supervision and not so helpful and wanted to make sure the supervision I offered was that of a trusted thought partner not a hierarchal, demeaning or authoritative teacher.

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

Hult Ashridge Executive Education - Postgraduate Diploma in Organizational Supervision Goldvarg group supervision certification

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

Erik de Haan, my tutor during my supervision training at Ashridge

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



Having been an expat living and working in France for several years, my professional expertise has been with global teams specializing in intercultural communication and emotional intelligence. The experience of learning a second language as an adult and adapting to a foreign culture have been beneficial in solidifying my natural curiosity and listening skills.

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

Accompanying an American team coach who had learned a strict interpretation of the GROW model which is a more linear goal-oriented process had difficulty taking a systemic approach to the complexity of the French coachee's circular thought processes with more of a critical analysis approach. That nugget of knowledge helped the coach grow in their posture and presence of meeting the coachee where they are.

Q How do you nurture your own reflective practice?

I am part of a peer group of supervisors.

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

My natural curiosity, my posture of deep listening, presence, and a systemic approach to the dynamics not in the room. The ability to step back and see the interwoven dynamics often referred to the Seven-Eyed Model of Supervision developed by Peter Hawkins and Robin Shohet.

Q

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

This past year, I moved back to the USA where supervision is less common. I offer coach supervision and group coach supervision to accompany coaches as they reflect on their emotional stress and developmental needs to be at their best through self-care and for the benefit of their coaching clients.

Q

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

I'd suggest reading Erik de Haan's book on choosing a supervisor: *Being Supervised*. This helps to understand which of Proctor's Three Functions (formative, normative, restorative) they tend to lead with and how, as a Supervisor, they balance all three aspects while integrating other frameworks and keeping a journal based on their own ARC review: Action-Reflect- Cycle.

Q

How do we invite honest reflection while honoring cultural norms of respect and dignity?

By understanding your natural talents, how cultural influences have shaped your beliefs, perceptions and behaviors (beyond national cultural influences as culture is complex) will enable you to accompany coaches with curiosity, and intercultural intelligence thus allowing you, as a supervisor, to challenge coach clients with compassion.

Q

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

How well do you understand the complexity of culture? What has influenced your values, beliefs and behaviors that are not easily compartmentalized while accompanying another unique person with their cultural background? We say we don't judge but human nature is to evaluate according to our norms. It's how you invite curiosity into the coaching dialog that changes how you coach and supervise coach clients.

IFEN CHIANG- GYSELINCK

Belgium

EMCC ESIA

ICF-PCC, EMCC ITCA (Team Coach), NBC-HWC
(National Board Certified Health and Wellbeing Coach)

[LinkedIn](#)

Q

In your own words, how would you define supervision?

Coaching supervision creates a space for coaches to look both inward and outward—to allow what has gone unnoticed, or perhaps been avoided, to emerge through observation, reflection and discovery. It is a relationship of both safety and growth, where coaches can explore their practice honestly without feeling the need to perform.



While coaching often supports a client in moving forward, and mentor coaching focuses more specifically on developing coaching competencies, supervision feels wider. It explores not only what the coach did, but why they did it, what influenced their choices, what may have been happening beneath the surface, and what else was present but not yet noticed.

In supervision, we may zoom in on a question, silence, bodily sensation or urge to rescue, then zoom out to consider what belongs to the coach, the client, their relationship, or the wider organizational, cultural and social system.

I sometimes imagine supervision as visiting a museum after dark. The supervisee may know many of its corridors but sense that something important is waiting in a particular room. The supervisor accompanies them with a flashlight—not leading or announcing what will be found, but following curiosity together and illuminating what invites attention.

Within clear ethical and professional boundaries, supervision helps us discover blind spots and difficulties, as well as overlooked treasures: intuition, courage, creativity, wisdom and embodied knowing. Ultimately, it helps us see more, understand more and choose more consciously.





How would you describe your supervisory approach/philosophy?

My supervisory approach is grounded in compassionate clarity. Compassion without clarity may leave important matters untouched, while clarity without compassion can feel exposing or unsafe. I aim to create a relationship in which supervisees feel respected and supported while exploring what may be difficult, contradictory or not yet conscious.

Contracting is often the work itself. Even within an established relationship, I do not assume that what felt safe or useful previously will be right today. Like returning to the same yoga mat, we arrive differently each time. Together, we consider what is needed now and what balance of support, challenge and risk will best serve the inquiry. And, Rather than narrowing the focus too quickly, I open the field using the Seven-Eyed Model developed by Peter Hawkins and Robin Shoet. I am also drawn to polarities such as care and challenge, closeness and distance, action and waiting, or responsibility and letting go. Holding both sides can reveal greater complexity and possibility.

My approach draws on adult development, positive psychology and Transactional Analysis, informed by embodied and systemic lenses. We may explore thoughts, emotions, bodily responses and personal assumptions alongside the coaching relationship, organizational context, culture, identity and power. I also use metaphor, multiple perspectives and playful experimentation to illuminate what has gone unnoticed.

