An ICCS Essentials Report

International Centre for Coaching Supervision

Supervision in Executive Coaching

Holding Complexity in Organisational Systems



Nick Bolton, founder of International Centre for Coaching Supervision

Copyright © 2025 by International Centre for Coaching Supervision

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law.

Table of Contents

Executive Summary 1

1. Introduction 2

2. Core Functions of Coaching Supervision 3

3. Key Distinctions in Executive Coaching Supervision 3

- 3.1 Organisational Complexity and Systemic Thinking 6
- 3.2 Ethics and Governance in Triadic Relationships 6
- 3.3 Power, Presence, and Professional Identity 7
- 3.4 Strategic Outcomes and ROI Focus 7
- 3.5 Cultural Intelligence and Global Sensitivity 7
- Summary 7

4. Supervisor Capabilities and Challenges in Executive Contexts 8

- 4.1 Gravitas, Credibility, and Presence 8
- 4.2 Systemic Thinking and Organisational Fluency 9
- 4.3 Ethical Maturity and Moral Courage 9
- 4.4 Comfort with Ambiguity and Psychological Depth 9
- 4.5 Balancing Support and Challenge 10
- Summary 7

5. Implications for Training and Professional Development 8

5.1 Supervisor Training Must Reflect Executive Realities 8

5.2 Enhanced Focus on Systemic and Ethical Complexity 9

5.3 Professional Bodies Should Differentiate Supervision Contexts 9

5.4 Supervisors Themselves Need Ongoing Supervision and Inquiry 9

5.5 Encouraging the Internal Supervisor in Executive Coaches 10

Summary 10

6. Conclusion 11

About the Author: Nick Bolton 20

About the International Centre for Coaching Supervision ...21

Executive Summary

Executive coaching operates at the intersection of leadership, strategy, and human development. It is a domain marked by complexity, ambiguity, and high stakes.

Coaches working at this level engage with senior leaders and systems under pressure, making decisions that impact not just individuals but entire organisations.

Yet while the executive coaching profession has matured, the supervision that supports it has not always evolved at the same pace.

This white paper explores the distinct characteristics of coaching supervision in the executive space, and why a more contextualised, sophisticated approach is now essential.

We begin by grounding readers in a shared definition of coaching supervision—a process of reflective dialogue that supports coaches in developing their practice, sustaining their wellbeing, and upholding ethical standards, while attending to the wider coaching system.

From there, we explore the primary functions of supervision: formative, normative, and restorative. These functions remain constant across coaching contexts but are expressed in unique ways when applied to executive coaching.

The paper highlights several key distinctions that set executive coaching supervision apart:

- The need for systemic insight in complex organisational environments
- Navigating triadic relationships involving sponsors and multiple stakeholders
- Balancing coaching impact and ROI with ethical rigour and human depth
- Working with coaches who are often senior professionals in their own right
- Attending to cultural and global sensitivities in multinational leadership contexts

These conditions call for supervisors with a distinct profile—professionally credible, psychologically attuned, ethically mature, and confident working with power and ambiguity.

We propose that training programmes, accrediting bodies, and supervisors themselves can usefully respond to these demands by:

- Integrating executive coaching casework and systemic thinking into supervision training
- Promoting ongoing supervision-of-supervision and reflective practice
- Encouraging the development of the internal supervisor in executive coaches
- Differentiating supervision standards and pathways for executive contexts

The white paper concludes with a clear message: coaching supervision in the executive space is not simply business-as-usual supervision—the unique context requires tailored capabilities, frameworks, and support systems.

For coaching to thrive at the highest levels of leadership, supervision must rise to meet it.

1. Introduction

The practice of coaching supervision has become an established and vital component in the development and sustainability of the coaching profession.

It offers a structured, reflective space in which coaches can explore their practice, maintain ethical integrity, develop professionally, and sustain their emotional wellbeing.

As coaching itself continues to diversify into specialist domains, the need for supervision to evolve in response becomes increasingly evident.

Nowhere is this more apparent than in the realm of executive coaching—a complex, high-stakes environment where coaches operate within powerful organisational systems, often in isolation, and under significant performance and ethical scrutiny.

While the core principles of supervision apply across all coaching contexts, executive coaching brings a unique set of conditions, demands, and expectations that shape how supervision must be practised.

