

# COACHING SUPERVISION

Voices from the Americas

Edited by Francine Campone, Joel DiGirolamo,  
Damian Goldvarg, and Lily Seto



“North America has been one of the slowest geographies to develop coaching supervision, but the Editors and Authors of this book have done an amazing job in developing coach supervision across the Americas, north and south. The book offers a wide range of experience and practical advice to coach supervisors and supervisees that we can all benefit from.”

**Professor Peter Hawkins**, *Global thought leader; bestselling author on coaching, supervision and systemic team coaching*

“As one of the very early voices of coaching supervision in the Americas, I am excited to see this thorough and rich exploration of the present and future of this important contribution to professional coaching. The book offers clear evidence that the once resisted idea of coaching supervision is now melting away. Across all the issues explored here, the center point of supervision shines brightly – deep and resonant presence and relationships informed by intense and ongoing curiosity.”

**Samuel P Magill Sr**, *Co-director and founder, Coaching Supervision Academy – North America*

“A book title that aptly reflects what the reader can expect. An exciting new text in Coaching Supervision for a growing market. The vastness of the Americas is captured by honouring the diversity of culture that deserves the wider scope given to the definition of supervision. Refreshing new authors in the field bring together sensitivity, knowledge and practical offerings in illustrating why supervision makes sense ... and it doesn't end there with the promise of more to come with ideas for future research topics that are destined to expand the knowledge base promoting the case for supervision. A wonderfully crafted contribution for the expansion of supervision practice in the Americas.”

**Lise Lewis**, *EMCC Past President; EMCC International Special Ambassador; Founder of Bluesky International*

“In this book the editorial team have undertaken a project to explore and extend the discussion of coaching supervision in the Americas – a project that I know is close to their hearts. As a collection, it is a welcome addition to the coaching supervision literature, in particular for its diversity of voices and its intent to celebrate that diversity in the interests of developing the discipline.”

**Dr Peter Jackson**, *Co-director, International Centre for Coaching & Mentoring Studies, Oxford Brookes Business School*

“This book opens a window into the bigger conversations in coaching supervision. It amply demonstrates the potency of this growing practice. While ‘Coaching Supervision: Voices from the Americas’ is rooted in a particular context, it speaks vividly to the global community of coaches, mentors and supervisors. There are new and refreshing voices in these chapters, voices that skillfully address the real-world reflections that occur every day in supervision: reflections on complexity, cultural context, collective trauma, spirituality, systemic thinking and coach education. Read this book for new insights into well-established supervision models and tools, but also for understanding how coaching supervision embraces contemporary professional and political discourses.”

**Edna Murdoch**, *Director, Coaching Supervision Academy*

“This rich and panoramic view of practice, research and education by a dedicated group of coaching supervisors offers a very timely and valuable insight into the results of comprehensive work undertaken by the ACSN to bring this practice to life in the Americas. The chapters take account of the complexities of a diverse cultural milieu and will inform and inspire readers from both within our field and the wider community that supervisors wish to serve.”

**Fiona Adamson**, *Co-founder of Coaching Supervision Academy; co-author of Mindfulness-Based Relational Supervision, Mutual Transformational Learning*

“In parallel to the fields and practices of coaching and coaching supervision, this book offers—with great generosity of heart and wisdom—ways forward to a better future. While coaching supervision in the Americas is in a nascent state compared to the UK and Europe, we are clearly seeing differences (and similarities) that can inform the evolution of this field where art and science combine. This collection of ideas and practices is an important contribution to the coaching supervision space.”

**Kathleen Stinnett**, *MCC & certified coaching supervisor; author of The Extraordinary Coach book*

Cover image: Getty Images

First published 2023

by Routledge

605 Third Avenue, New York, NY 10158

and by Routledge

4 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN

*Routledge is an imprint of the Taylor & Francis Group, an informa business*

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ISBN: 978-1-032-19375-5 (hbk)

ISBN: 978-1-032-19374-8 (pbk)

ISBN: 978-1-003-25888-9 (ebk)

DOI: 10.4324/b23130

Typeset in Bembo

by MPS Limited, Dehradun

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# Introduction

*Francine Campone*

The Americas cover vast territory: Geographically, politically, culturally, racially, and socioeconomically. Geographically, the territory extends roughly 8700 miles from north to south, encompassing tundras, rain forests, mountains, plains, grasslands, and dense urban areas. The languages of the Americas are as diverse as the topology, including 30 Indigenous languages still spoken in Canada, the United States (US), Central and South America. While Spanish, English, and French dominate the category of languages introduced by colonizers and subsequent waves of immigrants, large communities in the western hemisphere speak Portuguese, Arabic, Creole, Mandarin, Dutch, German, Polish, Punjabi, Tagalog, Vietnamese, Korean, Italian, and dozens of others. Historically, the peoples of the Americas comprise successive waves of inhabitants, beginning with the Indigenous peoples and followed by colonists and both voluntary and involuntary generations of immigrants.