My purpose is not to prescribe an answer, but to support greater awareness, freedom and conscious choice about the coach the supervisee is—and is becoming.



If supervision was a form of water, what would it be for you? (What does this metaphor reveal about your understanding and experience of supervision?)

My maiden family name is Chiang, meaning “big river,” and somehow water has always felt like a natural metaphor for me. Coaching often feels like a river: moving, changing direction and journeying forward. Supervision, however, feels more like the ocean.

The ocean is vast, deep and interconnected. Even when its surface appears calm, unseen currents, pressures and ecosystems are moving underneath. Similarly, a supervisee may bring one visible question, while beneath it flow emotions, values, assumptions, relationships, ethical tensions, personal histories and wider organizational forces.

As a former advanced scuba diver, I learned that we cannot control the ocean. We must attend to currents, visibility, depth, pressure, our own breathing and the changing environment. We work with the water, not against it. As a supervisor, I am in the water too—accompanying the supervisee rather than directing them from the shore.

Water can also become mist, rain, ice or storm. Supervision may feel spacious, unclear, turbulent or frozen; sometimes our task is simply to bring enough warmth for something to soften.

Most importantly, all bodies of water are connected. This reflects my understanding of supervision as a living, relational and systemic space—continually changing and always connected to something larger than any individual person.



Q What led you to become a supervisor?

I became interested in supervision because coaching brought me to places where coaching alone did not feel sufficient. While working with clients in complex situations, I found myself carrying questions about the client, our relationship, my own responses and what might be happening beneath the surface.

Bringing these cases to my supervisor revealed a different kind of space—one where I could slow down, notice patterns and explore relational, systemic and unconscious dynamics. I remember thinking, “This is where complexity can be held.”

I also realized that coaches sometimes need more continuity and space than occasional supervision provides. This motivated me to create supervision that is spacious, relational, accessible and affordable enough to be used regularly—not only when something has become difficult.

Ultimately, supervision became more than a place to resolve complex cases. It helped me become more conscious of who I was becoming as a coach. I wanted to create that same developmental space for others.





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

The professional training that has most directly shaped my development as a supervisor is my training with the International Centre for Coaching Supervision (ICCS), founded by Nick Bolton.

It helped me understand supervision as a discipline in its own right, rather than simply an extension of coaching. Through the programme, I developed a deeper appreciation of reflexivity, relational dynamics, psychodynamic perspectives, ethics, contracting and the multiple layers within a supervisory conversation.

The training also gave me language and frameworks for experiences I had previously sensed intuitively but could not always name or work with consciously. It expanded my attention beyond “What should the coach do next?” towards exploring what is happening within the coach, between coach and client, across the wider system and within the supervisory relationship itself.

Most importantly, it introduced a deeper developmental question: “What kind of coach do you want to be—and become?” ICCS gave me a strong professional foundation, a map and a disciplined way of exploring complexity.



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

Several people and communities have shaped my development as a supervisor.

My supervisor, Siobhan Cahalan, has been one of my most important influences. Experiencing her supervision gave me an embodied understanding of what it means to be held, supported, challenged and invited to see differently. She helped form my earliest understanding of what supervision could be.

Members of my supervision cohort and the teaching faculty have also influenced me deeply. Learning alongside them showed me that there is rarely only one way to understand a situation. Each person notices something different, strengthening my respect for multiplicity and the value carried by every perspective.

Beyond the professional field, Patrick Connor and Rupert Spira have shaped my understanding of awareness, presence and non-duality. They influence not so much the techniques I use, but the place from which I supervise.

Together, these influences have helped me develop a supervisory approach grounded in curiosity, spaciousness, relational awareness and the capacity to hold paradox without rushing towards an answer.





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

My life experiences have shaped me as much as any professional training. Living and working across Eastern and Western cultures has taught me that what seems obvious or “right” in one context may appear very different in another.

My corporate career—leading teams across countries, cultures and functions—also deepened my understanding of organizational behaviour and group dynamics. Together, these experiences have made me cautious about certainty.

My Western education taught me to value critical thinking, evidence, ethics, accountability and clear contracting. My Eastern background and contemplative learning cultivated an appreciation for interconnectedness, embodied knowing, paradox and patience. Over time, these have become part of one integrated way of seeing.

My personal growth through a non-dual path has most deeply shaped how I relate to identity, judgment, uncertainty and control. I am less interested in being the expert with the answer and more interested in creating a space where we can become curious together.

These experiences have shown me that growth often begins when we recognize, without judgment, patterns that once protected us but may now limit us. This is the foundation of my compassionate clarity: compassion allows honest exploration without shame, while clarity prevents compassion from becoming avoidance.

Q

Please share a moment from your work as a supervisor that significantly shifted your perspective/influenced growth.