Executive coaches frequently work with senior leaders, C-suite executives, and high-performing teams in contexts that are politically sensitive, culturally diverse, and strategically critical.

These conditions call for supervisors who can navigate systemic dynamics, power relationships, and commercial pressures with clarity and confidence. It also requires supervisors who can support their supervisees not just as practitioners, but as ethical leaders, strategic thinkers, and emotionally resilient professionals.

This white paper aims to:

- Identify the core distinctions between general coaching supervision and supervision within executive coaching contexts.
- Explore the unique challenges faced by executive coaches and how these influence supervisory practice.
- Define the capabilities and mindsets required of supervisors working in high-performance, organisationally complex environments.
- Provide recommendations for training, accreditation, and ongoing development for those supervising executive coaches.

- Promote reflective inquiry into the evolving role of supervision in upholding excellence, ethics, and impact in executive coaching.

Through this exploration, we hope to inspire reflection, provoke meaningful dialogue, and contribute to the ongoing evolution of excellence in both coaching and supervision.

2. Core Functions of Coaching Supervision

Before we explore the specific distinctions of supervision in the executive coaching space, it is important to establish a shared understanding of what coaching supervision is and the functions it serves.

At ICCS, we define coaching supervision as:

"A process of reflective dialogue that supports coaches in developing their coaching, sustaining their well-being, and upholding ethical standards, while attending to the needs of the wider system, including clients, sponsors, and the coaching profession."

This definition captures the holistic and multi-layered nature of supervision.

It is not simply about performance improvement or ethical oversight, but a broader, richer engagement with the complexity of coaching practice. It also acknowledges the wider system in which coaching occurs—something that becomes even more pronounced in executive contexts.

Whether applied in private practice or corporate settings, coaching supervision traditionally rests on three interrelated functions: the Formative, Normative, and Restorative - a triad first articulated by Inskipp and Proctor (1987).

For readers unfamiliar with these functions—or looking for a refresher—here is a brief summary.

The Formative Function

This developmental role of supervision focuses on enhancing the coach's skill, knowledge, and reflective capacity. It aims to help the coach grow in competence and confidence—identifying learning edges, exploring different approaches, and expanding professional repertoire.

Through this function, the supervisor supports the person as coach—focusing on how they work, think, and intervene in service of client outcomes.

The Normative Function

The normative lens addresses the ethical, professional, and contractual dimensions of coaching. It supports the coach in maintaining integrity,

recognising potential ethical pitfalls, and staying within the boundaries of professional standards.

Here, the supervisor considers the coach as professional—ensuring they remain accountable not only to their clients but also to sponsors, stakeholders, and the coaching profession as a whole.

The Restorative Function

This function attends to the emotional and psychological well-being of the coach. Coaching can be isolating and emotionally demanding, particularly when coaches encounter client resistance, trauma, or ambiguity.

The restorative lens supports the coach as a person—providing a space for them to process, regroup, and remain resilient over time.

Integrated Practice

While these functions can be described individually, in practice they are often fluid and overlapping. A single supervision session may involve learning (formative), ethical reflection (normative), and emotional processing (restorative). Skilled supervisors weave these dimensions together in response to the coach's needs, context, and developmental journey.

With this foundational understanding in place, we now turn our attention to how these functions manifest—and evolve—within the unique world of executive coaching supervision.

3. Key Distinctions in Executive Coaching Supervision

While the foundational functions of supervision—formative, normative, and restorative—apply across all coaching contexts, their application within executive coaching takes on a distinct character. The executive space presents a unique constellation of challenges and expectations, shaped by complex systems, high-stakes performance environments, and often, significant power dynamics.

In this section, we examine the specific ways in which supervision must adapt to effectively support coaches working with senior leaders, boards, and high-performing teams.

3.1 Organisational Complexity and Systemic Thinking

Executive coaches operate within nested systems—organisational hierarchies, cultural structures, market forces, and governance protocols. Supervision in this context requires a heightened systemic awareness, helping coaches explore the broader forces influencing the coaching relationship and outcomes.

Supervisors must be able to help their supervisees "zoom out," examining:

- Organisational dynamics and politics
- Stakeholder relationships and competing agendas
- The interplay between individual, team, and systemic change

Vignette: The Coach in the Middle

Sophie, an executive coach, brings a case to supervision involving a senior leader at a global pharmaceutical company.

