

# Coaching Supervision

## Developing a Reflective Practice for Coaches



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# Coaching Supervision

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- Modes of Reflection
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- Research on Benefits
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# Coaching Supervision Definitions

## Coaching Supervision is

- A collaborative learning practice to continually build the capacity of the coach through **reflective dialogue** for the benefit of both coaches and clients. (ICF)
- A safe space for **reflective dialogue** with a practicing supervisor, supporting the supervisee's practice, development, and well-being. (EMCC)
- A formal and protected time for **facilitating a coach's in-depth reflection** on their practice with a Coaching Supervisor. (AC)

# Coaching Supervision—Functions

Resourcing: Focus on increasing capability to work from 'source' versus effort to build resilience and resourcefulness. (Well-being)

Developmental: Focus on personal professional development; harvest learning and build capacity from what coaching practice presents.

Qualitative: Focus on increasing the quality of the coaching work; attention to ethics, boundaries, and contracting.

# Reflecting For, In, and On Action

## **Reflecting For Action**

- What might happen that I can prepare and plan—structure, process, reactivity (mine and/or others)?

## **Reflecting In Action**

- What is happening in the moment—my present experience—that brings insight, learning, or a call to shift behavior?

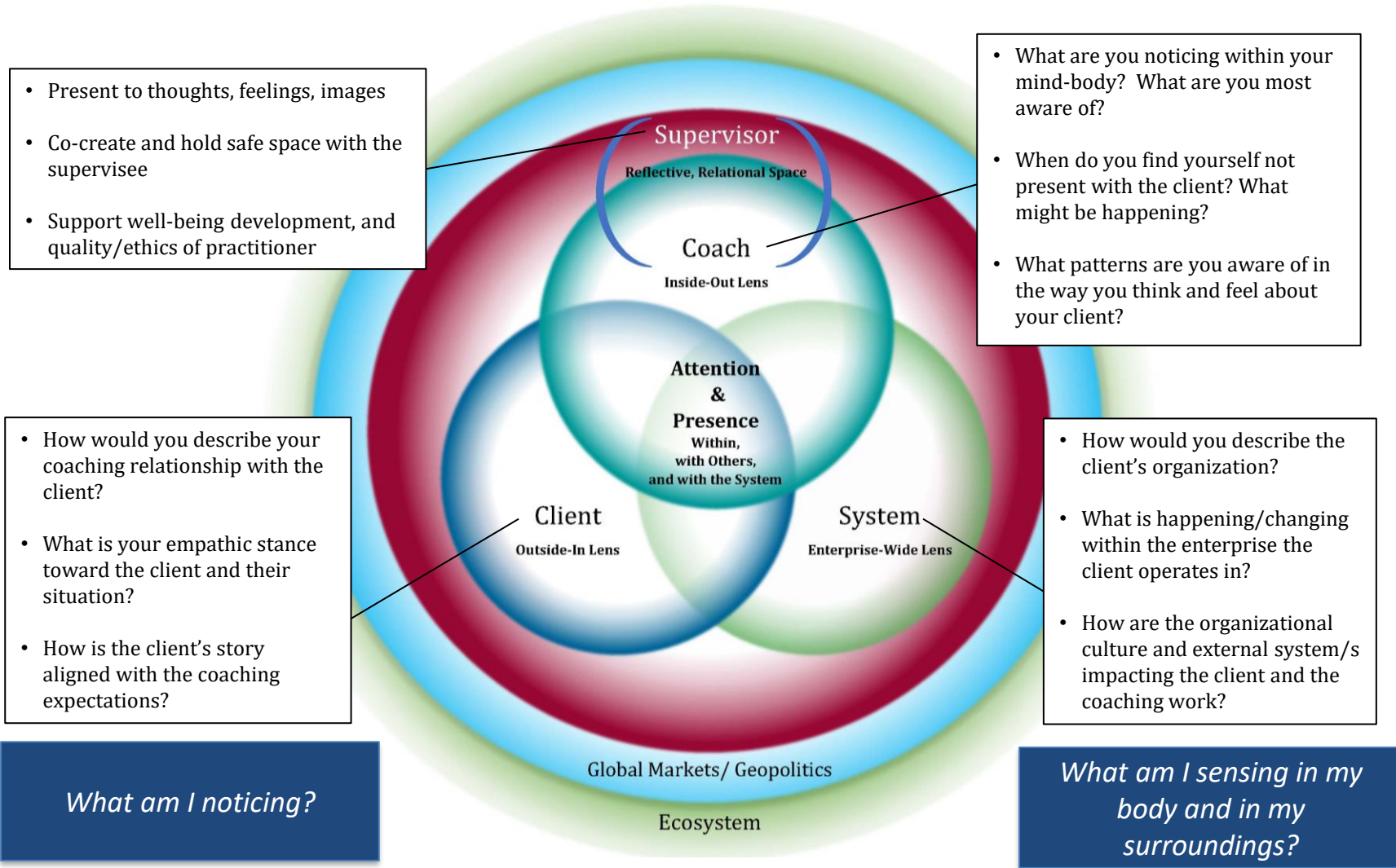
## **Reflecting On Action**

- What happened that requires a closer look to either reinforce or shift approaches and behaviors?