Every supervision session shapes my perspective in small ways. Some moments build my confidence, especially when I see a supervisee notice something that had previously gone unseen and experience the lightness or energy that can come with new awareness.

One experience shifted me more significantly. I left a session feeling that no real breakthrough had happened, yet the supervisee later shared that something important had become clear for them. It reminded me that, as a supervisor, I cannot always know what is happening internally for another person.

Working with neurodiverse supervisees has further deepened this learning. It has encouraged me to think more carefully about how I structure the space, pace, questions and silence, so that different ways of processing and making meaning can be supported.

This is still an area I want to explore further, with greater curiosity, humility and intentionality.



Q How do you nurture your own reflective practice?

I nurture my reflective practice through a combination of embodied, contemplative and creative practices. Yoga, embodiment work, painting, music, and continued learning from teachers such as Patrick Connor and Rupert Spira help me slow down, notice and reflect more deeply.

My work as a coach, teacher and mentor also continually invites reflection, as does the support I receive from my own coaches and supervisors. I stay connected with the supervision community through ongoing dialogue, sharing and learning.

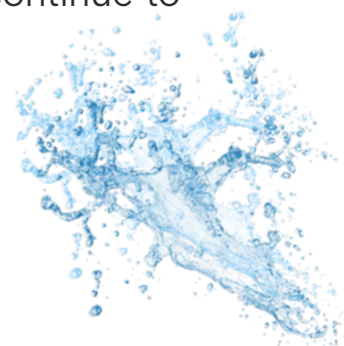
My coaching supervision cohort has become an especially valuable source of support, challenge, inspiration and nourishment, helping me continue to grow both personally and professionally.

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

In my own supervision, I often explore the relational dynamics that emerge between me and my coaching clients. Transactional Analysis gives me a useful lens for noticing patterns, roles, expectations and responses within the coaching relationship.

I also reflect on how my cultural background and experiences across Eastern and Western contexts may influence the way I listen, interpret, respond and make choices as a coach.

Supervision helps me become more aware of these influences, question my assumptions, and consider what belongs to me, what may belong to the client, and what is being created between us.





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

I am currently deepening my awareness of how I use myself within the supervisory relationship. This includes paying closer attention to my embodied responses—sensations, emotions, images and shifts in energy—and considering what they may be communicating. Rather than treating these responses as truth, I am learning to hold them as provisional information to be explored with care.

I also want to strengthen my systemic awareness, through Eye 7 of the Seven-Eyed Model. This means looking beyond the coach–client relationship to consider the organizational, cultural and social systems influencing the work, including role, authority, identity and power.

Another focus is parallel process and emotional resonance. I want to become more discerning about what belongs to me, what may belong to the supervisee or client, and what may be emerging through the wider relational field.

As I develop my group-supervision programme, I am also exploring group dynamics and how to create psychological safety alongside meaningful, compassionate challenge.

Ultimately, I hope to develop an "Arc Vitality" approach integrating embodiment, systemic awareness, compassionate clarity and contemplative presence.

My guiding question is: How can I use everything that arises within me as provisional information, while remaining spacious enough for the supervisee to discover their own meaning, agency and professional responsibility?

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

Have fun with the journey, and be willing to step into it fully. You do not need to know everything or have every answer before you begin. Trust that what you already bring—your coaching experience, humanity, curiosity, intuition and capacity to be present—is sufficient as a starting point.

Supervision is not about becoming the expert who always knows what should be done. It is about creating a reflective space in which something meaningful can emerge between you and the supervisee. Stay curious about the coach, the client, the relationship and the wider system. Be equally curious about yourself: what you notice, feel, assume, avoid or feel drawn to do.

Continue receiving supervision for your own supervisory practice, and allow yourself to learn from uncertainty, mistakes and surprise. When you enter the work with openness, humility and wholehearted presence, the supervisory relationship itself becomes a source of learning. Trust the process, remain fully engaged, and let the journey gradually shape you.

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

How can I use everything that arises within me as provisional information, while remaining spacious enough for the supervisee to discover their own meaning, agency and professional responsibility?

JEANNE-ELVIRE ADOTEVI BILIÈS

France

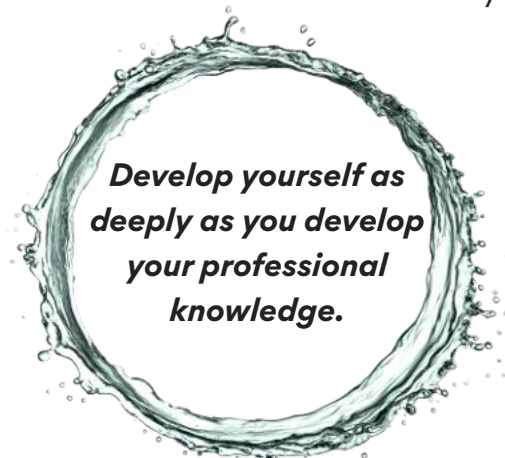
- Coach SuperVisor ESQA-EMCC,
- Association For Coaching & THE SCHOOL OF SUPERVISION's Accredited Supervisor,
- ANSE/PSF (Professional Supervisors Federation) France, Accredited Supervisor
- ANSE is the National Association of Organisations for Supervision in Europe. PSF is the French national association under the umbrella of ANSE.

