An ICCS Essentials Report

Internationa Centre for Coaching Supervision

From Seasoned Coach to Coaching Supervisor

Evolving Your Practice, Deepening Your Legacy



Nick Bolton, founder of International Centre for Coaching Supervision

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Executive Summary

For many experienced coaches, there comes a moment of quiet questioning—an inner pause that asks, what's next?

After years of impactful client work, professional development, and growing a successful practice, that question doesn't stem from dissatisfaction but from a deep sense of readiness: to evolve, to contribute more, and to lead.

This whitepaper is written for coaches at that pivotal point—seasoned professionals like *Emma Lawson* who find themselves at a career crossroads. With 15+ years of experience, Emma is respected by her peers, often mentors informally, and remains deeply committed to her craft. Yet she's sensing a shift; a desire to expand her role, to deepen her impact on the coaching profession, and to explore how she can shape the next generation of coaches without stepping away from the work she loves.

Becoming a coaching supervisor is one of the most powerful—and natural—next steps for experienced coaches. Far from being a departure from coaching, supervision builds upon it, offering a new lens through which to use your insight, presence, and professional wisdom. It opens doors to meaningful influence, portfolio diversification, and a deep sense of contribution and legacy.

This paper offers clarity on what supervision really is, how it differs from coaching or mentoring, and why so many coaches describe it as the most rewarding chapter of their professional life. We explore the functions and mindset of supervision, the emotional readiness it requires, and the skills you already have that set you up for success.

We also introduce the **International Centre for Coaching Supervision (ICCS)**—a globally recognised, fully virtual training school committed to developing exceptional coaching supervisors. With a unique blend of rigour, reflection, and flexibility, ICCS is trusted by hundreds of coaches across 25+ countries who have taken the step from coach to supervisor and never looked back.

If you've been wondering whether there's something more—without having to start again—this whitepaper is for you.

Introduction: The Evolution of a Coaching Career

Every coach remembers the early days.

The first training, full of insight and possibility. The thrill of those initial client sessions, and the quiet determination it took to build something real. Whether working independently or within an organisation, the path was forged through dedication—developing confidence, honing a style, earning trust.

Over time, your calendar filled, your skillset deepened, and your reputation grew. You pursued credentials, engaged in supervision, joined professional bodies. You invested in your growth because you believed in doing things properly—and because coaching mattered to you.

You've coached through transitions, crises, and career leaps. You've supported clients through burnout, breakthrough, and everything in between. And somewhere along the way, your role began to shift.

Colleagues sought your guidance. Newer coaches turned to you for perspective. You began to mentor informally, offer feedback generously, and hold space not just for clients, but for fellow practitioners.

That's where coaching supervision comes in.

Not as a pivot or a replacement—but as a powerful evolution. A role that allows you to lead, to contribute at a new level, and to stay engaged in the profession you love, in a way that feels meaningful, sustainable, and aligned with who you are now.

Why Supervision? Why Now?

Coaching has matured.

What was once a fringe discipline is now a globally recognised profession, playing a central role in leadership development, organisational culture, and personal growth. As coaching has matured, so too have the expectations around it—expectations of rigour, ethics, and sustained reflective practice.

Whether you work independently or within a coaching panel, supervision is becoming the professional standard. Associate coaching contracts now routinely expect supervisors to be in place. Team and systemic coaching projects are underpinned by reflective oversight. Even internal coaching functions are building supervision into their frameworks to ensure consistency, ethical integrity, and practitioner wellbeing.

Across the industry, the message is consistent: supervision is how we ensure coaching remains high-quality, ethical, and sustainable.

A Maturing Profession, A Deeper Responsibility

As an experienced coach, you're already committed to doing things well. You've likely been in supervision yourself, developed your practice over time, and stayed connected to professional bodies.

But now the profession is asking more of us—not in terms of outcomes and standards, but in terms of *presence*.

It's asking seasoned coaches to lead by example. To create reflective spaces for others. To uphold the standards we've fought to establish. And to support the next generation of coaches to do the same.

Becoming a supervisor is a natural step for coaches who feel this call—not to step away from coaching, but to step more fully into its future.

Endorsed by Professional Bodies

This shift isn't just anecdotal—it's formal. All major professional coaching bodies endorse supervision as central to ethical, ongoing practice:

- **EMCC and Association for Coaching (AC)** both require regular supervision for accredited coaches and supervisors.
- **ICF**—while not yet mandating supervision—strongly encourages it and is increasingly acknowledging its role in credential renewal and coaching quality.

Supervision is now part of the infrastructure of the coaching profession. And it's supervisors who help hold that structure with care, competence, and compassion.

A Mark of Mastery

Stepping into supervision is not about leaving coaching behind; it's about moving to a new level of contribution. It's the next natural step for those who have built something meaningful—and are now ready to amplify their impact through others.

If you're at the point where your insight, presence, and care are being drawn upon by others—it may be time to answer that call, not with hesitation, but with intention.

The Distinction Between Coaching and Supervision

On the surface, coaching and supervision can look strikingly similar—both are relational, reflective, and growth-focused. But as any coach who has stepped into supervision will tell you, the similarities are only skin deep.

At its core, **supervision is not just coaching for coaches**. It's a distinct discipline with its own purpose, practices, and mindset.

Understanding this distinction is essential—not to create separation, but to appreciate how supervision builds upon coaching and calls forth new capacities in those who choose to step into it.

Different Purpose, Different Lens

- **Coaching** is about supporting the *client's* goals, potential, and progress.
- **Supervision** is about supporting the *coach's* practice—deepening their insight, upholding ethical integrity, and ensuring they are resourced, reflective, and resilient.

Supervision creates a space to zoom out—not just to help the coach think better, but to ensure they are being the coach they aspire to be.

Comparing Coaching and Supervision

Aspect	Coaching	Supervision
Primary Focus	The client's goals, growth, and transformation	The coach's practice, reflection, and development
Core Purpose	To help clients move forward and achieve outcomes	To ensure coaching is effective, ethical, and sustainable
Relationship Dynamic	Collaborative and non-directive	Collegial but with authority and challenge
Duration & Format	Often weekly or biweekly over a set period	Typically monthly or ongoing across a coach's career
Outcome Orientation	Defined by client goals and success measures	Defined by reflective insight and professional growth
Methodology	Primarily questioning, listening, and holding space	Includes challenge, feedback, teaching, and mentoring
Ethical Role	Coaches self-manage ethical practice	Supervisors support and surface ethical awareness
Perspective	In the moment, responsive to client needs	On the balcony—systemic, observational, reflective

A Shift in Relationship Dynamics

In supervision, you bring your experience, wisdom, and ethical awareness into the room—not to instruct, but to illuminate. This adds an authoritative dimension that's less present in coaching. The supervisor becomes not only a facilitator but also a challenger, a guide, and a systems-aware witness.

This shift can feel unfamiliar at first to coaches used to holding back their views. But it's also what makes supervision such a powerful space: one of trust, rigour, and honest reflection.

From the Dance Floor to the Balcony

Ron Heifetz's metaphor of "the dance floor and the balcony" captures the transition beautifully.

As a coach, you're on the dance floor—moving with your client, attuned to their rhythm.

As a supervisor, you step onto the **balcony with your coach to reflect on the coaching system as a whole** - the coach's patterns, the dynamics at play and the system in which they and their clients are embedded.

New Capacities, Deeper Impact

Moving into supervision calls for a shift in stance. Among the key capacities supervisors need to develop are:

- **Systemic Awareness** – recognising layers of relationship and influence across coach, client, and context.
- **Ethical Maturity** – bringing clarity and courage to the grey areas of practice.
- **Reflective Depth** – enabling insight, not just action.
- **Use of Self** – becoming an instrument of insight, not just an observer.

These capacities develop over time—and the journey of supervision training is what helps embed them.

And for coaches ready to widen their lens, deepen their impact, and step into a more expansive professional identity, it's a deeply rewarding next step.

The Three Core Functions of Supervision

At its best, coaching supervision is more than a space for reflection—it's a container for growth, resilience, and professional integrity.

Supervision holds a vital role in the coaching profession by serving three core functions, first articulated by Inskipp and Proctor and now widely embraced in coaching contexts: the **formative, restorative,** and **normative** functions.

Together, these functions support not only the development of the coach, but also the quality of their work, their wellbeing, and the ethical foundations of the entire coaching system.

Here's how they differ—and why all three matter.