Given this diversity, how can we presume to present “Voices from the Americas?” This complex collection of landscapes, histories, and languages forms the ground and provides the context for the practice of coaching and coaching supervision in the Americas. To open the “seventh eye” systems perspective in coaching supervision, it is necessary to understand that what unites us in the Americas is our diversity. Imagine, for example, a coaching supervision group that is an embodiment of this diversity. The participants include:

- A Black coach who was born in the Jim Crow south and is active in Black Lives Matter.
- A Latina psychologist coach living and practicing in Mexico City.
- A coach whose parents survived the Holocaust and fled to New York after World War II.
- A coach who grew up in rural Kentucky with a father who worked in the coal mines.
- A coach whose grew up on a First Nations reserve after her people were removed from their traditional land.
- A coach who came from Mumbai to Boston to attend graduate school and stayed in the US.



The coaching supervisor for this group will find elements of participants' cultures, languages, history, and possibly intergenerational trauma emerging in the supervision process. The chapters in this book offer coaching supervisors insights that will increase their effectiveness in working with such a diverse group. The chapters will also help coaches working in the Americas to better appreciate the diversity of cultures in their own and neighboring countries.

The editors of this book are pleased to bring the voices of many first-time authors into the literature and conversation about coaching supervision. When we are truly committed to diversity and inclusion, we must be open to and willing to reflect on and understand the lived experience of others. While these authors write from their lived experience and that of their clients, it's important to recognize there is no one-size-fits-all answer to coaching and supervision that is truly inclusive. These chapters are intended to stimulate reflection and conversations with clients, colleagues, and ourselves.

While supervision has been a standard method of fostering professional development and quality assurance in fields, such as psychotherapy, education, and nursing, supervision in coaching is relatively recent. Publications in the field of coaching supervision have emerged from a small number of authors, predominantly in the United Kingdom and Europe. Recently, the International Coaching Federation, which is the dominant credentialing organization in the Americas, acknowledged the role of supervision in coach development and grants continuing education credits for credential renewal. The first recognized coaching supervision training program in the US began in 2013; there are now four accredited coaching supervision training programs in the US. The Americas Coaching Supervision Network began in 2017 as a community of practitioners and has grown to over 300 members. Thus, we offer this publication to enrich the literature of the coaching supervision field, extend the understanding of the supervision process, and provide useful models and data applicable to work in a heretofore underrepresented sector. This book introduces several new voices to the literature of coaching supervision, first time authors who are sharing their lived experience as well as expertise informed by their lived experience.

The book is organized in three sections: Who we are, how we work, and how we learn. One consistent theme throughout all of the chapters is diversity. Our shared humanity is manifested in myriad ways that are shaped by history, language, and culture. A second theme that we see is that words matter, as evidenced by the freight that "supervision" carries in the US and for the attention to nuance and precision of Ontologically oriented Latin America. The implication for practitioners is clear: Working effectively as coaching supervisors requires close attention to context and willingness to customize and adapt as needed.

The opening chapters present three aspects of this sprawling Americas landscape: Cultural diversity, perceptions of coaching supervision, and

systems perspectives. The second section discusses key issues and offers models and techniques for working with individuals, groups, internal coaches, virtual technology, and creativity. The final section of the book explores the potential uses of coaching supervision as part of a coach's evolution from learner to professional practitioner.

The complexity of the Americas is on display in the opening section of the book. Given the cultural diversity of the 55 countries that comprise the Americas, cultural awareness, cultural sensitivity, and inclusiveness are essential. Escalante sets the stage with an overview of the cultural kaleidoscope of the Americas and those aspects that manifest in coaching and supervision processes. Honoring the diversity, Escalante offers models to help practitioners understand and frame the constellations of cultural values and perspectives that influence behaviors, meaning making, decisions, and relational dynamics. Seto, Lowish, and Prefontaine offer insights gained through work with Indigenous communities in British Columbia. The interconnected, synergistic, and dynamic worldview that is central to Indigenous culture predates by centuries the current framing of systems theory prevalent in coaching, supervision, and related literature. The chapter explores the implications for coaches to attune to and understand the diversity and nuances of Indigenous cultures as well as the impact of history and intergenerational trauma.

