

KYM Supervisor Profile 2021

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Experience

I discovered coaching in 1998 when I was building my career as a human resources director in a large financial services plc. I was hooked and trained as coach soon after. I've been a professional executive coach for the last 10+ years working in a variety of industries including Financial Services Plcs, Aero Engineering, Telecoms, Oil & Gas, Higher Education, Scottish Government, the NHS and 3rd sectors where I've coached C-Suite leaders, academics, engineers, subject matter experts & clinicians. I have trained many leaders as coaches and I increasingly find myself offering executive coaching supervision.

Relevant Credentials

- Diploma in Advanced Executive Coaching, Academy of Executive Coaching
- Executive Coaching Master Practitioner Programme, Academy of Executive Coaching (pending)
- Diploma in Coaching Supervision, International Centre for Coaching Supervision (current)
- Diploma in Gestalt Psychotherapy
- MSc in Change Skills and Strategies, Surrey University
- MBA, Strathclyde Graduate Business School
- LLB Honours, Edinburgh University,
- Fellow, Chartered Institute of Personnel & Development
- Member, Association for Coaching

What is Executive Coaching Supervision? – Creating a Learning Partnership

“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”.

The Association of Coaching Supervisors

Coaching supervision has 3 main functions:

1. **Professional Growth (Formative):** to understand you and your clients better; become more aware of your reactions to the client; understand the dynamics of how you and your client are interacting; reflect on interventions; broaden and deepen your range of ways of working. I bring an intention to create a space to enhance your skills, understanding and capability as a professional coach – my focus is less on 'more knowledge' and more on deepening and integration that becomes wisdom.
2. **Support & Validation (Restorative):** as coaches, we engage in intimate, complex and challenging development work with clients and necessarily allow ourselves to be affected by them and their challenges. We serve no-one if we carry this on our own. My intention is to create a safe space to press the pause button and think out loud with the support of experienced colleagues. Reflecting together on aspects of your practice; bringing curiosity, understanding and appreciation for strengths and successes as well as areas of uncertainty or the less-familiar paradigms, blind spots, vulnerabilities, assumptions, mental models, emotions and embodied sensations that shape how we experience the world. Bringing these into awareness can be affirming and gives us access to greater choice and broadens our range of thinking, feeling and acting.

3. **Normative:** professional standards. I include this here for completeness only. This is not a primary focus in this supervision for Know You More coaching. KYM coaches must have 1:1 supervision under the particular requirements of your professional body. That is the appropriate place for this.

Professional Influences - What is Distinctive About My Supervision?

Here are some of the main influences shaping my coaching and supervision. I see these as underpinning my style as a coach & supervisor, but also as resources that are available to supervisees.

Business Leadership:	The bulk of my business career was as a board level business leader in a complex results driven commercial context where time and resource constraints are very real. I have first-hand knowledge of how organisations work and the challenges that many coaching clients are grappling with
Professional Leadership and Coaching Education	I've had the benefit of substantial investment in me as a business leader and I have continued to invest heavily in my professional development as a coach and consultant. I can call on a broad and deep set of business and coaching knowledge on theory, practice, and practical models in support of supervisees.
Psychological Mindedness and Depth	My 2 Masters Degrees, and 3 higher professional Diplomas provide substantial theoretical and experiential underpinning for my working in the field of organisation, group and individual change, learning and growth. As a qualified Psychotherapist I am fascinated by what happens inside us human beings and how we make sense of ourselves and the world. My main focus is on enabling greater awareness, deeper self-insight, whole person integration and greater range of choice to think, feel and act differently in ways that are authentic, effective and personally rewarding. Humanistic Psychology and Gestalt Psychology are central influences on my coaching and supervision practices.
Systemic Organisational Mindedness	As an experienced organisation development consultant, I gained a Masters in Change Agent Skills and Strategies. The learning from these experiences shapes my understanding of the different ways that we can think of organisation, how they work, the human experience of working in large complex organisations and how to intervene in service of learning and growth. These inform and shape how I understand the systemic context that clients work within.
Human Resources Leader	As Executive HR Director in several organisations I bring significant experience and knowledge of Leadership, Leadership Development, team and organisation effectiveness, and organisation change as well as a background knowledge of a range of people and HR processes.
Areas of Special Interest	Mindfulness, Neuroscience, Systemic Thinking, Humanistic Psychology, Gestalt Psychology, Polarity Management, TA, Dialogue, Nancy Kline's Thinking Environment and how these can contribute to coaching and supervision. The 7 Eye Model of Supervision.
Lawyer	I started out as a business lawyer, dual qualified in Scots and English law so I am attuned to the commercial, legal and ethical contexts that clients operate within. This shapes my commitment to professionalism and development.
Professional Development	I am committed to developing my own professionalism and I am often a 'learner' so I can empathise with what it's like to be a coaching or supervision client. In addition to my own coaching supervision and peer group, I read widely and attend numerous workshops including an ongoing professional development group. I usually record more than 150 hours of CPD each year.

