

## **Exploring current thinking within the field of coaching on the role of supervision**

**Tina Salter**

Email Contact: [salter.tina@gmail.com](mailto:salter.tina@gmail.com)

### **Abstract**

Coaching supervision has become a 'hot potato' in recent months as many coaching organisations and trainers are championing the need for anyone calling themselves a professional coach to have a supervisor. The professional bodies are also playing their part by either commissioning research, or producing articles or guidelines advocating the establishing and promotion of coaching supervision.

In this study I have sought to find out what the current thinking is on coaching supervision, and how coaches and organisations see this progressing in the future. I have discovered that not all coaches subscribe to the notion that coaching supervision could and should become fully integrated into coaching practice; I have sought to understand some of the issues that cause concern for coaches when they read guidelines and articles that fully endorse supervision. At the same time I have explored the thoughts and experiences of those who do believe that all coaches should engage in supervision.

**Keywords: Coaching; coaching supervision; coaching profession**

### **Introduction**

Coaching is still a relatively young profession, which embraces: an array of people from different backgrounds; a range of approaches; and a variety of experiences and training. Within this expanse, there are a percentage of practitioners who would describe themselves as coaches, but have not undergone any kind of training or experience of supervision. Whilst there is some quality and influential coaching work going on, the breadth of people naming themselves as coaches worryingly leaves the door wide open to some who do not have any formal qualifications or substantial training.

However, the backgrounds of some coaches provide them with a wealth of relevant transferable skills and experiences. For example, within business coaching, some entrepreneurs have grown into consultancy and coaching roles as a by-product of their success. This is endorsed by a study carried out by Grant and Zackon (2004) who asked 2,529 professional coaches to name their professional backgrounds. The results listed in order of magnitude included:

*Consultants (40.8%), managers (30.8%), executives (30.2%), teachers (15.7%) and salespeople (13.8%) (2004, p. 13).*

Within the profession, some of the membership organisations are expressing a desire to see supervision become standardised amongst practitioners. Some hold the view that coaching is closely related to psychotherapy. Psychotherapists usually have ongoing clinical supervision post training, and this link would endorse the argument that coaches should also continue to have supervision

### **Literature review**

In establishing the nature of non-managerial supervision, there are a range of authors who offer perspectives on the discipline. Kadushin (1976) explores what supervision means in relation to the field of social work, but his principles have been widely used in related fields. Bluckert (2005) refers to Kadushin's main supervision functions – supportive, administrative and educative – and suggests that these should be adopted by coaching supervisors.

Rogers (2004) makes the distinction between coaches being coached – where sessions could be shaped by any issue, and being supervised – which would restrict the agenda to professional issues. Rogers suggests that supervision draws on principles used within coaching, including working with an agenda without giving advice, and operating in a supportive and non-judgemental way.

In discussing the history of supervision and where the need originally arose from, Christian and Kitto (1987) outline its emergence from the psychoanalytical movement. They discuss the professional deliberations at the time over the need to train and support psychotherapists who worked in difficult and isolating circumstances, and how this process has since enabled the practice of supervision to be applied to other professions. It could be argued that the coaching profession is currently at a similar juncture: examining the overriding needs of training and support for coaches. However, whilst coaches also work in isolation, the notion of “difficult circumstances” is perhaps more debatable.

The Association for Coaching carried out some research in 2005, which led to the production of an organisational policy which provides a rationale for the promotion of supervision. However, they do clarify that supervision should not be confused with policing, and that the nature of the coach and supervisor relationship should be collaborative and professional. The European Mentoring and Coaching Council have produced an interim statement on supervision whilst further work is being done on producing a more comprehensive list of guidelines and requirements for members. The statement makes it clear that all members need to have regular supervision and a rationale is given for this. However, they do acknowledge that the level of supervision will be dependent on the kind of coaching taking place as well as taking into consideration the individual needs of the coach. On the whole, it appears that coaching bodies are in agreement that supervision is to be welcomed and encouraged.

Bluckert (2005) makes a case for the need for supervision as one of the main regulating methods, particularly as the profession is still emerging. It would appear that part of a membership body's role is to regulate those within, and supervision can be used as a vehicle to check that coaches are operating to that organisation's particular framework of good practice.