The Three Functions at a Glance

Function	Focus	Purpose	Impact on Coaching Practice
Formative	The coach as practitioner	Enhancing capability, insight, and skill development	Coaches grow in confidence, versatility, and professional identity
Restorative	The coach as person	Supporting wellbeing and emotional resilience	Coaches stay resourced, grounded, and emotionally sustainable
Normative	The coach as professional within an ethical framework	Ensuring ethical, reflective, and high-standard practice	Coaches uphold integrity and responsibility across the coaching system

Formative: The Growth Function

This is the developmental heart of supervision. It's where the coach reflects on their practice, surfaces blind spots, and evolves their capacity to work more effectively. The formative function supports inquiry, self-awareness, and experimentation—it's about learning how to think better about what you're doing, not just doing it better.

A supervisor might explore the coach's approach to a complex client case, help them identify unconscious patterns, or offer a framework that stretches their thinking. It's not just learning new techniques—it's about cultivating a reflective stance that leads to deeper professional maturity.

As one ICCS graduate put it, *"It wasn't about learning more tools—it was about seeing myself more clearly as a coach. That changed everything."*

Restorative: The Human Function

It sounds obvious, but every coach is also a human being with their own emotions and responses. They hold space, navigate emotional dynamics, and absorb the weight of client work. The restorative function acknowledges this human dimension.

Supervision becomes a place of psychological safety, where the coach can express fatigue, doubt, frustration—or simply breathe. It is not therapy, but it is *therapeutic* in the sense that it re-grounds the coach in their own resourcefulness.

This function is vital for avoiding burnout and for sustaining the passion that brought many of us into coaching in the first place. A supervisor might gently notice the coach's weariness, or invite reflection on a client dynamic that has taken an emotional toll.

When this function is present, coaches leave supervision not just with insights, but with energy.

Normative: The Ethical and Professional Function

While perhaps less comfortable, this function is essential. The normative role of the supervisor is to help the coach maintain ethical and professional standards—not by policing them, but by acting as a thinking partner and ethical mirror.

This might involve exploring a boundary issue, reflecting on power dynamics, or asking whether a coach's actions truly serve the client and the wider system. Sometimes, the coach won't even realise there's an ethical dilemma until the supervisor draws it into the light.

It's in this function that supervision plays its most systemic role—upholding the integrity not just of the individual coach, but of the coaching profession as a whole.

In Practice: An Integrated Space

These functions rarely show up in isolation. A supervision session might begin with a technical question (formative), uncover emotional fatigue (restorative), and lead to an ethical reflection (normative).

Skilled supervisors move fluidly between these lenses, meeting the coach where they are while holding the bigger picture in view.

And it's in this integration—of support, challenge, and professional care—that supervision becomes truly transformative.

What Brings Coaches to Supervision?

No one wakes up one morning and suddenly decides to become a supervisor. For most experienced coaches, the journey toward supervision begins quietly—an emerging pull rather than a dramatic pivot.

It starts as a question. A moment of curiosity. A conversation that stays with you longer than expected. A client story that unsettles something deeper. A fellow coach asking, "Can I get your thoughts on this?"

Over time, that question grows louder: *What am I being called to next?*

Supervision is often the answer—not because something is missing, but because something more is ready to emerge.

Here are seven of the most common motivations that draw coaches into the supervisor's chair.

1. A Desire to Evolve Professionally

Many coaches reach a point where they've built something solid. Their practice is established. Their confidence is high. They've done many training programmes, earned the credentials, and supported hundreds of clients.

But mastery brings its own restlessness. It's not about dissatisfaction—it's about depth. Coaches begin to ask: *What's next—not just for my business, but for my professional identity?*

Supervision becomes an exciting horizon. It offers:

- A fresh intellectual and developmental challenge
- A deeper exploration of coaching beyond models and methods
- The chance to broaden one's role in the profession without leaving coaching behind

This isn't about reinvention. It's about expansion.

2. Supporting Other Coaches Feels Natural (and Already Happens!)

Many experienced coaches have been helping other coaches for a long time.

They find that:

- Newer coaches seek them out for guidance
- Peers ask for input on client challenges
- They're often holding space for other practitioners, even unofficially

These informal moments are often energising and affirming. They suggest a readiness to step into the supervisor role—not just with heart, but with intention, structure, and skill.

Training as a supervisor allows coaches to feel:

- Confident in their approach
- Recognised for their contribution
- Aligned with the standards of ethical practice

3. A Pull Toward Purpose and Legacy

Supervision offers a way to shape the profession itself. To give back. To uphold standards. To nurture those coming up behind.

It's a form of professional stewardship. And for many, that feels both timely and necessary.

Coaches step into supervision because they want to:

- Leave the profession better than they found it
- Be a guardian of ethical, reflective coaching
- Foster a culture of curiosity, care, and critical thinking

It's legacy not as status, but as service.

4. A Shift in Energy or Priorities

As life and career evolve, so too do the kinds of work that feel fulfilling.

Some coaches find themselves wanting less "output-driven" intensity and more depth. Others crave richer dialogue, more space to reflect, and a slower rhythm of contribution.

Supervision meets this shift beautifully. It offers:

- Meaningful connection without constant urgency
- A balance of emotional depth and intellectual stimulation
- A rhythm that's sustainable long into the future

For coaches entering a new life stage or rethinking what they want from work, supervision provides continuity with change.

5. A Strategic Business Expansion

Let's not forget the practical dimension.

Supervision is not only rewarding—it's also a smart, sustainable addition to a coaching portfolio. It allows seasoned coaches to:

- Add a new revenue stream that complements their existing work
- Retain client relationships by offering broader services
- Strengthen their credibility and professional network

For many, it's a natural evolution from one-to-one client work to a more diverse, layered practice. And unlike launching a whole new niche, supervision draws directly on the wisdom you already have.

6. A Curiosity About the Depth of Coaching

Some coaches are drawn to supervision because they sense there's more beneath the surface of coaching itself.

They're intrigued by what happens in the unseen:

- The dynamics between coach and client
- The patterns that show up again and again
- The emotional residue left behind after a session

Supervision opens the door to models like the **Seven-Eyed Model, Heron's Interventions**, and systemic approaches that explore coaching at multiple levels.

It's the space where psychology, ethics, learning theory, and reflective practice converge—and for many, that depth is irresistible.

7. A Call to Leadership (Without the Noise)

Not every leader wants a title.

Supervision offers a form of leadership grounded in presence, reflection, and ethical influence. It's a quieter kind of power—one that shapes others not through authority, but through insight.

Many coaches choose supervision because they want to:

- Guide without hierarchy
- Lead through reflective dialogue
- Influence the profession in ways that feel authentic and lasting

It's leadership as contribution, not control. And it resonates deeply with coaches who value depth over dominance.

The Common Thread

Across all these motivations, there's a common theme: a readiness to serve the profession as well as the client.

Supervision is about a professional deepening. And for those who feel the pull, it's often less a decision and more a homecoming.

A New Lens, A New Role: Stepping into Supervision

If coaching is about walking alongside someone as they explore who they are and where they're going, then supervision is about standing beside the coach as they reflect on the path they've taken—and how they're walking it.

It's a shift in lens. And with that, a shift in role.

Becoming a supervisor doesn't just mean doing a different kind of session. It invites a deeper mindset—one that brings reflection, rigour, and ethical awareness into the heart of coaching practice.

From Facilitative to Collaborative

In coaching, the focus is on the *client's* experience—their goals, insights, and progress.

In supervision, the focus shifts to the *coach's* work. The session becomes a space where they can:

- Reflect on what happened (and what didn't)
- Explore client dynamics
- Surface blind spots
- Navigate ethical questions
- Reconnect with purpose and confidence

This is not about the supervisor giving answers. It's about entering into a collaborative inquiry—one that helps the coach see more clearly, feel more resourced, and act more intentionally.

The relationship may be collegial, but it's also layered with responsibility.

Holding the Coach, the Client, and the System

What makes supervision so distinct is the multiple levels it touches.

As a supervisor, you are holding space for:

- **The coach** – their development, emotional resilience, and professional growth
- **The client** – whose needs, safety, and outcomes must be indirectly honoured
- **The system** – whether organisational, relational, or cultural, that shapes the coaching context
- **The profession** – through upholding standards, ethics, and reflective practice

This multi-layered awareness is what sets supervision apart. It's also what makes it such a powerful and vital role.

It moves you from being a practitioner to being a **custodian**—someone who not only does good coaching but helps others do it well, ethically, and sustainably.

Presence, Perspective, and Purpose

Supervision doesn't demand that you become someone else. It asks that you *bring more of yourself*.

You'll use your presence, intuition, and systems thinking. You'll draw on your own experience—but not to advise, rather to illuminate. And you'll hold the space lightly but skilfully, knowing that insight often emerges not through direction, but through dialogue.

It's less about guiding someone to their next action and more about enabling them to understand their whole practice.

This is where many seasoned coaches feel most at home: in conversations that invite depth, nuance, and perspective.

A Role That Grows With You

Supervision isn't just a different kind of session—it's a different kind of career rhythm.