The client, a regional director, is struggling to implement a change initiative that has triggered resistance from local teams. Sophie finds herself caught between supporting her client's leadership development and responding to the broader organisational unease the change has sparked.

In supervision, Sophie expresses frustration and confusion: "I feel like I'm coaching the leader in isolation, but the real issue is how the entire organisation is reacting."

As the supervisor invites her to map the wider system—who's influencing whom, where the resistance is rooted, and what assumptions are shaping the client's role—Sophie begins to see the organisational dynamics more clearly.

She realises that her coaching had been overly focused on the individual's leadership skills, rather than the leader's relationship to the system. This reflection opens space for Sophie to explore new questions with her client: What alliances need strengthening? What cultural narratives are at play? How can leadership be exercised more relationally?

In this way, the supervision process helps Sophie zoom out—shifting from a narrow focus on client behaviour to a broader inquiry into systems, power, and context.

This is supervision with a helicopter view, supporting the coach in seeing both forest and trees.

3.2 Ethics and Governance in Triadic Relationships

Executive coaching rarely involves just the coach and client. There is often a third party—typically the sponsor or HR representative—who brings expectations and outcomes into the equation. This triadic setup increases the ethical complexity.

Supervisors in this space must support coaches to:

- Manage confidentiality across multiple stakeholders
- Navigate dual accountability (to client and organisation)
- Handle contracting with clarity and rigour
- Recognise and raise potential conflicts of interest

The normative function becomes especially prominent here, requiring supervisors to be comfortable engaging with ethical grey areas without taking an overly directive stance.

Vignette: Whose Agenda?

James, an experienced executive coach, brings a dilemma to supervision involving a recently promoted COO.

The coaching was commissioned by the HR Director, who made it clear in the initial contracting that the goal was to "strengthen executive presence" and "reduce conflict with the CEO."

However, during their sessions, the client has opened up about concerns over the CEO's leadership style—describing a pattern of public undermining and inconsistent messaging that's impacting their confidence.

In supervision, James shares his discomfort. "I feel like I'm being asked to coach the client into compliance with a leadership culture that might be the real issue. But I also feel obligated to show outcomes to HR, who's expecting measurable behavioural change."

The supervisor invites James to explore the ethical tensions: How clear was the original contracting? What has been agreed around confidentiality and reporting? Whose needs are being served—and whose voices are being silenced?

As the conversation unfolds, James acknowledges the subtle pressure he feels to align with the sponsor's expectations. The supervisor helps him reconnect with coaching ethics, reflect on the nature of his own role, and re-contract in a way that honours both transparency and the client's autonomy.

This supervisory space becomes not just a site of ethical analysis, but of ethical restoration—a place where James reclaims his integrity as a coach, able to hold competing loyalties without losing clarity or compassion.

3.3 Power, Presence, and Professional Identity

Executive coaches often work with individuals who hold significant power, authority, and strategic influence. They, in turn, must develop their own authority, presence, and confidence to engage these clients effectively.

Supervision must:

- Create a space for the coach to reflect on their relationship to power
- Surface issues such as imposter syndrome, over-identification, or under-confidence
- Enable the coach to calibrate their own presence and impact

Moreover, many executive coaches are seasoned professionals themselves, often with backgrounds in leadership, consultancy, or corporate roles. This can create a dynamic where they expect high challenge and credibility from their supervisor—demanding an equal, if not elevated, level of psychological and professional authority.

Vignette: The Imposter in the Boardroom

Priya, an executive coach with a strong background in organisational development, brings a session to supervision feeling unusually deflated.

She's been working with a charismatic CEO who leads a major fintech firm. Despite her experience, Priya finds herself holding back during sessions, avoiding challenge and deferring to the client's opinions.

"He's got this intimidating presence," she explains. "It's like I lose my edge the moment I step into the room with him. I keep second-guessing whether I'm bringing enough value."

The supervisor gently reflects back what they're hearing—not just the coach's language, but her posture, tone, and hesitations. They explore the possibility of a power dynamic at play—not imposed, but internally generated. What does this client represent to Priya? What stories is she carrying about authority, visibility, and her own right to be there?