Clutterbuck and Megginson (1999) argue the case for a good supervisor facilitating a safe place to discuss issues, allowing for creative energy to work on fresh ideas and solutions. Carroll (2006)

explores the value of supervision for coaching psychologists; one of the main themes highlighted was experiential learning having a greater effect than being taught, and how supervision can make use of reflective practice to ensure that learning takes place. This relies on the supervisor having a comprehensive understanding of the supervisee's learning style in order to effectively facilitate this process. This also echoes the point which Kadushin makes about supervision having an educative role.

In addition, Carroll (2006) touches on a lack of information and training available for supervisees which could help them feel more prepared for sessions. Rogers (2004) comments on this as well and includes tips on getting the most out of supervision. Perhaps this is something which could be explored further with coaches – would they welcome supervision more readily if they felt more prepared for it?

Butwell (2006) carried out some research exploring group supervision. Her findings concluded that the sharing of cases was the most valuable aspect of the process; she also identified a need for organisations to develop guidelines for internal supervision mechanisms which help to ensure quality professional development and supervision for their coaches.

Whilst supporting the need for supervision, Rogers (2004) challenges some of the grandiose claims made about its potential impact. For example, she critiques the social work profession in having a supervision system in place for more than 40 years, but child protection scandals have continued to prevail (2004, p. 173). She also argues that there are many other people-intensive professions which have not historically gone down the supervision road; and she challenges the notion that supervision is a guarantee of the quality of coaching.

## **Methodology**

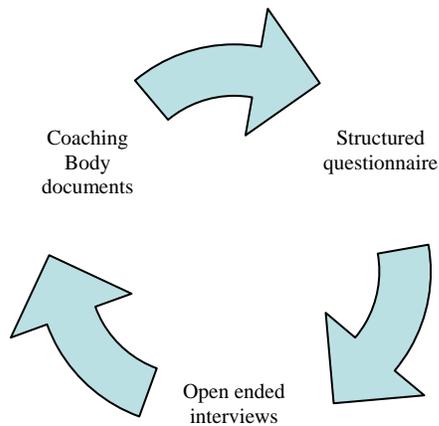
In order to try and ascertain the thoughts, opinions and views about coaching supervision from the field, I wanted to find a way of researching this area that would enable me to do this effectively. I wanted to reflect as accurately as possible the positive and negative supervision experiences that coaches have had, including those who have chosen to opt out altogether for whatever reason. I therefore wanted to be able to compare those views with the opinions being expressed by the professional bodies and authors of coaching books. In determining an appropriate way of collating a wide range of opinions I decided to use a grounded theory approach, using two phases to test out any emerging themes.

For the first phase I used a questionnaire that could be distributed via the internet to coaches and professional bodies. In designing the questionnaire, I incorporated a mixture of closed and open-ended questions to provide some contextual information. These are examples of the questions I asked, which also include supplementary questions asking the respondent to provide reasons for their answer:

- Should coaching supervision be voluntary or mandatory?
- Does supervision directly contribute to the quality of the coaching process?
- Does the coaching profession need to be regulated?
- The coaching profession has been closely linked to psychotherapy, which as an older profession, insists on practitioners having clinical supervision. Do you think that coaching should follow suit?

The second phase followed on from the questionnaire: some respondents had included contact details and also expressed an interest in discussing the topic further. I thus decided to carry out six telephone interviews targeting three coaches who fully endorse the idea of receiving ongoing supervision, and three who have reservations about receiving ongoing supervision. This would provide me with the opportunity to take some themes and ideas expressed by those participating in the questionnaire, and present a selection of responses to the interviewees who held opposing views.

The questionnaire and interviews form two parts to the three main areas being investigated. In addition to the questionnaire and interviews, a range of documents from coaching organisations was examined – see Figure 1:



*Figure 1 – Grounded theory data collection approach*

The questionnaire was completed by 218 coaches and because it was online, reached people across Europe, the United States of America and Canada. Here are some key features which profile those who took part:

- The majority of participants (88) coach nationally
- Whilst Business Coaching was the highest activity (127), Life Coaching (118) and Executive Coaching (109) were a close second and third
- More than a third of the coaches (75) have had between 2 and 5 years coaching experience
- Over 90% (197) have received some kind of formal coach training
- Almost two thirds (139) have experienced professional coaching supervision
- Whilst 46% (64) of coaches only received coaching supervision when in training, 44% (61) are still being supervised

The questionnaire revealed that 79 out of 218 respondents had never experienced coaching supervision, and of the 139 who had, 64 had received it during the period of training only. What follows is my categorisation of opinions given. Sometimes there appeared to be contradictions within the data: for example a coach might be in supervision, or had a good experience of supervision in the past, but posed doubts about it; conversely, some coaches who have never had supervision were able to highlight possible benefits. I have therefore tried to convey all views

regardless of the coach's profile, as the essence of this study was to allow coaches to express their opinions in whatever way they chose to do so.