It often fits beautifully into the later stages of a coaching career, offering:

- Meaningful, reflective relationships
- Work that is emotionally rich but not relentlessly fast-paced
- A sense of influence that comes not from status, but from service

It's a space where your wisdom has weight—not as authority, but as contribution.

And it's a role that grows with you—maturing as you do, deepening as your presence deepens.

Skills You'll Grow as a Supervisor

One of the joys of becoming a supervisor is that not only do you support other coaches but you yourself will become a more expansive, grounded, and insightful professional.

Supervision draws upon your coaching foundations but stretches you beyond them. It invites you into a broader arena of systemic thinking, ethical complexity, and reflective leadership. And in doing so, it grows you—often in unexpected ways.

Here's what begins to develop when you step into the supervisory role.

Systemic Awareness: Seeing the Bigger Picture

One of the most transformative shifts in supervision is learning to see beyond the dyad of coach and client. You begin to observe the whole system—individual, relational, organisational, and societal.

Supervisors learn to:

- Work with complexity and interconnection
- Notice patterns playing out across multiple layers
- Tune into organisational culture, power dynamics, and hidden influences
- Use frameworks like the **Seven-Eyed Model** to explore what's happening *in*, *between*, and *around* the coaching work

This awareness strengthens not only your supervision but your coaching too.

Reflective Practice: Deepening Insight and Learning

Reflection is the beating heart of supervision. As a supervisor, you're not only encouraging reflection in others—you're modelling it in yourself.

You'll learn to:

- Reflect *in* action (during sessions) and *on* action (afterwards)
- Hold space for another's reflection without rushing to solve or soothe
- Ask catalytic questions that open new levels of awareness
- Help coaches develop reflective practice as a lifelong habit, not a checkbox

Supervision sharpens your capacity to think slowly, deeply, and systemically. It teaches you to dwell in complexity without needing quick answers

Advanced Ethical Maturity: Holding the Grey

Ethics in supervision go far beyond checking for compliance. Supervisors support coaches in navigating murky waters: confidentiality, boundary issues, dual relationships, power dynamics.

You'll grow in:

- Nuanced ethical reasoning—not rule-following, but values-led discernment
- Comfort in ambiguity, where there are no clear "right" answers
- Supporting supervisees to explore not only what's ethical—but what's *wise*
- Understanding how ethical issues show up at individual, relational, and systemic levels

This depth of ethical maturity elevates the quality of coaching across the board—and contributes to the integrity of the profession.

Supervisory Presence: Holding Space With Depth

Supervision asks you to bring a different kind of presence.

It's about:

- Creating psychological safety for honest exploration
- Staying calm and grounded amid strong emotions or stuckness
- Offering challenge without judgement
- Attuning to what's emerging—not just in the words, but in the relational field

This presence doesn't develop overnight. But as you practise, it becomes a kind of signature—something others feel when they sit with you.

Personal Authority: Speaking With Clarity and Courage

Unlike coaching, where neutrality often reigns, supervision invites you to offer more of yourself—your perspective, your insight, even your challenge.

As a supervisor, you'll learn to:

- Speak with clarity, confidence, and humility
- Know when to teach, when to question, and when to gently confront
- Develop your own voice and supervisory stance
- Trust your intuition and make it available in service of the supervisee's growth

This doesn't mean being directive. It means being willing to stand for something—to support with backbone as well as heart.

Multimodal Awareness: Drawing from Multiple Disciplines

Coaching supervision is rich with influence—from psychology, adult development, systems thinking, and learning theory.

You'll learn to:

- Draw from diverse lenses: psychodynamic, existential, systemic, developmental
- Use different intervention styles: catalytic, informative, supportive, confronting
- Recognise parallel process and unconscious dynamics
- Tailor your approach to meet the coach's style, needs, and stage of development

The more modes you have access to, the more fluid and impactful your supervision becomes.

Group Facilitation (If You Work in Groups)

If you supervise in group settings, new layers of complexity emerge—and new opportunities for learning, too.

You'll build skills in:

- Navigating group dynamics, roles, and alliances
- Creating a container that holds both individual and collective learning
- Balancing spontaneity with structure
- Facilitating shared reflection while honouring diverse voices

Group supervision can be one of the most generative spaces in the coaching ecosystem—and leading it is both art and skill.

How Supervision Enriches (and Challenges) You

While these skills are professionally valuable, many supervisors say the greatest shifts are personal. Supervision changes how you think, how you show up, and how you understand your place in the profession.

Here's how the journey grows you:

Professional Enrichment

It expands your career.
Supervision opens a new stream of meaningful work—one that sits alongside coaching and complements it beautifully. It can lead to thought leadership, teaching, or the creation of new communities of practice.

It deepens your identity.
You move from practitioner to steward. From "doing coaching" to helping uphold the standards, ethics, and quality of the field.

It elevates your confidence.
Supervising others builds your inner confidence in navigating complexity. You become someone others turn to—not just for what you do, but for who you *are*.

It keeps you sharp.
Every supervision session invites new thinking. Working with other coaches stimulates your own reflection and keeps you intellectually alive.

Personal Growth and Challenge

It invites more of you.
Supervision challenges you to own your voice, step into your perspective, and let go of the comfort of neutrality.

It builds emotional resilience.
You'll hold stuckness, frustration, ethical discomfort—and you'll learn to stay present and grounded through it all.

It confronts your blind spots.
In witnessing others, you see yourself. Supervision offers not just a mirror to your supervisees—but a mirror to your own growth edges, too.

It reconnects you with purpose.
Supporting those who support others often feels like a return to something essential. A kind of professional homecoming.

Supervision doesn't just develop you. It *deepens* you.

And in that deepening, many coaches discover a new rhythm of working—a place where presence, meaning, and mastery meet.

From Private Practice to Portfolio Career

There comes a time in many coaching journeys when more of the same simply isn't enough.

You're not burnt out. You're not bored. But something is shifting. You want to continue doing meaningful work—just not solely in the same way you always have. You're looking to diversify, deepen, and evolve your practice into something more holistic, balanced, and sustainable.

This is where supervision fits—not as a replacement for coaching, but as a *natural expansion* into a richer professional identity.

Becoming a supervisor transforms your business into a **portfolio career**—a practice that blends coaching, supervision, mentoring, thought leadership, and contribution.

Supervision Expands Your Professional Offering

One of the most empowering aspects of supervision training is how quickly it allows you to broaden your scope of work. You're not starting over—you're building on everything you've already created.

With supervision in your portfolio, you can offer:

- **1:1 supervision** to practising coaches
- **Group supervision** programmes for teams, communities, or internal coach pools
- **Mentoring supervision** for coaches seeking accreditation
- **Reflective spaces** for organisations committed to ethical, high-impact coaching
- **Ethics and reflective practice sessions** within corporate or coach education settings
- **Mentorship for newer coaches**—offered with greater confidence and clarity

This flexibility opens up new possibilities:

- Working across different types of relationships
- Serving both individual coaches and broader systems
- Designing work that stretches your thinking and nourishes your purpose

The result? A practice that is more resilient, more varied, and more regenerative.

Blending Supervision with Coaching—Not Replacing It

A common concern for coaches considering supervision is this: *"Will I lose what I love about coaching?"*

The simple answer is: no. In fact, many ICCS-trained supervisors report that becoming a supervisor has made them *even better* coaches.

Why? Because supervision:

- Sharpens your reflective skills, making your coaching more intentional
- Expands your awareness of ethical, systemic, and psychological dynamics
- Brings depth and spaciousness into your client conversations
- Keeps you thinking across multiple levels—not just the immediate client story

Coaching and supervision don't compete. They complement.

Many seasoned professionals choose to continue both—finding that each informs, energises, and enriches the other.

Professional and Financial Sustainability

Supervision doesn't just bring professional depth—it offers financial stability too.

Here's how supervision can support a more robust business model:

- **Recurring income** through monthly retainers with supervisees
- **Group supervision** options at scale, increasing impact and earnings
- **New pricing tiers** based on your evolving expertise and services

- **Strategic opportunities** in organisational coaching, ethics panels, or accreditation mentoring

For many, this diversification helps smooth out the typical feast-or-famine cycles of coaching. Supervision becomes a stable, values-aligned source of income that allows you to focus more on *quality* than quantity.

And because you're drawing on your hard-earned experience, it's a form of work that feels both *light* and *deep*.

Renewed Purpose and Identity

Beyond the revenue, there's something quietly transformative about stepping into supervision.

It changes how you see yourself. You're no longer working only *in* the coaching profession—you're shaping it.

Supervision brings:

- A sense of contribution that goes beyond your own client work
- Recognition as a trusted voice in the professional community
- The opportunity to guide, challenge, and uplift the next generation of coaches
- A ripple effect—supporting those who support others

For many supervisors, this becomes more than a role. It becomes a **vocation**—one that aligns with their values, honours their journey, and gives shape to the legacy they want to leave.