As the session deepens, Priya realises she's unconsciously comparing herself to her client's external success. Her own need to "prove" herself has quietly eroded her presence in the room. Together, they explore what it might look like to reclaim her authority—not by mirroring the client's style, but by standing firm in her own.

The supervision doesn't resolve everything, but it helps Priya reconnect with her identity as a coach. She leaves with a plan to experiment with voice, pacing, and challenge—small shifts to anchor her presence without posturing.

3.4 Strategic Outcomes and ROI Focus

In executive coaching, results matter—and they are often scrutinised. Organisations invest in coaching with clear expectations for performance improvement, behavioural change, or strategic alignment.

Supervision in this space must support coaches to:

- Reflect on goal alignment and measure progress
- Manage tensions between human growth and business targets
- Stay true to coaching principles without becoming overly results-driven

The formative function of supervision here includes helping coaches hold both process and performance, ensuring they can demonstrate value while maintaining a reflective stance.

Vignette: Proving the Invisible

David is midway through a six-month coaching engagement with a divisional CFO in a global retail firm. The coaching was commissioned as part of a broader leadership development programme, and from the outset, the sponsor emphasised the importance of "visible behavioural change" and "measurable ROI."

In supervision, David shares that while the coaching relationship is strong, the client's growth has been largely internal—greater self-awareness, improved emotional regulation, and a shift in how they think about team dynamics. "But when I check in with HR," David says, "they're still asking for examples of tough conversations and executive visibility. I feel like I'm coaching for transformation, but being evaluated on performance metrics."

The supervisor invites David to unpack the tension between deep change and surface outcomes. What was agreed in the original contracting? What does the client value? How might the results be made visible without betraying the integrity of the work?

They explore the idea of strategic storytelling—helping the client articulate their shifts in a language the organisation can understand. They also reflect on David's own internal conflict: a desire to do meaningful work that resists being reduced to KPIs, and a parallel desire to demonstrate value to the business.

The supervision space becomes a site of reframing—not simply a conversation about metrics, but about how coaching holds both impact and invisibility, and how coaches can navigate the tension without compromising either.

3.5 Cultural Intelligence and Global Sensitivity

Executive coaching frequently occurs in multinational settings, across cultures, languages, and leadership styles. Supervision must therefore include a lens of cultural awareness and humility.

Supervisors need to be able to:

- Discuss issues of privilege, power, and identity with confidence
- Support coaches in working with culturally diverse leaders and teams
- Challenge assumptions and unconscious bias

This function intersects all three supervision lenses—ensuring ethical sensitivity (normative), supporting reflective insight (formative), and attending to identity and belonging (restorative).

Vignette: Lost in Translation

Elena, a coach based in London, brings a supervision case involving a senior leader in a Southeast Asian tech company. The client, recently promoted to an international role, has been described by the organisation's European HR director as "reserved" and "lacking assertiveness." Elena was asked to help the client "develop a more global leadership presence."

In her sessions, Elena notices the client's thoughtfulness, careful pacing, and strong listening skills. However, she also senses hesitancy when discussing conflict or speaking up in executive meetings. "I'm torn," she tells her supervisor. "Part of me wants to help him adapt to the global expectations, but another part wonders if I'm reinforcing a Western model of leadership."

The supervisor invites Elena to explore the cultural assumptions embedded in the coaching agenda. What does "executive presence" mean in this context? Whose standards are being applied, and who might be excluded by them? They reflect on cultural norms around authority, humility, and self-expression.

Elena begins to see that her task is not to "fix" the client, but to hold space for him to define leadership on his own terms—perhaps integrating new behaviours, but without losing cultural authenticity. She also recognises the value of initiating a three-way conversation with the sponsor, to challenge implicit biases and advocate for a more inclusive definition of effectiveness.

The supervision session helps Elena embrace her role as a cultural bridge, not a conformity coach—supporting both her client's growth and the organisation's broader learning.

Summary

In summary, supervision in executive coaching is not simply an extension of general practice—it is a distinct domain shaped by complexity, power, and systemic forces. Supervisors must move beyond reflective dialogue alone; they must be able to see and work within the intricate webs of organisational life, navigate ethical tensions with courage and clarity, and support coaches in maintaining both impact and integrity at the highest levels of leadership.

It calls for a rare blend of gravitas, systemic fluency, cultural intelligence, and psychological depth—qualities without which supervision risks becoming irrelevant, or even complicit, in the very dynamics it seeks to illuminate.