Diverse cultures engender diverse perceptions. Three chapters address the extent to which perceptions of and attitudes toward coaching supervision in the Americas are ambiguous. The global survey results reported by McAnally et al. show the extent of this ambiguity. In particular, the results suggest that coaches in the Americas tend to conflate coach mentoring and coaching supervision, especially as presented in coach training programs. A small percentage of respondents are currently engaged in either individual or group supervision and their perception of the benefit tend toward the pragmatic: Solving problems and expanding skills. This conflation and the need for extensive education about coaching supervision is echoed in the results of a study by Goldvarg, Seto, and Eustice. Their study resulted in five key sources of resistance among respondents and offers five strategies for addressing those issues. Lopata addresses the innovation driven, entrepreneurial spirit of the Americas with a single case that describes how a "disrupter" organization in the coaching industry came to adopt coaching supervision as a value proposition for their services. The case describes how experiencing supervision allowed the organization to identify the benefits to the coaches, the organization's clients, and the organization itself.

Like our colleagues elsewhere, coaching supervisors in the Americas offer systemic perspectives and models. The two chapters that conclude this section of the book demonstrate two very different frameworks for systems work in the Americas context. Agüero and Sturich reflect the philosophical and Ontological orientation that has gained a foothold in South America. Within this framework, the supervisor supports the supervisee to examine the "structure of living beings, functioning dynamics and ways of

communicating and interacting.” The authors present the underlying assumptions of an Ontological approach as well as six elements of the model. In contrast, Tennyson’s pragmatic, organizational orientation leads readers through an experience of introducing a systemic developmental approach to an organization, the lessons learned and adaptations made to suit her US clientele. She pinpoints three aspects of coaching culture in the US that stimulated these adaptations and spotlights organizational values and norms that influence the adoption of coaching supervision.

The second section of the book—*How We Work*—offers a variety of models and methods addressing internal, group, and individual coaching supervision. These chapters focus on specific models for supervision and innovative ways of supervising. Giglio’s Tri-Lens model offers a framework for coaching supervision that emphasizes the restorative function of supervision, nurturing coach well-being and resilience, and supporting coaches to expand their abilities to address the personal, relational, and systemic aspects of the coach’s experience. Chamow and Evans similarly offer a model for the restorative function of coaching supervision. Browning, Fitzsimmons, and Arnold start the section with a comparative study introducing coaching supervision into two different types of organizations: Corporate and government. Their observations gain an added dimension through a reflective discussion of their experiences with an experienced coaching supervisor working in the UK and Europe. Harrison and Bizouard studied the effect of supervision on coaches in North and South America. The coaches in the study share a number of characteristics, transcending location, and culture. Their chapter presents a comprehensive overview of supervision literature and identifies specific benefits as the coaches experienced them. The magic referred to in Harrison and Bizouard’s title is echoed in DeLay and Giglio’s model of co-presencing in a group supervision setting. Group presence is offered as an open space that allows stories and insights to unfold. The authors describe each step of the process and support the theoretical model with specific examples. Similarly, Goldvarg and Seto use a transcribed group session to illustrate how Hawkin’s seven-eyed model can be operationalized as well as examples of supervision practices that align with the EMCC standards.

Goldvarg and Turner present the results of their study on the uses, benefits, and challenges of using virtual technology in supervision, while acknowledging that the global pandemic has driven an increasing number of practitioners to this modality. The authors conclude their chapter with specific recommendations that address both practical and ethical issues. One finding suggests that virtual technology may be useful in expanding creative approaches to supervision, a topic which Warman takes up in her chapter. She presents the underlying premises of creativity in coaching supervision and the outcomes of a small study.

The final section of the book addresses the development and education of coaches and the potential roles for supervision in those processes.

McLean's research articulates a developmental path for coaches and identifies the uses of coaching supervision appropriate to each developmental stage. Her research reflects the experiences of 60 coaches and compares trends across groups with different years of experience as supervisees. Wright's chapter draws on research and experience to make the case for supervision as an important element in continuing professional development. Her chapter, in particular, reinforces the case for supervision for internal coaches. Espinal and Rodriguez present the findings of a study on the effects of introducing coaching supervision into a coach training program. The authors discuss their initial hypotheses and findings and offer recommendations to coach educators on how to best incorporate supervision into their programs.

Like the continents themselves, this book covers a vast territory, exploring some new areas and adapting familiar ideas to new situations. It is our hope that readers will enjoy the journey and perhaps find new and open spaces for their own exploration.

Francine Campone, April 2021