Facing the Edge: Addressing Fears and Doubts

Even when something feels right, stepping into it can stir uncertainty. For many experienced coaches considering supervision, the hesitation isn't about *if* they're capable—it's about *whether they still belong* in the identity they've carefully built.

It's one thing to feel drawn to the idea of supervision. It's another to stand on the edge of that next chapter and wonder:

- *What if I'm not ready?*
- *What if this takes me away from coaching?*
- *What if I'm starting all over again?*

These are not signs you're unprepared. They're signs you're reflective—and that matters.

"Am I leaving my coaching identity behind?"

This is perhaps the most common fear.

After years of growing into a confident, competent coach, the thought of becoming a student again—or shifting into a new role—can feel disorienting. There may even be a sense of grief, or a worry that stepping into supervision means stepping out of coaching altogether.

Here's the truth: **you're not letting go of your coaching identity. You're expanding it.**

Supervision doesn't ask you to leave anything behind. It asks you to bring it all with you—your presence, your insight, your care—and to apply it in a new context. You're not moving away from coaching. You're stepping further into its future

“What if I don’t have enough… experience? knowledge? authority?”

Many coaches wonder if they need to have all the answers before they can be a supervisor. They picture someone older, wiser, perhaps more ‘qualified’ in some invisible way.

But supervision isn’t about knowing everything. It’s about:

- Holding space with confidence and humility
- Facilitating reflection rather than fixing
- Listening for what’s not being said
- Speaking truth with care

In other words, it’s built on exactly the skills you’ve spent years developing as a coach.

And those “what if I’m not enough?” thoughts? That’s imposter syndrome in disguise—a sign not of inadequacy, but of conscientiousness.

“Is supervision too different from coaching?”

It’s a valid concern. Supervision *feels* different because the purpose is different.

But here’s the reassuring part: the core skills—presence, listening, questioning, reflecting—are transferable. What changes is the *stance* you take and the *system* you’re serving.

In coaching, you’re in partnership with a client focused on their goals.

In supervision, you’re in partnership with a coach, focused on their practice—and by extension, their clients, the organisations they serve, and the coaching profession as a whole.

Yes, it’s different. But it’s not a leap into unfamiliar territory. It’s a step onto a broader landscape.

“Is this therapy? Or mentoring? Or… something else?”

It’s easy to conflate supervision with other helping roles—especially if you’ve offered mentor coaching or been in therapy yourself.

So let’s clarify:

- **It’s not therapy** – You’re not treating or healing the coach. You’re creating a space for professional reflection, not personal recovery.
- **It’s not mentoring** – You’re not here to pass on wisdom or show someone the ropes (although experience does inform your presence).
- **It’s supervision** – A distinct, systemic, ethically grounded practice designed to support coaches in their work, their growth, and their ongoing development.

It’s learnable. It’s structured. And it’s a discipline in its own right.

You’re Not Alone in These Feelings

At ICCS, we hear these doubts all the time—from coaches who go on to become exceptional supervisors.

They say things like:

- “I thought I’d have to become someone else to do this.”
- “I was nervous I’d lose my edge as a coach.”
- “I wondered if I was ready—turns out, I was.”

Fear doesn’t mean something is wrong. It often means something *important* is happening.

If This Is You…

If you’re hovering on the edge of supervision, wondering whether you belong, let’s be clear:

- You don’t need to be perfect—you need to be *ready* to learn.
- You don’t need to leave coaching behind—you’re building on everything you’ve earned.
- You don’t need to be fearless—you just need to be *curious*.

The door into supervision isn't only for the confident—it's for the thoughtful. The reflective. The ones who care enough to hesitate before they act.

And if you're standing at that threshold with questions in your heart and a quiet sense of possibility?

You're already facing the right direction.

You're Closer Than You Think: A Call to Supervision

If you've found yourself nodding along, feeling stirred by what you've read—not just intrigued, but quietly affirmed—then know this:

You're already closer than you think.

Supervision isn't some far-off ideal or abstract next step. It's the natural continuation of the path you're already on. The skills you've honed, the presence you've cultivated, the care you bring to your coaching—all of it belongs here.

And the doubts? The hesitations? They're not signs you're not ready. They're signs you care deeply about getting it right. That's what makes you a strong candidate for supervision—not perfection, but reflection.

A New Chapter—Rooted in Who You Already Are

The most impactful supervisors aren't those who arrive with all the answers. They're the ones who arrive with experience, presence, curiosity, and care.

In other words: they arrive with what you already have.

Becoming a supervisor isn't about stepping out of your coaching identity—it's about stepping more fully into your leadership within the profession. It's the shift from *doing the work* to also *holding the work*—helping others to coach ethically, insightfully, and sustainably.

You don't have to wait for another credential or another nudge. If you've supported other coaches, mentored informally, been trusted for your presence and perspective—then supervision is not a stretch. It's a fit.

Why Now Matters

The coaching profession is evolving. The demand for ethical, reflective, well-supported coaching is growing. And with that, so is the need for skilled, grounded supervisors.

Stepping into supervision now means:

- You help shape the future of coaching—not just respond to it
- You offer your wisdom in service of others, without giving up what you love
- You claim your role as a thoughtful, values-led contributor to the profession's next chapter

This isn't about ambition. It's about alignment. Supervision is for those who feel called to deepen, to lead, to leave a legacy.

And if you're still reading, that might just be you.

The Step That Comes Next

In the following section, we'll introduce you to ICCS—our approach, our story, and how we support coaches like you in making this transition with clarity, confidence, and integrity.

But for now, pause and consider this:

What if the questions you've been carrying aren't signs you're not ready—

...but signals that you already are?

Introducing ICCS: Your Partner in Professional Growth

When you're stepping into a new chapter of your professional life, who you choose to walk with matters.

At the International Centre for Coaching Supervision (ICCS), we understand the depth of that decision. We were founded with a singular purpose: to support experienced coaches—like you—in evolving your practice, expanding your impact, and stepping confidently into the supervisor role.

Our vision was never just to deliver training. It was to shape a global movement around thoughtful, ethical, and reflective supervision—accessible to coaches everywhere.

Born from a Vision, Built for What's Next

ICCS was created by Nick Bolton, founder of Animas Centre for Coaching, who recognised that coaching supervision was too often limited by geography and underutilised by even the most seasoned practitioners.

He saw a gap—not in skill, but in opportunity. Coaches who were deeply experienced, ready to give back, and already supporting others informally… yet had no accessible, high-quality pathway to become trained supervisors.

That's where ICCS began: a fully virtual, globally-accredited school focused exclusively on coaching supervision, delivered in a way that honours the depth of the work and the realities of a modern coaching career.

A Global Community of Supervisors

Since launching in 2020, ICCS has trained over 200 coaching supervisors across more than 25 countries—from Australia to Brazil, Kenya to Germany, Singapore to the UK.

We are proudly international in scope and digital by design. This means you'll join a rich, diverse community of supervisors who bring varied cultural perspectives, coaching approaches, and professional contexts into the learning space.

Whether you're working with internal coaches, independent practitioners, or executive leadership teams, you'll be training alongside others who understand both your expertise—and your ambitions.

Our Mission: Evolve the Profession, One Supervisor at a Time

Our belief is simple: supervision strengthens coaching. Not just for the coaches who receive it, but for the entire profession.

At ICCS, we're here to:

- Equip you with the tools, models, and mindset of an exceptional supervisor
- Support your growth as a reflective, systemic, and ethically aware practitioner
- Create a learning experience that stretches you, sustains you, and connects you to others doing meaningful work

Supervision is a role of responsibility, presence, and quiet leadership. It's a space where you influence not just what happens in coaching sessions—but how coaching itself is practised, sustained, and evolved.

If you're ready to move from doing the work to shaping the work, ICCS is here to walk with you—every step of the way.

What Makes ICCS Different?

Choosing where to train as a supervisor is about more than ticking boxes—it's about finding a learning environment that understands who you are, how you work, and what you're stepping into.

At ICCS, we've designed our programmes specifically for seasoned coaches. We know you're not new to deep conversations or personal growth. You don't need hand-holding—but you do want depth, challenge, connection, and high standards. And that's exactly what we offer.

A Mature Learning Environment

Our cohorts are made up of experienced professionals—coaches with years of practice, strong reputations, and a shared desire to step into supervision with intention. The learning space is collegial, reflective, and designed to meet you as a peer, not a beginner.

Fully Virtual, Deeply Interactive

ICCS was built as a virtual-first training school—not as a stopgap, but as a deliberate design choice. We've created an environment where live teaching, practice, discussion, and connection happen seamlessly online. You'll engage in:

- Real-time virtual classrooms
- Supervised practice with feedback
- Small group reflections
- Peer learning communities that support you throughout the journey

This flexibility means you can train from anywhere—without compromising on quality or depth.