4. Supervisor Capabilities and Qualities in Executive Contexts

We have seen the challenges that supervisors help coaches face in the executive coaching space.. The coach's environment is complex, their clients are powerful, and their practice is often high-profile.

As such, the supervisor must be both robust and nuanced in how they show up, hold space, and intervene.

This section outlines the qualities that distinguish effective supervision in the executive domain, as well as the challenges that may arise.

4.1 Gravitas, Credibility, and Presence

Executive coaches often bring gravitas to their work—they operate in senior leadership spaces, have commercial awareness, and are adept in strategic dialogue. They expect their supervisors to bring an equal or greater level of professional presence.

Effective executive coaching supervisors tend to embody:

- **Gravitas:** A grounded, calm, and steady presence that invites deep reflection
- **Professional credibility:** Experience or familiarity with organisational leadership, governance, and strategy
- **Confidence with authority:** The ability to challenge, hold boundaries, and assert ethical concerns without being deferential or directive

Presence is not about status—it is about psychological confidence, integrity, and attunement.

4.2 Systemic Thinking and Organisational Fluency

Executive coaching never occurs in isolation. It is embedded in organisational goals, hierarchies, and politics. Supervisors must be able to think systemically and help their supervisees do the same.

This includes:

- Mapping the wider system—sponsors, stakeholders, blockers, and influencers
- Recognising power dynamics and their impact on the coaching relationship
- Working with "parallel process" that mirrors systemic tensions in the supervision space

Without this systemic lens, supervision risks becoming narrow and overly focused on technique.

4.3 Ethical Maturity and Moral Courage

The executive space often surfaces ethical dilemmas that are subtle, ambiguous, and politically sensitive. A coach may be working with a leader accused of misconduct, navigating tensions between inclusion and performance, or balancing loyalty to client and organisation.

Supervisors must:

- Help coaches recognise and articulate ethical tensions
- Encourage slow thinking and dialogue—not quick solutions
- Model and promote ethical maturity—the ability to weigh consequences, sit with discomfort, and act with integrity

This includes the courage to raise concerns, hold lines, and help the coach reflect on their duty of care to all parts of the system.

4.4 Comfort with Ambiguity and Psychological Depth

Executive coaches often operate without clear answers. Their clients are navigating volatility, uncertainty, and complexity—and so are they. Supervision is not about offering clarity, but about helping coaches tolerate ambiguity and explore their own responses.

Supervisors must:

- Sit with not knowing, and invite depth over resolution
- Surface unconscious dynamics, patterns, and blind spots
- Work at the level of identity, values, and impact—not just skills

Psychological fluency—whether through psychodynamic insight, transactional analysis, or somatic awareness—adds depth to this work.

4.5 Balancing Support and Challenge

High-performing coaches often struggle to show vulnerability. They may be less practiced in receiving feedback or exploring emotions. The supervisor must create a space where strength and uncertainty can co-exist.

This means:

- Building trust while offering robust challenge
- Not colluding with overconfidence or "coach as hero" narratives
- Affirming competence while highlighting risk, bias, or shadow

Striking this balance allows the supervisee to grow without feeling diminished.

Summary

In short, the supervisor of executive coaches must be a reflective partner, an ethical mirror, a systemic thinker, and a steady psychological presence. They must meet the coach where they are—while holding a wider view of who else is affected, what else is at play, and how else the coach might grow.

In the following section, we explore the implications of these demands for supervisor training, accreditation, and professional development.

5. Implications for Training and Professional Development

As the need for nuanced, high-quality supervision in executive coaching grows, so too must the rigour and relevance of supervisor preparation. Supervising executive coaches requires more than a solid grounding in models and ethics—it demands contextual understanding, psychological depth, and systemic fluency.

This section outlines key implications for how supervision training programmes, accrediting bodies, and individual supervisors can evolve to meet these demands.

5.1 Supervisor Training Must Reflect Executive Realities

Many supervision training programmes are designed with general coaching populations in mind. While foundational models such as the Seven-Eyed Model or Heron's Six Interventions remain essential, they must be contextualised for the executive environment.

Training should incorporate:

- Case studies from corporate coaching settings
- Exploration of triadic contracting and multi-stakeholder accountability
- Deep dives into systemic coaching and organisational psychology
- Engagement with themes like inclusion, global leadership, and ethical governance

Trainers should also model the level of presence, challenge, and professionalism expected in executive spaces.