Global Executive and Developmental Coach,
Systemic Team Coach, CPCC, ACIMC, Ace-Virtuoso,

[LinkedIn](#)

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

For me, Supervision is a contemplative and developmental space: a place to pause, reflect, resource and become. It offers an opportunity to step outside the momentum of professional practice and become curious—not only about what happens, but how meaning is constructed. What assumptions shape my perception? How do my identity, history, culture and experience enter the relationship? What do I notice, and what might I miss? What is happening within the wider relational and systemic context?



While coaching often focuses primarily on the client's agenda, supervision invites coaches to become curious about themselves as the instrument of their work. Practice becomes a doorway to deeper self-understanding, opening questions of identity, ethics, relationships, culture and systems.

I am particularly drawn to an understanding of Ubuntu that moves beyond a simplified notion of interconnectedness: the proposition that our humanity is something we create together. This gives supervision a deeper significance. How we listen, what we assume, whose perspectives we privilege, what we make visible or leave unseen, and the possibilities we open or close through relationship all shape the worlds we inhabit together.

Supervision is therefore not simply about solving problems. It is a space for cultivating discernment and resourcefulness: reconnecting with the resources within, between and around us, while remaining with complexity rather than rushing towards certainty.

Ultimately, supervision supports us to pause, reflect, resource and become—deepening awareness, strengthening integrity and helping us become more conscious of the humanity we are creating together.





How would you describe your supervisory approach/philosophy?

My philosophy rests on three interconnected dimensions: Being, Becoming and Belonging.

Being invites presence, authenticity and the cultivation of self as an instrument.

Becoming supports ongoing developmental growth through reflective, embodied and systemic awareness.

Belonging reminds us that none of us develops in isolation. We are shaped by our families, cultures, organisations and societies, and our practice is always embedded within these wider systems.

Rather than relying on a single supervisory model, I integrate developmental psychology, complexity thinking, Internal Family Systems, Polyvagal Theory, contemplative practice and reflective inquiry according to what each supervisee and each moment requires. Meditation has profoundly influenced this philosophy. It has taught me that transformation rarely comes from trying to become someone different. More often, it emerges as we learn to meet ourselves—and others—with greater awareness, compassion and courage.

Increasingly, I think of supervision as a practice of remembering: helping people reconnect with qualities that are already present but not yet fully lived.

Q If supervision was a form of water, what would it be for you? (What does this metaphor reveal about your understanding and experience of supervision?)

A mountain lake.

Its stillness is not emptiness but depth. It reflects clearly, yet beneath its surface, countless unseen processes unfold.

When we pause long enough, the lake becomes a mirror—not one that judges or distorts, but one that reveals.

Water also teaches adaptability. It does not resist complexity; it moves with it. Likewise, supervision does not seek certainty. It develops our capacity to remain present amidst ambiguity and change.

The clearer the water, the more faithfully it reflects reality. Supervision is an ongoing practice of gently clearing that mirror.



Q

What led you to become a supervisor?

Throughout my coaching career, I found myself becoming increasingly interested in the coach rather than only the coaching.

I noticed that sustainable change rarely depended on technique alone. It depended on the coach's capacity for presence, self-awareness, ethical discernment and developmental maturity.

Supervision offered a space where these deeper dimensions could be explored.

It also brought together lifelong interests that had accompanied me for many years: human development, contemplative practice, cross-cultural learning, systemic thinking and the search for meaning in everyday life.





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

My EMCC/ESQA certification in Coaching Supervision and Reflective Practice laid the foundation for my supervisory practice, particularly through the Seven-Eyed Model. A few years later, I undertook further training with The School of Supervision and Association for Coaching, which enabled me to deepen my knowledge and develop additional skills, including through existential and psychodynamic perspectives.

Over the years, my practice has continued to evolve by integrating adult development theory, complexity science, Internal Family Systems, Polyvagal Theory, Philosophy–Purpose–Process, Nonviolent Communication, and DEIB frameworks.

Equally influential has been my certification in Spiritual Literacy and Transformative Practices, inspired by Reading the Sacred in Everyday Life. This deepened my appreciation of how ordinary professional experiences can become invitations to meaning, wisdom and personal transformation.

I do not see these trainings as methodologies to be applied mechanically, but as lenses that enrich how I listen, notice what may remain unseen, and accompany each supervisee with greater presence, curiosity and discernment.



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

Throughout my career, I have learned from many supervisors, developmental scholars, and practitioners, each contributing in different ways to the supervisor I am today. Yet, on a more personal level, my contemplative teachers have profoundly shaped how I supervise.