Triple Accreditation for Global Recognition

We're proud to hold accreditations from all three major coaching bodies:

- **EMCC** – European Supervision Quality Award (ESQA)
- **Association for Coaching (AC)** – Accredited Diploma in Coaching Supervision
- **ICF** – 40 Continuing Coach Education (CCE) hours

This level of recognition reflects both the rigour of our training and our commitment to global standards. Wherever your coaching work takes you, your ICCS qualification will speak volumes.

The Training Journey: What to Expect

Training with ICCS is not about checking boxes or rushing to certification. It's a comprehensive, thoughtfully structured journey designed to build real confidence, competence, and identity as a supervisor.

Our **Accredited Diploma in Coaching Supervision** unfolds over approximately 8 months and includes:

20 Live Teaching Sessions

- Each session is 3.5 hours long, delivered virtually in small groups
- You'll explore key models, ethics, relational dynamics, systemic practice, and more
- Includes observed practice, group dialogue, and fishbowl supervision

25 Hours of Real-World Supervision Practice

- You'll begin working with supervisees during the course
- Supported by guidelines to ensure real learning (not just hours accumulation)
- Helps you integrate theory into actual supervision sessions

Reflective Practice Groups

- You'll participate in four group sessions across the programme
- These sessions offer supervision-on-supervision: a space to bring real cases from your early practice
- Led by experienced faculty, they also explore shared themes and challenges arising in your cohort
- A space for learning, support, and connection with peers on the same journey

This is not just a course, it's a professional transformation. You'll emerge not only with a respected qualification, but with the clarity, confidence, and capacity to step fully into your new role as a coaching supervisor.

Your Next Steps: Start the Journey

If something in these pages has resonated—if you've recognised yourself in Emma's story, felt the pull toward supervision, or simply become more curious about what this next chapter could look like—then perhaps this is your moment to explore further.

Becoming a coaching supervisor doesn't require you to have all the answers. It asks only for three things:

- **Curiosity** – about yourself, your practice, and what lies ahead
- **Care** – for the coaches you support and the profession you serve
- **Commitment** – to doing this work with presence, ethics, and intention

That's more than enough to begin.

Ways to Take the First Step

There's no pressure—just possibilities. Here's how you can explore whether supervision is right for you:

Download the Course Guide

- Get all the details on the Accredited Diploma in Coaching Supervision—structure, content, timings, costs, and accreditation.

Book a Discovery Call

- Have a one-to-one conversation with our team. No hard sell—just space to explore your goals, hesitations, and whether this path fits you.

One Last Thought

You don't have to be ready for everything. You just have to be ready to listen to the part of you that knows there's something more.

The part that's curious.

The part that's called to lead.

The part that's quietly asking: *What's next?*

We'd love to help you answer that question.

Case Studies: Real Stories of Supervisory Journeys

One of the great privileges of leading the International Centre for Coaching Supervision is witnessing, time and again, the extraordinary journeys that coaches take as they evolve into supervisors.

For many, it's not a decision made overnight but a slow, thoughtful unfolding. A moment of pause. A quiet shift in focus. A sense that something deeper is calling: a desire to give back, to think systemically, to support peers, and to steward the profession forward.

This section of the whitepaper brings those stories to life.

Over the past year, I've had the opportunity to speak with a diverse group of supervisors from around the world—graduates of ICCS, colleagues in the field, and partners in the broader coaching ecosystem. Each shared their personal experience of becoming a supervisor: what led them to it, what surprised them, how it changed their coaching, and what future they now see for themselves and the profession.

These conversations have been turned into case studies—not formal biographies, but thoughtful, composite reflections that honour each person's voice and journey. They capture the richness, the vulnerability, and the wisdom that supervision invites.

To each contributor, I offer my heartfelt thanks. Your honesty, curiosity, and willingness to explore the unspoken have helped shape this whitepaper into something more than theory. You've helped make it human.

I hope these stories offer a sense of belonging, possibility, and inspiration for those contemplating the move into supervision. May they remind us all that we don't make this journey alone—and that there is something uniquely powerful in holding space for those who hold space for others.

Case Study 1

Expanding Connection, Presence and Practice Through Supervision

Anne Gelebart

Executive & Team Coach • Leadership Facilitator • Somatic Practitioner • ICCS Graduate

https://www.angelcoachinginternational.com/

Who Anne Is as a Coach

Anne Gelebart is an independent leadership and team coach based in the Netherlands. Originally from France, Anne spent over 18 years working across Europe in corporate supply chain leadership roles before transitioning into coaching fully in 2019.

Her coaching philosophy is grounded in authenticity, self-awareness, and embodied presence. She works with leaders and teams to bring more empathy and connection into the workplace—focusing not just on performance, but on the human dynamics that make leadership sustainable.

"I want to help people connect—to themselves and to each other—with honesty and presence."

Anne is also a passionate advocate for wellbeing, weaving Pilates, Aikido, improvisation, and body awareness into her own daily practices. She believes self-care and personal development are the foundation of high-quality coaching.

Why Anne Became a Supervisor

Supervision was not a requirement in Anne's ICF-accredited coach training, but curiosity drew her in. A friend and fellow coach mentioned ICCS and shared her positive experience, which sparked Anne's interest.

What stood out was the chance to go deeper—not only into ethics and reflective practice, but into the variety of coaching styles and

and approaches beyond the ICF's mentoring focus.

"I was drawn to the richness. I wanted to learn about different lenses—and supervision felt like a way to offer more to the coaches I support."

Anne's decision to train with ICCS came from a desire to be of greater service, particularly in the communities she already supported, such as the Dutch pro bono coaches network and the Dutch Co-Active coaching network.

The Learning Journey

Anne describes the learning as expansive, liberating, and layered. She found herself especially engaged by the Seven-Eyed Model, which allowed her to integrate multiple dimensions—coach, client, system, and self—into one cohesive supervisory lens.

"Supervision felt like coaching on steroids."

Anne says she appreciated:

- The blending of coaching, mentoring, ethics, and systemic reflection
- The invitation to bring more of herself into the space—including intuition and authority
- The supportive ICCS faculty and structured yet spacious training journey

"I loved the balance. I could step into the role with more directness—offering perspective and challenge when needed—without letting go of the reflective, facilitative stance I value."

How Supervision Differs from Coaching

While Anne continues to coach, she says supervision offers a different kind of energy—one she describes as broader, deeper, and more flexible.

"It holds more. There's more freedom. It's not just about supporting the coach's skills, but who they are as a practitioner."

She found the supervisory space allowed her to more comfortably draw on her natural tendencies to guide and offer insight—something she'd learned to temper in coaching.

"In coaching, you're trained to ask questions without leading. In supervision, I realised I could trust that instinct to speak. It's not about advising—it's about helping coaches see more clearly."

The Impact Anne Wants to Make

Anne now offers supervision through multiple channels:

- One-to-one supervision for independent coaches
- Group supervision within the Dutch pro bono coaching network
- Reflective sessions for Co-Active coaches and communities
- Occasional integration of supervision into certification mentoring

Anne hopes to continue integrating supervision more deeply into her work with coaches, particularly around quality, ethics, and personal presence.

She is also interested in embodied supervision—bringing somatic awareness into reflective spaces. It's still emerging in the supervision world, but she's already beginning to bring it in.

"My sweet spot is helping people feel more in their bodies. I think there's space for more somatic work in supervision—and I'd love to contribute to that."

Training with ICCS

Anne describes the ICCS training as spacious, rigorous, and human and says she particularly valued:

- The diversity of approaches introduced—from existential to systemic to psychodynamic
- The strong faculty presence and peer learning
- The integration of theory with real-world practice

"It gave me confidence to use more of myself—and to support other coaches with greater depth."

She also appreciated that the programme wasn't rigid. It welcomed different coaching backgrounds and perspectives, and invited reflection rather than prescription.

What's Next?

Anne's future is emerging organically. She's adding more team and group work to her portfolio, completing various systemic coaching trainings, and exploring new frontiers in energy work.

"For now, some things are personal—but I can see they might one day integrate into my professional world too."

She's not one to force her direction. Instead, she trusts that by continuing to learn, connect, and show up fully, the next steps will reveal themselves.

Final Reflections

"I feel a responsibility to raise the overall standard of coaching—and supervision is a big part of that."

"And the beautiful side effect? My coaching got better. My presence deepened. My practice became more whole."

Case Study 2

Supporting Growth Through Reflection, Integrity and Thoughtful Presence

Alyson Ainsworth

Career & Executive Coach • Resilience Practitioner • Group Supervisor • ICCS Graduate

https://www.linkedin.com/in/alysonainsworthfcipd

Who Alyson Is as a Coach

Alyson Ainsworth brings over three decades of people-centred experience to her coaching practice, having worked in HR, learning and development, and talent management in corporate environments. Her transition into coaching felt natural—grounded in relational leadership, reflective practice, and a deep belief in people's potential.