### **A case against enforced ongoing coaching supervision**

The following themes emerged from both the questionnaires and subsequent interviews:

- **Supervision stifles creativity**

The process of reporting a session back to a supervisor could prove restrictive in the way the coach relates to the coachee.

*It would discourage me from being myself and being creative with this process. This is what is unique to coaching. Each relationship is different. I adjust myself to the person I am coaching. I have the freedom to try new things*

- **Supervision violates confidentiality**

Some concerns were expressed about the nature of confidentiality and how this might be broken when being observed, or passing on to their supervisor information discussed within a coaching session.

*It's unnecessary; and it violates the confidentiality of the coach/client relationship*

- **Supervision is costly and complex to set up for the whole profession**

Introducing supervision across the coaching profession and ensuring that each coach is actively engaged in supervision poses some logistical challenges with cost implications.

*I expect it would cost something. I expect it would strengthen the overall quality of coaching and the industry in general. I expect figuring out how it would be set up would be something of a nightmare*

- **Supervision breeds conformity**

Where membership bodies have sought to define coaching and promote supervision within their guidelines, this has been understood by some coaches as a means of introducing an element of rigidity.

*I believe that it would downgrade my effectiveness by having to conform to someone else's standards*

- **Supervision requires credible supervisors**

The rise in the number of coaches over recent years means that the organisations looking to promote and encourage coaching supervision will need to recruit suitable people to fulfil this role.

*A chance to find some supervisor, since there are not many around*

- **Supervision should not become mandatory**

The majority of respondents (109 out of 173 who answered the question) felt that coaching supervision should remain voluntary.

*Forcing someone to do something goes against what coaching is all about*

- **Supervision does not directly contribute to the quality of the coaching process**  
Approximately a third of the 178 coaches who answered this question did not feel that having supervision necessarily impacted the effectiveness of the coaching relationship.

*Supervision doesn't directly contribute to quality any more than inspecting products coming off the assembly line directly contributes to quality. At that point the product being inspected is 'done'. It will not change in quality*

- **The coaching profession does not need to be regulated**  
Of the 174 respondents who answered this question, just under half (81) did not agree that the coaching profession needs to be regulated.

*If a client isn't getting what he or she needs, we get fired. That's regulation enough to keep our practice positive, rewarding, fruitful, and progressive*

- **Coaching should not follow in the supervisory footsteps of Psychotherapy**  
115 of the 175 people who responded to this question strongly disagreed with a connection being made between coaching and psychotherapy.

*Coaching is not a therapy. Career coaching and business coaching are far more commercially orientated*

*You will be suggesting next that Trainers and Business Consultants should also have compulsory supervision as they contribute to behaviour change too*

- **Supervision used as a vehicle for developing practitioners is a myth**  
Having a limited perspective through the eyes of one person could hold the coach back in the way they choose to work:

*Imagine Frank Farrelly supervised by Carl Rogers. Or Carl Rogers supervised by Richard Bandler. It is ludicrous. I feel that compulsory supervision could and probably would smother creativity and development*

- **The motives for encouraging supervision are questionable**  
There are some suspicions around about the underlying reasons for promoting more supervision amongst coaches.

*Compulsory supervision would probably involve charging a fee and I think certain individuals and organisations see this as a financial opportunity to make money. It is not on*

- **It is difficult to prove that supervision is the cause for success**  
*How do we determine that a person practicing what is called coaching without coaching qualifications is not doing a brilliant job? They might be doing it very well*

This highlights the fact that there are a significant amount of coaches who are successfully coaching a full practice of clients, but have never drawn on, or seen the need for a supervisor.

- **Input from other sources is far more valuable**  
Perhaps a greater emphasis should be placed on more relevant or valuable areas of input which can be obtained from a range of sources.