The teachings of Pema Chödrön, Sharon Salzberg, Arielle Schwartz, Oren Jay Sofer, and Mingyur Rinpoche have become precious benchmarks in my practice. Through them, I have learned to see awareness, compassion, and courage not as separate qualities but as deeply interconnected capacities. Meditation and yoga have also been essential resources, helping me develop a deeper understanding of my mental activity, particularly in a VUCA (Volatile, Uncertain, Complex, and Ambiguous) context.

These practices have strengthened my capacity for mindfulness, non-judgemental communication, and compassionate presence. They remind me to remain grounded, open, and available, especially in moments of uncertainty or adversity.

Ultimately, they have profoundly influenced my understanding of supervision: it is less about providing answers or solutions and more about creating the conditions in which insight, awareness, and growth can emerge naturally. For me, this is at the heart of being a supervisor—and of being fully human in the supervisory relationship.



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

I often think that my education in human systems began long before my professional life. As the fifth of ten siblings, I grew up in a world where relationships, alliances, differences, tensions and negotiations were part of everyday life. I learned early that people can share the same environment yet experience the world very differently. Looking back, many of the lessons I now draw on as a supervisor—about listening, perspective, belonging and complexity—have their roots there.

For more than two decades, I have led three organisations across the private, public and socially responsible sectors, while living, working and travelling extensively in different cultural contexts. These experiences continually invited me to question my assumptions about identity, culture, power, leadership and belonging. Working with organisations and multicultural teams, particularly during change and transition, taught me that behind strategies and professional roles are human beings, each shaped by their histories, hopes, fears and ways of making sense of the world.

An important part of my personal journey also unfolded in Japan, where a Japanese couple became, in many ways, my spiritual parents. That relationship opened new understandings of family, belonging and ways of seeing and being.

Contemplative practice, meditation, yoga and transgenerational inquiry have further deepened my curiosity about what we carry with us and how inherited patterns may shape the way we relate, lead and respond.

These experiences inform the spirit I bring to supervision: holding both the person and the wider system in view, with curiosity, cultural humility and compassion. I see supervision as a space where professional development and personal awareness can meet, creating the conditions for deeper understanding, wiser choices and meaningful growth.

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

The shift came gradually rather than through one defining moment. Earlier in my career, I believed my role was to help supervisees see what they were missing.

Today I understand my responsibility differently.

My task is not to provide better interpretations but to create the conditions in which supervisees discover their own deeper seeing.

That subtle change transformed how I listen, the questions I ask and the trust I place in emergence.





How do you nurture your own reflective practice?

Meditation is the foundation of my reflective life. It provides a space to pause, observe, and return to myself with greater awareness and perspective.

My practice is nourished in many ways: through daily contemplative practice and occasional retreats, supervision of my supervision, reflective writing, meaningful dialogue, and continuous learning and reading. Time spent with loved ones, trusted friends, and colleagues is equally important. These relationships often offer perspectives and reflections that I could not arrive at alone.

I also find renewal and insight in simpler, less structured experiences: long walks in nature, creative practices, and hands-on work. For example, I have been particularly drawn to kintsugi—the Japanese art of repairing broken pottery in a way that honours rather than conceals its fractures — and Ikebana—the Japanese art of floral arrangement. Experiences such as these remind me that reflection is not always an intellectual process; it can also emerge through silence, movement, creativity, relationship, and our encounter with the natural world.

For me, reflection is therefore not something I reserve for after a difficult conversation or at the end of a working day. It is a quality of presence that I continually aspire to cultivate—a willingness to pause, remain curious, and notice what is happening within me and between me and others.

These practices help me remain grounded and open, and they remind me that my own development as a supervisor is never complete. I see reflective practice not simply as a professional discipline, but as a way of living: one that helps me meet myself, others, and the complexity of life with greater awareness, humility, and humanity.

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

I bring curiosity before certainty. I bring questions more readily than conclusions, and a genuine willingness to be surprised by what may emerge.

I also bring the humility to examine my own assumptions and to recognise that I, too, am shaped by the relationships, cultures, and systems in which I live and work. Being a supervisee reminds me that no matter how much experience we have, we remain capable of having blind spots and of seeing ourselves more clearly through the eyes of another.

I value supervision as a space where I can step back from my habitual ways of thinking, explore what I may not yet see, and allow new perspectives to emerge. I try to meet that process with openness rather than defensiveness, and with the courage to stay with questions that do not have immediate answers.

Above all, I bring humility: the understanding that development is not a destination but a lifelong journey. Remaining a learner is, for me, an essential part of being a supervisor. It keeps me connected to the experience of being supported, challenged, and invited to see differently—and helps me offer the same quality of space to those I supervise.