Supervision Contract and Guidelines

1. The overarching goal for the supervision is to provide a reflective space that enables you, as a professional coach, to explore your practice in service of your professional growth, with the support of a supervisor and experienced peers. The supervision also aims to offer support and validation.
2. KYM coaches are expected to be qualified, maintain membership of a recognised professional coaching body and follow those relevant supervision requirements. The KYM supervision sessions are additional to that. Therefore, the normative function of supervision is not a core function here.
3. We will each be mindful of the ethical framework set out by our professional body. The Association for Coaching Code of Ethics governs my coaching and supervision. In particular, confidentiality considerations encourage us to bring material to supervision in such a way that it protects the identity of individual clients and their organisations. In the unlikely event that a client discloses information regarding illegality, harm to self or others, this will override confidentiality.
4. Given the 1-hour time allocation and up to 8 participants in any one session, we each aim to work together to start and finish on time. I will be online 5 minutes before each session and welcome you joining me then so we are ready to begin and end at the agreed times. If a supervisee joins a group call late, it may be too disruptive to others to admit them to the call.
5. My intention is to create a space that encourages thoughtful reflection, participation, non-judgemental curiosity, and generosity of spirit (individually and together). Generally, we will privilege a small number of cases / topics / items and explore these together in depth. This may mean that not every participant will have 'their own slot' each time we meet.
6. Supervision includes peer support and problem solving. More layers of value emerge when we anchor our presence in being genuine, listen deeply & offer each other acceptance and empathy. Let's not try to understand 'too quickly': staying open to inquiry can stimulate creativity and discovering new meaning.
7. Coaches are responsible for being proactive in seeking the right kind of supervision, identifying what they bring and taking ownership for what they take away in relation to their professional growth.
8. Feedback to and from each other is actively encouraged. Our aspiration is for feedback to be offered and held lightly, in a way that is clear, specific, owned and balanced.
9. All '7 eyes' are in scope within this supervision
 - a. What is happening in the coaching client's organisational system?
 - b. Content of coaching sessions, strategies and interventions used by the coach
 - c. The coaching relationship
 - d. The coach's processes (what's happening inside the coach)
 - e. The supervision relationship
 - f. The supervisor's processes (what's happening inside the supervisor)
 - g. Wider Contexts
10. I think of the sources of learning and experience that influence my practice and make it distinctive as a library of resources and a series of 'hats' that I can wear and make available to supervisees if you wish. We can contract on this in the moment.
11. Two 60-minute supervision sessions are available via Zoom each month. Places are allocated on a taxi-rank basis. The intention is to welcome coaches to take up a place at one of these and, if necessary, to release it promptly if circumstances mean that they feel unable to take it up.

Signature Supervision Style

- I flex my style to attune to your needs across an assignment, in each session and in the moment. This invites us to ongoingly reflect on how we are working together, voice this and continually re-contract.
- I have it within my range to work with specific topics, identified goals, with clear structure and process.
- My natural style is to work in a way that is relational, transformational and psychologically informed. I am interested in what influences our perceptions, how we frame our work and make sense of the world around us and how we bring more of this into our awareness in service of personal growth, professional development, delivering results and finding practical ways to tackle day to day challenges and opportunities. This means that my centre of gravity is to work in a spacious, relational and emergent way: to co-create a safe space for you to think out loud, think (left brain to left brain) and feel (right brain to right brain) more deeply, discover new insights, work with your knowing as well as your unknowing, and continuously build your own capability as a skilled practitioner. So, I like to think that I am a respectful listener, that doesn't rush to 'premature certainty' about you, your situation or what you need.
- Some supervisors work from a place of knowing the answer; being above or ahead of supervisees, leading them to a better place than the supervisor already knows. I have it in my range to work in this way if you would find that useful or if I think it necessary. Thoughtful contracting in the moment is key here.
- Working in a relational and emergent way invites us to make conscious choices together in each session about how we are working together in service of your agenda. One way to think about the range of how I can work with you is below:
 - Holding more space by supporting your process, listening deeply and inquiring together in support of you becoming increasingly confident, self-directed and self-reflective (catalytic)
 - Acknowledging and affirming your thinking, sensemaking and your process (supportive)
 - Supporting you to acknowledge or express thoughts, feelings or impulses that may be just outside your awareness (cathartic)
 - Providing information, education and content expertise (informative)
 - Offering constructive and supportive challenge or feedback (confronting)
 - Giving advice, direction, suggestions (prescriptive)

Some Questions to stimulate your thinking on how best to work together

1. What do you want me to know about your preferred ways of working as a coach and supervisee?
2. How will you know you are getting what you want from supervision? And how will I know this?
3. What might I do that would inhibit your development / get it wrong for you?
4. What has worked well / less well for you in supervision in the past?
5. What process for supervision do you find most helpful?
6. What questions do you have about supervision with me?
7. What other stakeholders (if any) need to be involved in the supervision?
8. How do you learn, what is your learning style, how can I facilitate that?
9. How will you let me know if you would like me to do something different?
10. What differences between us might impact on the process?
11. How will you know you are moving forward?
12. What kind of situations are you good at working with? What situations are tough for you?
13. If I feel anxious about some aspect of your work, how would you like us to handle that?