*I get continual feedback from my clients all the time, which is much more valuable to me than some other armchair expert; I have access to other coaches for specialist areas if I need them – I know a lot of people with coaching businesses and if I needed to refer somebody to them I could; and the only way to improve performance in coaching, in my opinion is by coaching itself and getting feedback from the people you are coaching with*

- **Supervision adds to unnecessary bureaucracy**

*If you look at the reality of the situation, if they don't get any clients, they are not a coach – they don't have a business. So in that respect coaching is self-policing. If you are not any good at it, then nobody will pay you any money. Why would we worry about having any regulations?*

There is a difference between the need for establishing codes of practice from building in more and more regulations:

*I do believe that it is appropriate for practitioners to adhere to a code of practice – a code of professional ethics. And I think that is appropriate. It is for the individual to determine what they should be, and for them to publish and the client to determine if they are appropriate for the client.*

#### **A case which supports ongoing coaching supervision**

By contrast, the following themes emerged from those who support the idea of coaching supervision:

- **Supervision improves performance and coaching skills**

The 139 coaches who had experienced coaching supervision were asked to describe their initial expectations of supervision. There were a range of answers given, but 35 people (highest answer) expected their performance and skills to improve as a result of meeting with their supervisor; this was due to the supervisor having an outside perspective which enabled them to explore alternative and perhaps more objective views on any given coaching relationship or scenario.

*Check out current level of coaching performance. Produce an improvement plan to enhance my coaching performance*

- **Supervision promotes feedback and constructive criticism**

Linked to objectivity is the need for some coaches to gain feedback on their coaching, exploring areas such as their style and effectiveness.

*Observation and feedback to the coach of how they are managing the coachee relationship*

Perhaps this also alludes to the need for an outsider's view, as the coach may find it hard to see for themselves how they coach, or know how to assess the impact they are having on their client by the way they are behaving or engaging with them.

- **Supervision is supportive**

Supervision was often cited as a safe haven for coaches to openly discuss things which were on their mind, and relevant to either them as a coach or to any relationship dynamics between them and a client:

*I felt as though I had a place to share my concerns and my triumphs. It was also a place to discuss our clients and their challenges as well as our challenges with them*

- **Supervision should be developmental**

Here all aspects of coaching are utilised by the supervisor as an opportunity for the coach to grow and increased self awareness was repeatedly linked to the coach's capacity to be effective:

*That it sheds light and increases the supervisee's self awareness so that it creates the necessary shift in the supervisee that enables them to be a more effective coach*

- **Supervision should become mandatory**

Of the 173 participants who answered this question, 64 coaches felt that coaching supervision should become mandatory. Some highlighted the dangers of supervision not being proactively encouraged across the field:

*Mandatory in that all in the helping professions are better able to serve with support. Those unwilling to obtain support, or unable to secure support, most need it and for those people the imposition of a 'mandatory process' is – in my opinion – necessary and in the best interests of all*

- **Supervision directly affects the quality of the coaching process**

Of the 177 people who responded to this question, 121 coaches felt that supervision directly contributes to the quality of the coaching relationship.

*Because I think to seek supervision is a conscious choice to raise your game as a coach and in that sense is likely to ensure effective coaching for clients*

The use of peer supervision and accessing a wider pool of experienced coaches to draw upon was also viewed as a resource having a positive impact on quality.

*The quality of my work, my presence and skill, is constantly deepened, strengthened and stretched by the support and inquiry provided by my network. Without it – and those in my network – I wouldn't be the coach I am*

- **Supervision can help to regulate the profession**

174 coaches expressed their opinions about regulation, and 93 felt there was a strong need for it. As this was significantly higher than the 64 coaches who felt that coaching supervision should become mandatory, it would suggest that regulation encompasses a much wider range of issues. Those supporting regulation saw it as a way of protecting clients:

*Anyone can incorporate coaching skills into what they do but calling yourself a professional coach is different. It's dangerous for the prospective client to not know*

*whether a person calling themselves a professional coach has had any training and supervision*

- **Supervision can learn from the psychotherapy world**

Of the 175 coaches who answered the question relating to coaching following the psychotherapy profession by standardising supervision, 60 were in agreement. One recurring theme was credibility and enabling coaching to become more established in the public eye:

*I believe clinical supervision is important for a profession to be taken seriously. It shows responsibility and assures the public that measures have been taken to protect their interests*

- **Supervision should never restrict the coach**

Some coaches see supervision as a form of policing, or having control over them, which in turn holds the coach back.