She now specialises in career and executive coaching, helping individuals navigate change with clarity, courage, and compassion. Her coaching style is underpinned by values of trust, empathy, and what she calls "thoughtful originality."

"I've always been relational. Coaching was never a dramatic pivot—it was a continuation of how I've always worked."

Why Alyson Became a Supervisor

Alyson's move into supervision was shaped by her own experience of being supervised.

"I'd had some brilliant supervisors—people who deeply influenced my growth. At some point, I thought, I'd love to offer this to others."

That moment came when a client who had trained as a coach asked Alyson to be her supervisor. Alyson declined, explaining she wasn't formally trained. Her client replied, "Then go and get trained." That direct encouragement stayed with her—and became the nudge she needed.

Training as a supervisor also aligned with Alyson's annual focus on personal growth. The year she joined ICCS, her word was growth—and supervision became the perfect expression of that theme.

"It felt like a natural next step. A way to integrate everything I already was into something more."

The Learning Journey

Supervision unlocked new dimensions in Alyson's professional identity—not just as a supervisor, but as a coach.

"It elevated my coaching. The reflective space helped me ask, *How am I showing up? What am I bringing into the room?* It sharpened my presence and broadened my perspective."

Alyson describes how she loved the opportunity to:

- Explore different lenses and models, including the systemic view and psychodynamic concepts
- Deepen her understanding of transference and energy in the room
- Embrace the courage to bring more of herself into supervision—intuition, insight, and humour included

"The training helped me give myself permission to show up more fully—not to perform, but to be authentic."

How Supervision Differs from Coaching

For Alyson, coaching is inward-facing—focused on client goals. Supervision, by contrast, expands the lens.

"You're not just holding space for a coach. You're also holding the client, the context, the system—and yourself."

She speaks of supervision as a more layered space, one where the use of self becomes a conscious, creative tool. It's also a space where deeper vulnerabilities can emerge—requiring presence, safety, and sometimes, a light touch of humour.

"Humour is often what softens the hard edges. It makes the space safer—more human."

The Impact Alyson Wants to Make

Alyson's supervision practice is steadily growing, particularly in group supervision—a space she loves for its shared learning, safety, and mutual support. She currently supervises groups of counselling-trained practitioners, newly qualified coaches, and individual clients.

Her passion lies in:

- Supporting early-stage coaches to grow in confidence and competence
- Holding reflective space for career transitions and coaching identity development
- Cultivating long-lasting, values-driven relationships built on trust and insight

"There's something magical about witnessing a coach go from 'Am I doing this right?' to confidently owning their practice."

Training with ICCS

Alyson shared how the ICCS diploma gave her:

- A deep and integrative learning experience that combined theory with live practice
- The freedom to discover her own supervisory stance—rooted in presence, integrity, and warmth
- Exposure to a wide range of psychological and philosophical ideas, including existential and systemic perspectives

"What I loved most was the space to explore who I was as a supervisor—not who I should be."

She particularly appreciated the influence of thinkers like Yannick Jacob, whose teachings on authenticity and existential practice affirmed her own reflective style.

What's Next?

Alyson sees her future in supervision as a continuation—deepening what's already working and expanding where she feels called.

She's especially drawn to:

- Continuing group supervision, where shared learning is rich and dynamic
- Supporting newly qualified and developing coaches to find their voice
- Strengthening her values-driven, person-centred practice

"My mantra is make things better. That's what I want to do—whether it's a client session, a coaching relationship, or a supervision group. Thoughtful originality is my compass."

Final Reflections

"Supervision changed how I coach. It changed how I show up. And it reminded me that we're always growing—if we're open, curious, and courageous."

"If someone's thinking about stepping into supervision, I'd say: do it. You'll not only serve others—you'll evolve yourself."

Case Study 3

Supervision as a Catalyst for Confidence, Culture, and Creative Contribution

Anyima Okundi

Executive Coach • Coach Trainer • Design Entrepreneur • EMCC Senior Practitioner • ESIA • ICCS Graduate and Reflective Practice Group Supervisor

http://linkedin.com/in/anyimaquarmo

Who Anyima Is as a Coach

Anyima Okundi is a Kenya-based executive coach, coach trainer, and design entrepreneur with Ghanaian roots and a multifaceted professional life. She blends expertise in counselling psychology, creative design, and systemic coaching into a rich, holistic practice.

An EMCC Senior Practitioner and ESIA-accredited supervisor, Anyima's work now spans executive leadership coaching, group supervision, coach training, and the development of culturally attuned coaching programmes.

"I bring presence, beauty, and thoughtful inquiry—whether I'm coaching, supervising, or designing."

Why Anyima Became a Supervisor

Alyson's move into supervision was shaped by her own experience of While serving as East Africa faculty for the Academy of Executive Coaching (AoEC), Anyima noticed a gap: qualified coaches were graduating—but not always being held in a reflective space beyond training. Supervision offered the structure and depth she knew was needed.

"I wanted to offer more than a course. I wanted to provide a space for development that included presence, process, ethics, and wellbeing."

Her decision to train was both inspired and intentional. Encouraged by a colleague and shaped by her own transformative experiences as a supervisee, she joined ICCS to deepen her own practice and become a supervisor herself.

What She Learned and Enjoyed

At first, Anyima found herself defaulting to coaching—but the diploma helped her understand supervision as a distinct, nuanced practice.

She particularly valued:

- The integration of psychological frameworks—existential, psychodynamic, positive psychology
- The freedom to use her full self, including directive or teaching moments when needed
- The personal transformation that came through weekly reflection and deep practice

"Supervision gave me permission to be fluid—to meet the moment, not the model. My coaching became more intuitive, my facilitation more expansive."

How Supervision Differs from Coaching

Anyima describes supervision as "coaching plus."

"It's broader, deeper. It's not just about the coach's skill—it's about their process, their presence, their perspective."

She also brings a supervisory mindset into her coach training. In group discussions, she now facilitates space for shared inquiry and peer reflection rather than simply offering instruction.

"This shift changes how coaches-in-training see themselves. They begin to experience the kind of space they'll one day hold for others."

The Impact Anyima Wants to Make

Anyima's work as a supervisor now touches multiple layers of the coaching profession:

- Faculty Supervision: She runs group supervision for alumni of AoEC diplomas and other coaching cohorts
- Professional Supervision: She works with executive coaches and leaders across NGO, corporate, and educational sectors
- Education Innovation: She has launched an AC-accredited diploma in coaching adolescents and youth—an initiative focused on creating culturally sensitive, developmentally appropriate coaching containers for young people

In 2024, she also joined ICCS as a Reflective Practice Group Supervisor, helping shape new generations of coaching supervisors.

She is soon to begin a supervisory programme at a private university, supporting the reflective practice of coaches delivering leadership coaching within MBA and postgraduate settings.

"I want to raise a body of coaches who understand the ethical, emotional, and cultural dimensions of the work. Supervision is how we embed care, courage, and craft."

Training with ICCS

Anyima appreciated the global diversity, layered experience, and psychological depth of the ICCS training.

Highlights included:

- A curriculum that blended theory and personal inquiry
- Weekly practice sessions that brought supervision alive
- A faculty culture that held space with challenge, safety, and humanity

"It wasn't about becoming someone else. It was about becoming more deeply myself—with clarity and confidence."

What's Next?

Anyima continues to develop her supervision work while building visibility across East Africa and beyond. Her practice now weaves together executive coaching, training, and supervision—anchored in presence and shaped by cultural relevance.

She's also exploring the interplay between design and supervision—offering reflection, structure, and depth to her creative pursuits.

Final Reflection

"Supervision has changed my professional centre of gravity. It's deepened my confidence and helped me grow into my passion and purpose."

Case Study 4

Supporting Coaches with Courage and Complexity

Gabriella Szilvasi

ICF MCC • ACTC Team Coach • Psychologist • NLP Trainer • Coach Educator • ICCS Graduate

http://www.softskillakademia.hu/

Who Gabriella Is as a Coach

Gabriella Szilvasi is an ICF-accredited MCC, an ACTC-accredited team coach, a qualified psychologist, and a highly experienced coach educator based between Hungary and Italy. With a background in business and a deep grounding in neuro-linguistic programming (NLP), Gabriella has been coaching since 2017 and training coaches since 2019. Her approach is both practical and integrative, combining NLP, ICF competencies, and systemic thinking to support coaches and leaders alike.

She works across sectors—from coaching students to business professionals and healthcare leaders—bringing insight, flexibility, and depth to her work.