5.2 Enhanced Focus on Systemic and Ethical Complexity

Traditional ethics training often focuses on individual dilemmas and clear-cut scenarios. In executive contexts, supervisors need to prepare for more layered challenges, such as:

- Organisational silence or resistance around wrongdoing
- Inclusion and equity concerns that intersect with commercial decisions
- Strategic coaching interventions with reputational implications

This calls for a more dialogic, exploratory approach to ethics—moving from rules to reflective inquiry.

5.3 Professional Bodies Should Differentiate Supervision Contexts

While bodies like EMCC, ICF, and AC provide overarching supervision competencies, there is a case for developing context-sensitive standards. Just as we now see differentiated coaching credentials (e.g. team coaching, internal coaching), supervision in executive contexts may merit clearer recognition.

Professional bodies could:

- Create specialist pathways or endorsements for executive coaching supervision
- Encourage CPD modules focused on leadership, governance, and systemic supervision
- Recognise supervisors who bring relevant professional backgrounds and experience

This would help align accreditation with the growing complexity of coaching practice.

5.4 Supervisors Themselves Need Ongoing Supervision and Inquiry

Supervising in the executive space can be psychologically demanding. Supervisors must process their own emotional responses, biases, and blind spots. They also need space to explore power dynamics, ethical tensions, and the limits of their knowledge.

This reinforces the importance of:

- Regular supervision-of-supervision, particularly with peers working in similar contexts
- Reflective writing and supervision logs that track systemic patterns

- Communities of practice where supervisors can share dilemmas, frameworks, and insight

Supervisor development does not end at qualification—it is a lifelong inquiry.

5.5 Encouraging the Internal Supervisor in Executive Coaches

A key aim of any supervision—especially at this level—is to help the coach develop their own internal supervisor. That is, the capacity for reflexivity, ethical awareness, and systemic insight, even in the moment of action.

Supervision programmes and individual supervisors should ask:

- How am I equipping this coach to self-supervise?
- What models or questions are they internalising?
- Are they becoming more confident, discerning, and self-aware over time?

This internal capacity is what sustains coaches between sessions, especially in high-stakes or isolated roles.

Summary

Supervision in the executive coaching space is not simply an advanced version of general practice—it is a different territory altogether. Training, accreditation, and professional dialogue must evolve to meet this reality, ensuring that supervisors are fully equipped to support those working at the highest levels of influence and responsibility.

In our final section, we will summarise the key takeaways and reflect on how supervision can continue to evolve to meet the needs of this critical coaching context.

6. Conclusion

As executive coaching continues to grow in scale, complexity, and strategic importance, so too must the practice of supervision that supports it.

The challenges faced by executive coaches—ethical ambiguity, systemic tension, emotional isolation, and high-performance scrutiny—demand a supervisory response that is equally nuanced, reflective, and robust.

Throughout this whitepaper, we have highlighted the ways in which executive coaching supervision diverges from more general practice. While the foundational functions of supervision—formative, normative, and restorative—remain central, their expression is shaped by context. In the executive space, these functions stretch to accommodate triadic relationships, commercial pressures, systemic insight, and cultural complexity.

We have also explored the capabilities required of supervisors operating in this environment. Gravitas, systemic awareness, ethical maturity, and psychological resilience are not optional extras—they are prerequisites for meaningful and impactful supervision. So too is the willingness to engage in ongoing learning and reflective inquiry.

For supervision training programmes, professional bodies, and individual supervisors alike, this raises an important call to action: to evolve with the profession. To recognise that supervision is not static, and that excellence in one context may not automatically translate into another.

As we look ahead, several imperatives emerge:

- Equip supervisors with the tools to navigate organisational systems and strategic priorities.
- Embed ethical complexity and systemic thinking in supervision training.
- Foster communities of practice that support reflection on executive-level dilemmas.
- Encourage the development of internal supervisors—coaches who are self-reflective, self-managing, and ethically grounded.

Above all, let us reaffirm the core belief that underpins all supervision: that every coach deserves a reflective space to grow, be challenged, and return to themselves—regardless of their status, experience, or seniority. For executive coaches, this space is not just supportive—it is essential.

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