*Supervision isn't there as a monitor of me, but it is there for when I think, oh I want to talk about that in supervision, that didn't quite go the way I expected it to, or something else is occurring here... it is not about the supervisor controlling you – they have no legal requirement to do so*

- **The process of supervision enables the coach**

The approach which the supervisor takes should be done in such a way which allows the coach to take the lead and have equal influence over the content and nature of the sessions:

*It is a joint exploration, it is very collaborative. And it requires a lot of presence and a lot of patience on the part of both people to get a true understanding of what is happening*

There was also an identified need for supervision to be tailor-made to the specific needs of coaches:

*Coaching requires a much stronger pace, and there is more demand of a coach than one would require in therapeutic supervision. In therapeutic supervision it is mostly a process; you are really honing in on the incredibly nitty gritty detail of the process of the unconscious world. You do a little bit of that in coaching supervision, but you also have a very specific eye for things like: skills development; range of interventions; working with the wider field – for example organisational culture; you will also be looking for that place where that coach is developing*

- **Time and money should not be an obstacle to supervision**

It was acknowledged that coaching supervision is a cost that coaches have to be aware of and take into consideration when planning their business. It is also apparent that there is some disparity of opinion over the regularity of supervision required, which is also reflected amongst the coaching bodies:

*I think about the number of hours that I am coaching, and then every 20 hours roughly I have a supervision session... I build the cost of supervision into the work that I do. So for every 20 clients or 20 hours I have, each client is paying about £4 towards my supervision*

## **Analysis**

Listening to the diverse range of views and opinions it would appear that the following four areas need to be taken into account whilst the debate continues:

### ***Coaches need to have more input into the coaching supervision agenda***

Much of the research carried out around coaching supervision has been done so by the coaching bodies who are seeking to endorse, promote and encourage supervision. This study has demonstrated that there are many coaches who do not subscribe to the coaching bodies, and therefore also do not subscribe to any commitments which ensure that they are regularly engaging themselves in supervision. It is unclear if the role of some of these bodies is to represent their membership only, who have to be in agreement to things like supervision in order to sign up in the first place – or indeed if they are seeking to represent the industry as a whole.

The research commissioned by Grant and Zackon (2004) already referred to concludes that the largest single group of coaches enter into coaching from a business background (40.8% of 2,529 coaches who participated, 2004 p. 13). This is echoed in the questionnaire results which showed that 127 coaches are involved in business coaching. There was a general sense from the questionnaire results that perhaps those involved in life coaching or areas of a more personal nature might have a higher interest in receiving external input and support. Those involved in shaping the role of supervision within the industry need to consider the diverse needs of an industry which attracts people from a range of professions.

### **A paradox between acknowledging benefits but resisting compulsion**

This study has shown that the understanding and experiences of coaching supervision have been incredibly wide and varied. There have also been some strong opinions expressed by coaches about supervision, without having actually experienced it directly for themselves. Perhaps if all coaches were given the opportunity to experience supervision by someone not only trained as a supervisor, but also having had a successful coaching practice themselves, then there would be a clearer understanding of what is meant by coaching supervision. However, with a limited number of supervisors available from a variety of professional and coaching backgrounds, perhaps there is still a lack of consistency even with the small supervisory arena.

The questionnaire demonstrated an intriguing paradox: the majority of coaches felt that quality coaching supervision has a direct impact on the effectiveness of the coach-client relationship. However, the majority of coaches also felt that coaching supervision should not be enforced on coaches. If there are benefits which have an impact on the client, then perhaps these need to be identified and clearly communicated to coaches. But forcing supervision on coaches could equally put them off. These two tensions need to somehow be kept in balance.

### **Coaching supervision and gender-related issues**

Having carried out five of my six interviews, it occurred to me that there was a clear gender-split amongst the interviewees with their views on coaching supervision, which was not simply a result of biased selection. Unfortunately I did not ask the questionnaire respondents to identify their gender, so was unable to make a comparison amongst the number of male and female coaches. I also researched the wider literature on supervision to see if anything has been debated about gender and the initial desire to be in supervision; but as far as I am aware, there has not been any research carried out in this area. I would be very interested to see some research carried out in this area, as I was struck in the interviews by how much the women were into and appreciative of

supervision, and how much suspicion and cynicism was connected with the male interviewee's responses – or possibly my own bias as a women pre-supposed my own questioning of their responses!

### **A coaching industry which is inclusive and not exclusive**

The coaching industry as it stands today is diverse: incorporated into the field are coaches ranging from sports to business to psychology and a whole host of other areas in between. This level of diversity can be seen as a strength of the coaching profession, and making structures and frameworks too rigid might exclude some coaches in areas that do not lend themselves naturally to supervision. Linked to this is the view that task-orientated coaches might not necessarily require supervision, however those working in the area of change could. Whether the range of contexts a coach works in affects their need for supervision, or the individual coaching style addresses external or internal factors of the coachee, needs to be acknowledged and taken into consideration if supervision becomes a requirement of all coaches.