Why Gabriella Became a Supervisor

Supervision felt like a natural evolution. Having trained and mentored coaches for years, Gabriella wanted to offer more than just a qualification. She wanted to provide an ongoing space for reflection, growth, and ethical support.

"I didn't want to just say, 'Off you go, now coach as you wish.' I wanted to stay present for my alumni—supporting their cases, their development, and their identity as coaches."

Yet, despite her experience, she still wrestled with the readiness question.

"I had to mature into the role. I didn't feel 'super' enough for supervision. I needed time to develop my voice, overcome challenges, and grow through my own supervision before I could hold that space for others."

What gave her confidence was the recognition that supervision wasn't about perfection. It was about being real, reflective, and willing to hold space with courage.

The Learning Journey

"Supervision was liberating."

Gabriella found that training as a supervisor allowed her to use more of herself. Unlike coaching, where neutrality and restraint are emphasised, supervision offered her permission to bring her full self into the space—intuition, presence, and perspective.

Gabriella particularly valued:

- The courage to work with transference and parallel process
- The structure and depth of the Seven-Eyed Model
- The space to experiment with different supervisory styles and modalities
- The weekly practice opportunities, which felt like seven months of lived supervision

"I made big decisions during those seven months. I transitioned my whole life between countries—and the supervision journey supported me beyond my expectations."

How Supervision Differs from Coaching

Gabriella described supervision as "liberating" precisely because it allows for greater use of self.

"In coaching, I felt I had to hold back—follow the model, stay neutral. In supervision, I can be more human. I can name what I see. I can bring my perspective—with care and consent."

She also found the contracting process and systemic stance of supervision transformative. It sharpened her clarity, deepened her use of structure, and refined her focus beyond the coach–client dyad.

"The systemic lens isn't new to me—NLP is systemic—but supervision gave it precision. The Seven-Eyed Model helped me move from a broad awareness to a focused, structured way of exploring what's going on."

The Impact Gabriella Wants to Make

Initially focused on providing supervision to her NLP-trained alumni, Gabriella's practice is now expanding. She supports coaches, coaching leaders, and even managers who use a coaching style.

Her aim is to continue bridging modalities—coaching, NLP, systems thinking—through a supervisory lens that encourages depth, safety, and challenge.

"I'm still developing my supervisor identity. I can't say I wake up as a supervisor yet—it takes conscious effort. But it's growing."

She sees supervision as a space for human richness, especially in a world where AI and automation threaten to flatten relational depth.

"Maybe supervision is where we stay human. It holds the emotional, systemic, and ethical layers that AI can't touch."

Training with ICCS

Gabriella chose ICCS because of its international recognition, peer recommendations, and live, immersive training model.

What stood out most for her:

- The faculty's supportive, challenging presence
- The diversity of methodologies taught (existential, psychodynamic, systemic)
- The weekly experiential practice that brought theory to life

"It was more than learning a method. It was personal transformation. It was one of the most integrated, human learning journeys I've ever been part of."

What's Next?

Gabriella continues to hold the question: *Am I integrating supervision into what I do—or becoming something new altogether?*

For now, she's embracing the inquiry.

"Maybe the future of coaching is supervision. Or maybe supervision is just how we stay deeply human in an increasingly automated world. Either way, I'm here for it."

Case Study 5

Bridging Strategy, Nature, and Reflective Practice Through Supervision

Julie-Anne Griffith

Executive Coach • Equine Facilitator • Supervisor & CIC Co-Founder • ICCS Graduate

http://www.equi-scotia.com/

Who Julie-Anne Is as a Coach

Julie-Anne Griffith brings a uniquely diverse background to her coaching and supervision practice—ranging from horse riding instruction to corporate strategy, further education, and academic development. She began her career running her own equestrian centre before stepping into leadership within a fast-growing mobile communications company in London, where she studied Creativity, Innovation and Change with the Open Business School.

After the birth of her son, Julie-Anne returned to horse-related work and eventually transitioned into quality management and academic roles within further education. Alongside this, she trained as a coach and increasingly integrated equine-facilitated learning into her leadership and development work.

"Coaching felt like a way to help people move from strategy into meaningful action—especially when the strategy wasn't quite working."

Why Julie-Anne Became a Supervisor

Julie-Anne co-founded EquiScotia CIC, a social enterprise offering equine-facilitated coaching and therapy. As she began training facilitators in this work, she saw an urgent need: newly qualified practitioners were often left without ongoing support or reflective space.

"I'd experienced great supervision myself, but in the coaching-with-horses field, it was virtually unknown. I wanted to offer something robust and ethical."

She discovered ICCS through a taster session and immediately resonated with the ethos. Despite initial hesitations around cost and time, she trusted her instincts—and found a pathway that deeply affirmed her identity.

The Learning Journey

Julie-Anne found the ICCS diploma intellectually stimulating, emotionally grounding, and surprisingly aligned with her work with horses.

"So much of what we do with equine facilitation is about presence, energy, regulation—and that connected beautifully with the ideas shared in the course, especially Yannick's existential work."

Julie-Anne says she valued:

- The space to develop her own supervisory stance
- The integration of supervision with her equine, coaching, and academic background
- The confidence to bring use of self with clarity and care

"Supervision gave me permission to bring more of myself. It wasn't about becoming someone else—it was about owning who I already am."

How Supervision Differs from Coaching

In supervision, Julie-Anne found the boundaries more expansive—and more suited to her blended approach.

"As a coach, I sometimes felt like I had to hold back. In supervision, I could offer frameworks, perspective, even gentle challenge—when it served the work."

This flexibility has been invaluable in supervising practitioners who work in complex, hybrid spaces: coaching with horses, trauma-informed work, and relational learning. It's allowed her to hold space in a way that feels both rigorous and deeply human.

The Impact Julie-Anne Wants to Make

EquiScotia has now trained over 60 facilitators—including their first international graduate in South Africa, where their qualifications are recognised as CPD by the Health Professions Council. Julie-Anne plays a lead role in guiding this growing network through ongoing professional development and supervision.

She's also open to supervision work beyond EquiScotia—particularly with practitioners working in equine-assisted learning or integrative developmental spaces.

"There are so many people offering training in this field now—but very few who understand or provide proper supervision. I want to help raise that bar."

She brings:

- Strategic and operational expertise for building sustainable practices
- Grounded, compassionate holding for practitioners navigating complex spaces
- A commitment to supporting ethical, reflective, and resilient practice

Training with ICCS

Julie-Anne describes the ICCS experience as:

- Rich in theory, yet deeply experiential
- Spacious enough to accommodate her unconventional path
- Rooted in psychological insight and systems thinking

"It deepened how I think about supervision. It gave me frameworks—but also the confidence to trust my instincts."

What's Next?

Julie-Anne plans to focus more fully on supervision—within and beyond EquiScotia. As she gradually reduces other commitments, her intention is to hold space for coaches, facilitators, and reflective practitioners across a range of modalities and geographies.

“I want to travel more. Slow down a bit. But I won’t stop doing this work. It matters too much.”

Final Reflections

“Supervision gave me structure, confidence, and a place to bring all of who I am. It’s not just something I do—it’s how I support the next generation to do meaningful, ethical, life-changing work.”

Case Study 6

Bringing Psychodynamic Depth to Coaching Supervision

Julia Rogers

Executive Coach • Clinical Supervisor • Podcaster • ICCS Graduate

https://coaching42.co.uk/

Who Julia Is as a Coach

Julia's journey into coaching was anything but linear. With an early academic background in psychoanalysis and a professional foundation in mental health services, she stepped into coaching after volunteering with the long-term unemployed—and fell in love with the work.

Today, she works as an executive coach and clinical supervisor, drawing on her lifelong interest in psychodynamic thinking to bring depth, rigour, and reflection into her practice.

"People are fascinating. Not from a nosy perspective—but from a genuine desire to understand. Coaching gave me a way to support people's growth, but I always felt we were missing a piece."

That missing piece? The psychological dynamics happening beneath the surface—something Julia has since made central to her work.

Why Julia Became a Supervisor

Julia came into supervision training with a rich background. She had already been a supervisor in clinical settings and had long championed the need for reflective space in coaching. But becoming a coaching supervisor felt like the right next step—especially as the pandemic opened up space and time for deeper development.

"I wanted something rigorous, relational, and reflective. I wanted to meet people who were as curious about the inner world as I was. And I wanted to challenge myself."

She also recognised a gap between coaching practice and the psychological theories that could support it. Supervision, for her, became both a personal evolution and a professional bridge.

The Learning Journey

"It was liberating. Supervision allowed me to shake off the need to 'know' and step into not-knowing with confidence."

Julia found that coaching supervision gave her permission to draw on her psychodynamic interests more explicitly. Through her ICCS training, she rediscovered Freud, developed a stronger systemic lens, and grew more comfortable sitting in the ambiguity of supervision.