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

I am increasingly drawn to the convergence of contemplative practice, adult development, regenerative leadership, and collective transformation. The work of thinkers such as (Jennifer Garvey Berger and Robert Kegan,) among others, continues to challenge and enrich my understanding of how adults grow, how our ways of making meaning evolve, and how this development influences the way we lead and relate to others.

I am also curious about the future of supervision in a world profoundly shaped by artificial intelligence. This raises important questions for me: What does it mean to remain deeply human in our work when more and more forms of knowledge, analysis, and even interaction can be supported or mediated by technology? What becomes more important, rather than less, as AI advances?

Paradoxically, I believe that technological progress may invite us to become more intentional about cultivating the qualities that cannot simply be automated: presence, discernment, ethical imagination, compassion, relational intelligence, and wisdom.

This is an area I am still exploring rather than one in which I have definitive answers. And perhaps that is precisely what makes it meaningful to me. I am interested in remaining curious about what the future of supervision might become, while staying anchored in something I believe will remain essential: the depth and quality of human presence.

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

Learn the models well. Understand the frameworks, the theories, and the discipline of supervision. Then learn to hold them lightly.

Develop yourself as deeply as you develop your professional knowledge. Pay attention to your own patterns, assumptions, reactions, and blind spots, because you will inevitably bring yourself into every supervisory relationship.

Cultivate silence as much as questioning. Learn to listen not only to what is being said, but also to what may be emerging between the words. Sometimes the most valuable intervention is not another question, but the capacity to remain present long enough for something deeper to become visible.

Above all, remember that the most important instrument in supervision is not the framework you use, but the quality of presence you embody. Knowledge matters, but so do curiosity, humility, courage, compassion, and the willingness to remain genuinely open to another person's experience. And never lose your sense of wonder. Supervision is a practice of discovery. The moment we believe we already know, we risk closing the very space in which insight can emerge.

For me, genuine supervision begins where certainty ends.



How can we maintain a "clear mirror" state when we are affected by the same external influences as our clients?

I do not believe we ever become perfectly clear mirrors. As supervisors, we remain human beings participating in the same cultures, organisations, social realities, and historical moments as those we accompany. We bring our own experiences, assumptions, values, and sensitivities into the room.

For me, the challenge is therefore not neutrality, but awareness.

Meditation and reflective practice have taught me that clarity does not come from eliminating our conditioning, which is neither possible nor desirable. It comes from becoming sufficiently aware of it to recognise when it may be influencing what we see, hear, or interpret.

This requires an ongoing willingness to pause and ask myself: What belongs to the person in front of me, and what might I be bringing into the picture? What am I seeing clearly, and what might I be projecting? Supervision of my own supervision, dialogue with trusted colleagues, and honest self-reflection are important safeguards in this process.

I think of supervision as an ongoing practice of cleaning the mirror—not so that it becomes flawless, but so that it becomes clearer. The aim is not to remove our humanity, but to become more conscious of it, so that we are less likely to mistake our own reflections for someone else's truth.

Perhaps a clear mirror is therefore not one that has no traces of the person looking through it, but one in which those traces can be noticed, questioned, and held lightly.

Q

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

"As artificial intelligence becomes increasingly capable of supporting reflection, what uniquely human qualities must supervision consciously preserve and continue to cultivate?"

My own answer:

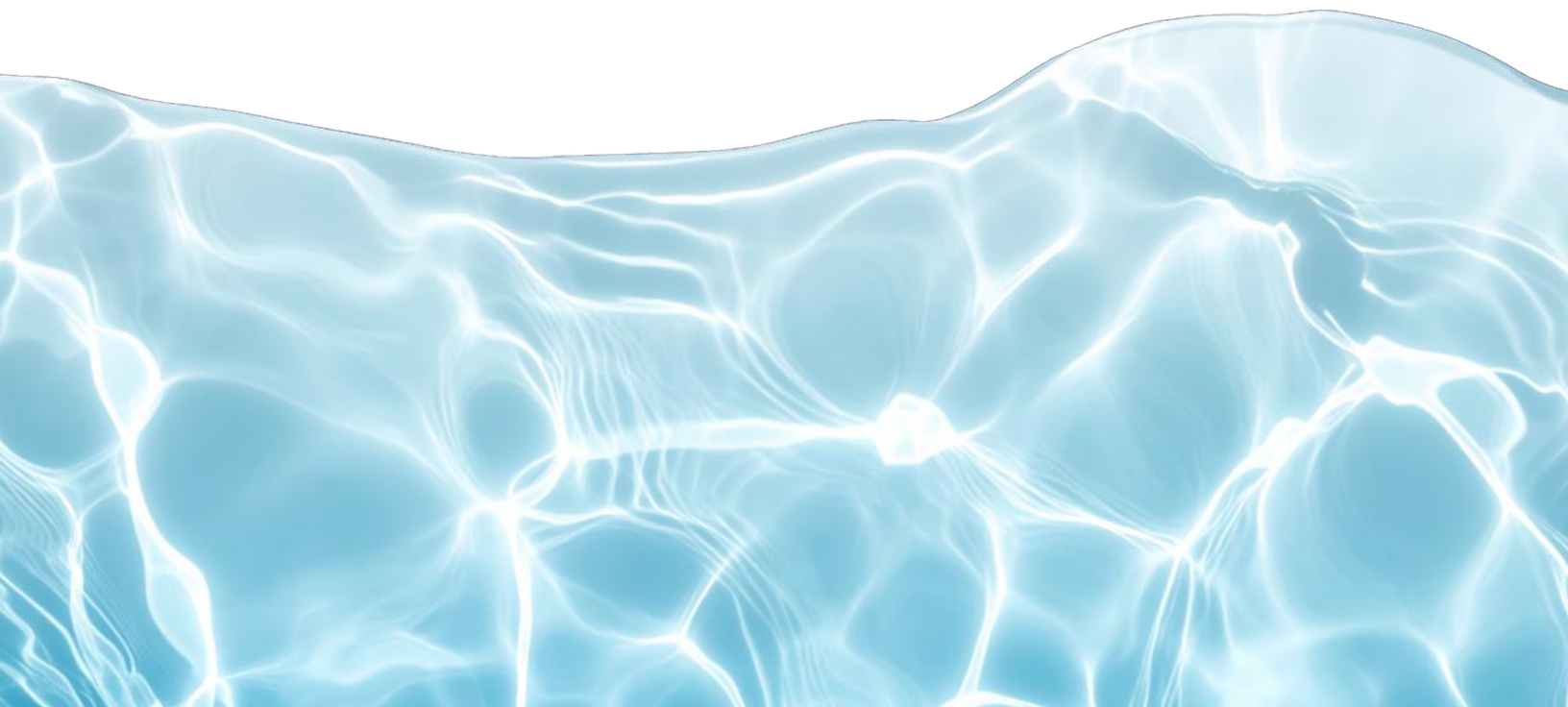
Perhaps our deepest contribution has never been our expertise alone.

Perhaps it has always been our capacity to be genuinely present with another human being: to listen beyond the words, to discern what cannot simply be analysed, to hold complexity without rushing to resolution, and to meet another person with wisdom, compassion, and curiosity.

AI may increasingly help us access knowledge, recognise patterns, and generate perspectives. But perhaps supervision will matter even more for the qualities that cannot simply be automated: presence, discernment, ethical imagination, compassion, courage, and wisdom.

At its deepest, supervision may be less about providing answers than about creating a space in which another person can see more clearly, reconnect with what matters, and discover with greater freedom who they are—and who they are becoming.

Conversations by the water





Until our streams meet again

I want to thank all the contributors for their time, openness and for allowing us to see something of who they are, how they reflect and how they practise supervision. Each story gave me something to return to, and together they have expanded my own thinking about supervision.

Reading these interviews also brought a few unexpected connections. The Thinking Environment appeared in several stories just as I was reading Time to Think for the first time and considering how it might contribute to my practice. I enjoyed that synchronicity. I also came across names I had not heard before, whose work I now look forward to exploring.

Before beginning this e-book, I already knew some of its contributors. I had attended sessions or training they facilitated and had also experienced supervision with some of them. For others, my invitation to take part in this e-book was the first time we connected, and I hope it will not be the last. Each of these exchanges has brought great value to me and may also open possibilities for future collaboration.

The Global Supervision Network is an important source of inspiration for me. Its sessions feel different from anything else I attend and always leave me with something to think about, write about or explore. I want to thank Eve Turner for the time, energy and care she puts into this community. I feel fortunate to be part of it.

Until now, I have usually had an idea of what I wanted to create next. This time, I am less sure. What I do know is that there is a draft of a research project I began while I was pregnant, waiting for its time. The topic is quite specific, connected with supervision, and when I started exploring it, I found very little literature.

Another e-book may appear somewhere in between. I also expect to spend time watching my son learn to walk, returning to my research, continuing to develop my supervision practice and exchanging ideas and experiences with colleagues. For now, that feels like enough of a plan.

While walking my dog, perhaps by some water, I may imagine a colleague from this e-book walking somewhere else at the same time, reflecting on something and finding a new insight along the way.

And a final thank you to Tijana Mitrović, who has once again made this publication as visually inviting as the previous ones.



Let's get a little wet

Questions to take into supervision

In The Supervision Garden, each contributor shared a question they ask themselves as a supervisor. For this volume, I added an invitation to choose and respond to one of the questions offered by a colleague.

I have decided to bring together all the questions from both collections for anyone who would like to reflect with them. You might explore one on your own, take it to your supervision, or use it as the starting point for a blog post or LinkedIn article.

If you decide to share your reflection, add **#WatersOfSupervision** and tag me. Perhaps we can start a chain of questions, provocations and inspiration. :)



**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?

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

How can we maintain a "clear mirror" state when we are affected by the same external influences as our clients?