# Tri-Lens Coaching Supervision Model™



# Tri-Lens Coaching Supervision Model™





# Coaching Supervision—Benefits

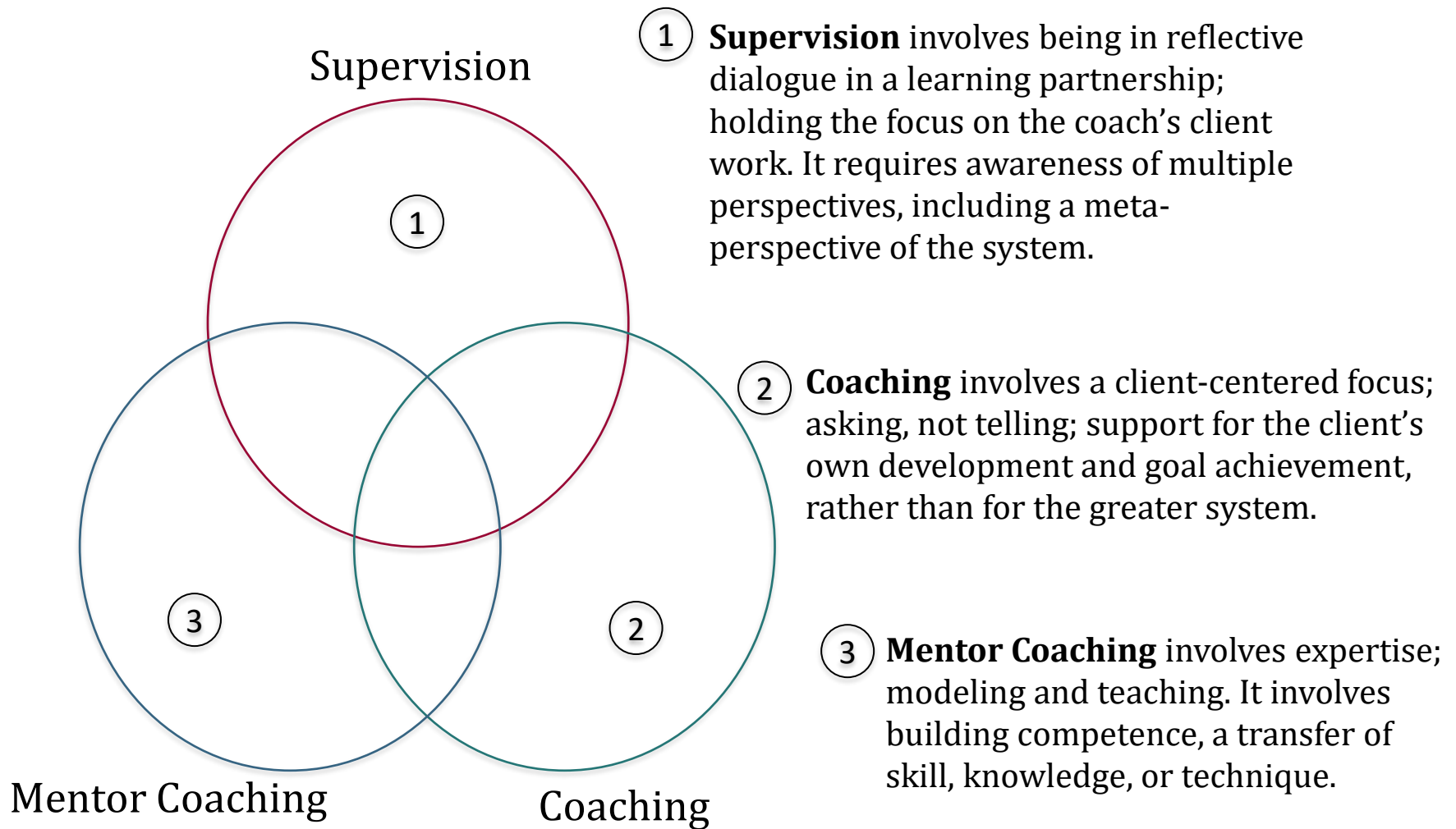


- Participants included:
  - Executive Leadership Coaches
  - Life Coaches
  - Clinicians
- Coaches representing 72 countries
- 586 responses (of 1280)
- Top 5 areas that coaches valued about their individual supervision experience

McAnally, K., Hildebrandt, T., Abrams, L., Asmus, MJ., (2019).  
**Coaching Supervision: Global Perceptions and Practices**, Pg. 9

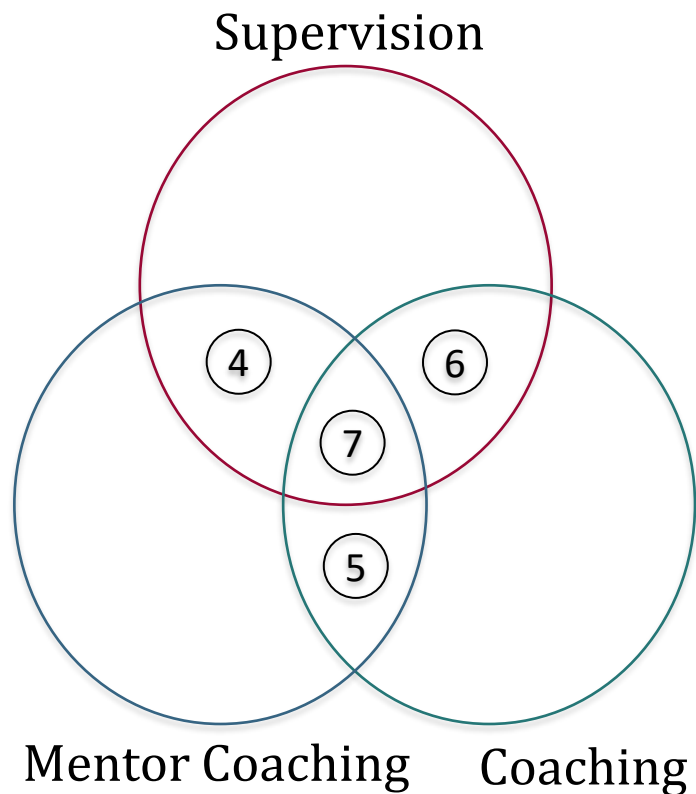


# Distinctions



(adapted: Cochrane & Newton, 2018)

# Distinctions/ Overlaps



- ④ Both mentor coaching and supervision involve appropriate 'telling' of experience; the use of specific methodologies for multiple parties.
- ⑤ Both mentor coaching and coaching involve an appropriate competency level for their purpose; the modeling of competencies in their approach to the work in hand; a responsibility for coach/ client development rather than for the greater system.
- ⑥ Both supervision and coaching involve self-awareness; voicing one's own experience; believing that the client is whole and resourceful; respecting difference and collegiality; being willing to go with intuitive feelings.

- ⑦ All three involve a focus on development; valuing equal power in the relationship; feedback, mutual and self-respect, acceptance; observations and noticing's, momentum, reflection, co-creation; offering a professional service (including getting paid) with a focus on what will now be practically different.

(adapted: Cochrane & Newton, 2018)

# References/ Additional Reading:

- Peter Hawkins & Nick Smith; **Coaching, Mentoring and Organizational Consultancy: Supervision, Skills and Development. 2<sup>nd</sup> Ed.**, Oxford University Press, 2013
- McAnally, K., Hildebrandt, T., Abrams, L., Asmus, MJ., (2019). **Coaching Supervision: Global Perceptions and Practices**, Pg. 9
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- Hilary Cochrane & Trudi Newton, **Supervision and Coaching: Growth and Learning in Professional Practice**, Routledge, 2018
- Eric de Haan, **Supervision in Action**, OUP 2012
- Julie Hay, **Reflective Practice and Supervision for Coaches**, OUP 2007