She especially appreciated:

- The mix of academic theory and practical exploration
- The diverse perspectives in her cohort
- The safe space to question, stretch, and refine her own supervisory stance

"Once I let go of the anxiety of having to know, it became freeing. I realised I didn't need to have the answers—I needed to be present to the process."

How Supervision Differs from Coaching

Julia had been trained in clinical supervision, so the distinction between *knowing* and *not-knowing* was familiar—but coaching supervision took that further.

"In clinical supervision, you come more from a place of authority. In coaching supervision, you're shoulder-to-shoulder with the coach. You're exploring with them—not diagnosing or directing."

She describes coaching supervision as a more collaborative, reflective relationship—one where lightbulb moments emerge not through technique, but through presence.

"The space is freer. Coaches often have their biggest realisations just by speaking something out loud. It's not about magic—it's about making meaning."

The Impact Julia Wants to Make

Julia's mission is clear: to bring psychodynamic ideas into the heart of coaching.

- She hosts a podcast, *The Dynamics of Everyday Life*, weaving together Freud's insights with modern coaching and reflection.
- She's developing workshops and writing articles to make complex psychological ideas accessible to coaches.
- She's training at the Tavistock Institute to further her understanding of psychodynamics in organisational settings.

"I want coaches to have access to the ideas that can help them understand what's really going on. Not to become therapists, but to bring more depth into the room."

She also sees a gap in *advanced* supervision development—something she's beginning to shape through community-building and content creation.

Training with ICCS

For Julia, ICCS offered:

- A mature, intellectually stimulating environment
- A space to reconnect with long-held interests and ideas
- A professional foundation for integrating psychodynamics into coaching

"The course gave me permission to bring back parts of myself I'd left behind. It didn't just teach supervision—it invited integration."

She also highlights the relational richness of the cohort: peers who became close friends, thought partners, and collaborators.

What's Next

Julia describes her next steps as "pressing clay"—moulding new ideas and seeing what emerges. She's writing more, podcasting, exploring advanced supervision concepts, and staying in dialogue with what supervision might become in an increasingly automated world.

"If AI can coach as well as a human, then what becomes of us? Maybe supervision is the place where we hold what's *uniquely* human—judgement, intuition, shadow, system."

Final Reflections

"What surprised me most? My coaching got better. And not just a little bit—*indescribably* better."

"If you're on the fence about training as a supervisor—do it. If nothing else, your clients will thank you."

Case Study 7

Building Reflective Practice in China's Emerging Coaching Profession

Yuan Li
Executive Coach • Coaching Supervisor • Strategic Leader • ICCS Graduate

https://www.linkedin.com/in/yuan-li-mba-pcc-68595741

Who Yuan Is as a Coach

Yuan Li is based in Beijing and works at the intersection of strategic leadership and professional coaching. While he holds a full-time leadership role in a multinational corporation—managing commercial strategy and large-scale programmes—coaching has become his enduring passion.

"Coaching is my hobby, but one I approach with serious intention. It's where I grow—and help others grow."

With over 1,000 coaching hours accumulated outside his core job, Yuan brings rare discipline and depth to his practice. He supports two core groups of clients: leaders navigating organisational transitions, and individuals in career transformation who are seeking new purpose and clarity. His presence is thoughtful, precise, and attuned to the emotional complexity of change.

Why Yuan Became a Supervisor

Yuan's journey into supervision began with a question: What's next after PCC?

He was looking not only to develop himself further but also to broaden his professional portfolio and explore new pathways for long-term growth. He had heard about supervision through a colleague with a background in therapy, and it sparked his interest.

"I had no idea how rich this field was. When I watched the ICCS introductory video and heard supervision described as rocket fuel for coaching, I knew it was the path I wanted to follow."

His motivations were threefold:

- **Curiosity** – about what supervision is and how it differs from mentoring or training
- **Development** – a desire to deepen his coaching practice and stretch his professional thinking
- **Future-readiness** – preparation for a potential transition into coach education and group facilitation

He saw supervision not only as a skillset—but as a mindset.

How Yuan Is Using Supervison Now

After qualifying with ICCS, Yuan began offering one-to-one supervision to a small group of coaches—some newer, some experienced—many of whom trusted his based on his reputation in the local community. His approach has been thoughtful and steady, focusing on reflective practice, safe challenge, and adaptation.

"Each coach I supervise has their own way of working—some love visuals, others work with metaphor. Supervision has taught me to adapt, to meet them where they are, and to gently invite expansion."

He also brings supervision into pro bono work supporting NGO-based coaches, many of whom work with rural youth. In this context, he focuses on emotional support, ethical awareness, and collective resilience.

Yuan is also a trainer with a leading coach training and social learning platform in China where he is exploring ways to embed supervision into future coach education programmes—expanding access to over 200 coaches already in the platform's network.

The Learning Journey

For Yuan, the ICCS supervision diploma was rich on every level: intellectually, emotionally, and relationally.

He especially valued:

- The **diverse international cohort,** which brought cultural and professional richness to each class
- The **depth of academic material,** including the Seven-Eyed Model, the three functions of supervision, and reflective inquiry
- The **repeated practice**, which allowed his to explore supervision in a range of roles, dynamics, and formats
- The **access to global thought leaders**, including expert facilitators and renowned models

"In my original coach training, there was little theory. At ICCS, I discovered how deep the literature goes—and how it helped me understand what I was already doing instinctively."

The programme gave his language, models, and perspective. It helped his become more aware of how he works as a coach—and how to be more intentional in that work. He now notices when he's leaning too heavily into support and not enough into challenge, or when he's working from habit rather than choice.

The Impact Yuan Wants to Make

Yuan sees himself as part of a wider shift in China's coaching landscape.

"In China, supervision is still very new. Many coaches don't yet know what it is. But once they experience it, they say, 'Why didn't I find this earlier?'"

His current focus is on:

- Supporting newer coaches to build reflective habits
- Normalising supervision as part of ethical coaching practice
- Partnering with platforms and training bodies to bring supervision to scale

He sees his supervisory work expanding gradually—balancing it with his current career while keeping the door open to a larger pivot in the future.

Training with ICCS

Yuan describes ICCS as rigorous, international, and deeply human.

"I wasn't just taught skills—I was invited into a new way of seeing. And it was a community where I could be both curious and vulnerable."

He appreciated the programme's balance of:

- **Theory and application**
- **Challenge and care**
- **Personal growth and professional competence**

And while he isn't yet sure what form his future portfolio will take, supervision will be part of it—both as a practice and a perspective.

What's Next?

Yuan is currently exploring a hybrid path that includes:

- Continuing one-to-one supervision with local coaches
- Building supervision into a potential training partnership
- Staying open to more formal roles in coach education and reflective practice

His long-term vision is clear:

"Supervision will be part of how coaching matures in China. I want to be part of that growth—quietly, steadily, and with care."

Final Reflections

"Supervision helped me see the unseen in coaching. And now I want to help others see it too."

"It's not just about what we do—it's about how we think, how we reflect, and how we grow."

About the Author: Nick Bolton



A coach since the early 2000s and a coaching supervisor since 2013, Nick Bolton has dedicated his career to the evolution of transformative coaching and the vital role of supervision in professional practice.

As the founder of Animas Centre for Coaching, Nick has enabled the development of over 4,500 coaches in an approach that goes beyond surface-level change to create deep, meaningful transformation.

Nick's work is deeply influenced by an existential orientation, embracing the complexities of human experience, meaning-making, and personal agency. His passion lies in supervision as a space not just for skill refinement but for deep reflection, personal growth, and a return to oneself.

Recognising the need for high-quality supervision, he later founded the International Centre for Coaching Supervision (ICCS), which has developed over 200 supervisors, equipping them with the reflective, humanistic, and systemic perspectives essential for supporting coaches on their professional journeys.

About the International Centre for Coaching Supervision

The International Centre for Coaching Supervision (ICCS) was founded in 2020 with the vision to create a truly digital-native, international school—one that makes high-quality supervision training accessible to coaches worldwide.

Since its launch, ICCS has gone on to develop over 200 coaching supervisors across Australia, Belgium, Brazil, Canada, China, Finland, France, Germany, Hungary, Indonesia, Ireland, Japan, Kenya, New Zealand, Reunion Island, Singapore, Taiwan, Thailand, Turkey, The United Kingdom, The United States, and Vietnam.

ICCS provides a fully-virtual Accredited Diploma in Coaching Supervision which spans 9-12 months and is accredited by the European Mentoring and Coaching Council, the International Coaching Federation and the Association of Coaching.

You can find full information on the programme on our website at https://iccs.co

We offer a free consultation to explore your options and to discuss whether becoming a coaching supervisor is right for you.

Visit the ICCS Website