**What philosophy of learning do you truly embody in your supervision, and how do you know?
And how does that philosophy compare with the one embedded in the credentialing systems your supervisees are navigating?**

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

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?

**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?**

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?

What should you learn about yourself based on the nature of the questions in supervision sessions?

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

What is trying to emerge from the systems that we are all currently in?

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?

How is your practice as a supervisor impacting humanity with its complex needs?

How do we know if we are truly fit for practice?

How can I use everything that arises within me as provisional information, while remaining spacious enough for the supervisee to discover their own meaning, agency and professional responsibility?

How do we invite honest reflection while honoring cultural norms of respect and dignity?

How well do you understand the complexity of your cultural influences in your values, beliefs and behaviors that are not easily compartmentalized while accompanying another unique person with a diverse cultural background?

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

How are you responding to the opportunities and challenges of the technological changes that are occurring now - and how are you influencing or being influenced by them? (And what are you missing out on as a result?!)

As artificial intelligence becomes increasingly capable of supporting reflection, what uniquely human qualities must supervision consciously preserve and continue to cultivate?

**What question are
you leaving with?**

Share with me... :)



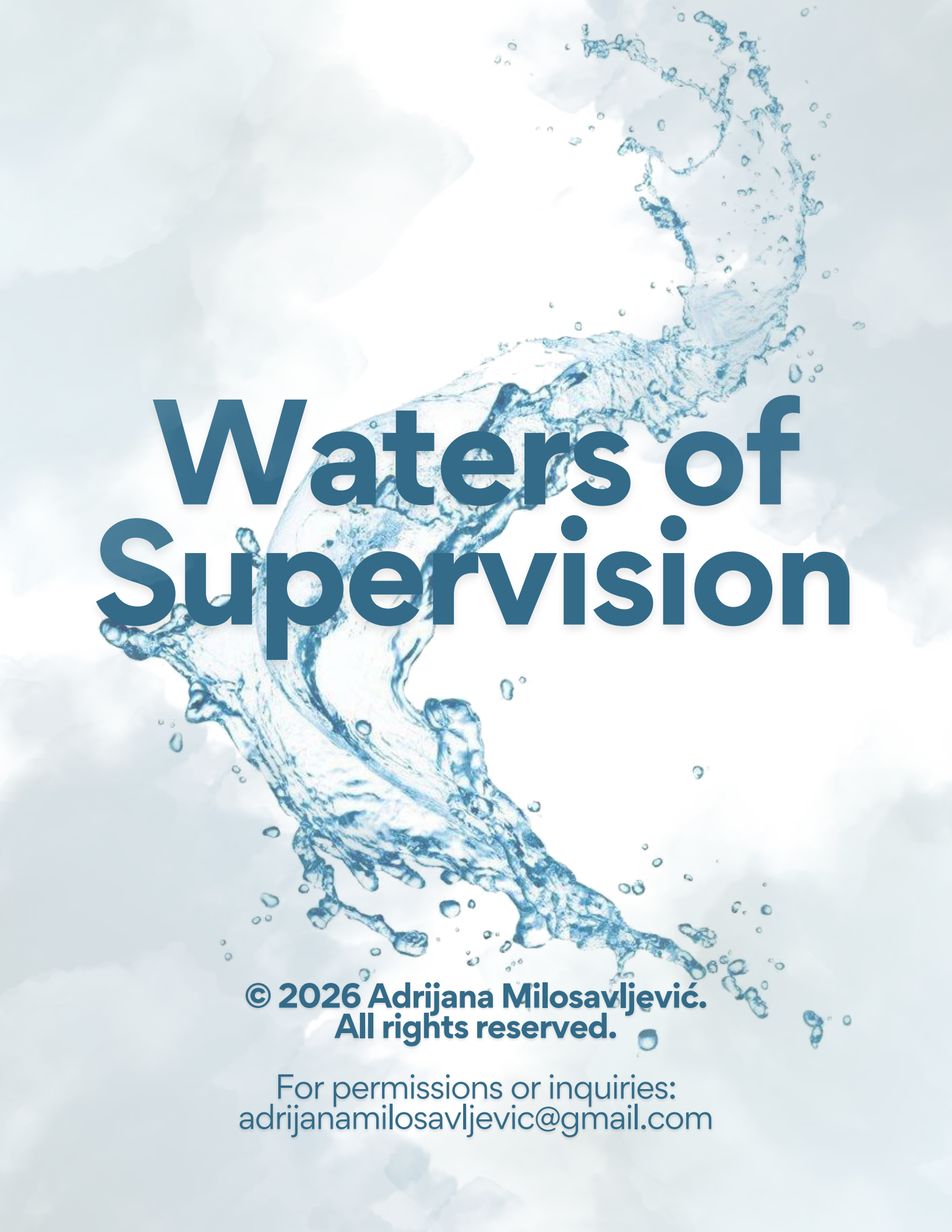
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Waters of Supervision

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