### **Conclusion**

My aim from the outset of this study was to listen to and understand the views that coaches have on supervision, and to gain more knowledge about the role of the professional associations in relation to supervision. I interacted with 218 coaches both within the UK and further afield, which gave me a certain degree of insight into the thoughts and preferences of those within the coaching profession. Here are the two main conclusions which I have drawn from this study:

#### ***1. Eradicating Fear***

On the one hand there seems to be a determination on the part of the professional bodies to push the coaching supervision agenda forward, partly from a concern about who should and should not be practising as a coach. It seems likely that there is a sense of panic from some that those practising as coaches without training or supervision could somehow damage either the profession, or individual clients seeking to be coached.

Fear is also evident from some coaches who are resistant to the idea of being supervised. These coaches are either deeply suspicious of those in 'governing roles' within the industry who have the potential to make fairly imposing decisions about standards and structures, or they do not share in the belief that supervision is all it is "cracked up" to be.

I believe that fear needs to be dispelled on both sides. I do believe in the potential of supervision, and when experienced to a high standard that it can have a significant benefit on both the coach and those whom they serve. However I also appreciate that some coaches utilise other kinds of resources and interventions that help them develop; or the kind of coaching they are delivering does not warrant regular ongoing supervision. Likewise the professional associations also need to keep an open mind when it comes to stipulating the use, criteria and conditions of supervision.

#### ***2. Maintaining Professionalism and Flexibility***

Referring back to the historical aspect, and the original circumstances in which supervision was introduced into the psychoanalytical movement, it was about an identified gap needing to be filled: providing more training and support for those facing difficult professional situations. There is a need for the coaching industry as it becomes more established to attempt to progress in

a professional manner. Laying out clear professional standards with guidelines will help coaches to recognise and communicate clearly their role and what they can offer as they help promote the coaching practice. Supervision should definitely play a key role in helping to maintain all the support and input that coaches need, in that process of maintaining a professional industry. But there also seems to be a strong view to retain a degree of flexibility.

A key issue has been cost and resource implications. Many coaches are already devising creative and cheaper ways of receiving supervision, such as free peer group supervision forums. It is possible that if supervision is promoted, with less 'strings attached' in terms of the nature and structure of sessions, it will be more readily received.

This study has also helped to identify some areas that need further consideration. These include:

- Ways in which a balanced view of the coaching population can be included into the coaching supervision debates and decision-making processes
- Further exploration of the reasons why people look for supervision in the first place, and where gender fits into this
- More effective ways of communicating and promoting approaches to supervision which best serve the coaching industry
- Ensuring that any advancements of supervision is not to the detriment of a diverse and colourful industry

## References

- Bluckert, P (2005), <http://www.pbcoaching.com/article-coaching-supervision.php> (accessed 1st November 2008)
- Butwell, J. (2006), *Group Supervision for coaches: is it worthwhile? A study of the process in a major professional organisation*, *International Journal of Evidence Based Coaching and Mentoring*, Vol. 4, No. 2.
- Carroll, M. (2006), *Key issues in coaching Psychology*, *The Coaching Psychologist*, Vol. 2 No. 1.
- Christian, C. & Kitto, J. (1987). *The Theory and Practice of Supervision*, occasional paper 1, London: The Centre for Professional Studies in Informal Education.
- Clutterbuck, D. & Megginson, D. (1999). *Mentoring Executives and Directors*, Oxford: Elsevier Butterworth Heinemann.
- Grant, A. & Zackon, R. (2004) Executive, Workplace and Life Coaching: Findings from a Large-Scale Survey of International Coach Federation Members, *International Journal of Evidence Based Coaching and Mentoring*, Vol. 2, No. 2, pp. 1 - 15
- Grant, A. (2006), *A Personal Perspective on Coaching and the Development of Coaching Psychology*, *International Coaching Psychology Review*, Vol.1 No. 1.
- Kadushin, A. (1976), *Supervision in Social Work*, New York: Columbia University Press.

Rogers, J. (2004), *Coaching Skills*, Maidenhead: Open University Press.

Association for Coaching – Coaching Supervision Information Sheet

<http://www.associationforcoaching.com/about/ACSuper.doc> (accessed 1<sup>st</sup> November 2008)

European Mentoring and Coaching Council Guidelines on Supervision, downloadable from  
<http://www.emccouncil.org/> (accessed 1<sup>st</sup> November 2008)