FOR EXPERIENCED COACHES THINKING ABOUT SUPERVISION

The Supervision Readiness Checklist

Thirty honest questions, the patterns a supervisor brings into the room, and a session card to try it all on one real conversation

1. A 30-point readiness self-check across six areas
2. The five supervisor profiles: which one shows up when you are under pressure?
3. A reflective session-card worksheet
4. Which supervision path fits you now

A free tool from the book *Schemas in Coaching Supervision*

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15 minutes · pen and paper

PART 1 · THE READINESS SELF-CHECK

Ready, or just good enough?

Coaches often ask whether they are ready to train as a supervisor. Most are really asking whether they are good enough. That is the wrong question. The better one: can you see what is happening in a coaching relationship, including the part of it that is you?

How to use it. Circle a number for each statement. Answer for the practitioner you are on an ordinary Tuesday, not on your best day. Not supervising yet? Rate the closest thing you do: peer supervision, mentoring, or how you think about your own cases. This is a mirror, not an exam.

0 not yet **1** sometimes **2** mostly **3** consistently

A Seeing patterns

Patterns come before techniques

1	When a coach brings a case, I listen for repetition: "again", "always", "every time".	0 1 2 3
2	I can name what keeps happening between a coach and a client, not only what happened last session.	0 1 2 3
3	I ask what need a pattern might be protecting or seeking: safety, approval, control, connection.	0 1 2 3
4	I notice the moment of heat in a story (a laugh, a rush, a vague patch, sudden tiredness) and slow down there.	0 1 2 3
5	I offer a pattern lightly, in plain language, as a hypothesis, and drop it if it does not help the coach.	0 1 2 3

Area A total (0–15) ____

B Knowing my own pulls

Everyone in the room has schemas

6	I know which situations pull me to fix, rescue, push or pull back.	0 1 2 3
7	I can name my own two to four strongest patterns without shame.	0 1 2 3
8	I notice my reaction to a coach before I act on it.	0 1 2 3
9	I can ask "mine, theirs, or ours?" when a feeling may be travelling from the client system (parallel process).	0 1 2 3
10	Before a session I check my own state: how am I arriving today?	0 1 2 3

Area B total (0–15) ____

C Warmth and limits together

Understanding and challenge, fully present

11	I can tell a coach something hard and stay warm while I say it.	0 1 2 3
12	When I hold understanding and challenge together, I use "and", not "but".	0 1 2 3
13	My appreciation is specific and true, not general reassurance.	0 1 2 3
14	I hold time, ethical and scope boundaries without apology and without harshness.	0 1 2 3
15	I am at ease saying "I don't know".	0 1 2 3

Area C total (0–15) ____

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0 not yet **1** sometimes **2** mostly **3** consistently

D Contracting and boundaries

Coaching is not therapy; schemas are not diagnoses

16	My contracts set out purpose, scope, and confidentiality and its limits, in writing.	0 1 2 3
17	I can explain how supervision differs from mentor coaching, assessment, therapy and line management.	0 1 2 3
18	I recognise when a client may need support beyond coaching, and I know my referral pathways.	0 1 2 3
19	When a conversation drifts, I go back to what was agreed.	0 1 2 3
20	If I wear another hat (mentor, assessor, trainer), I contract each role separately and say which one I am in.	0 1 2 3

Area D total (0–15) ____

E The three functions

Normative · formative · restorative

21	I attend to standards and ethics (normative) without turning into a gatekeeper.	0 1 2 3
22	I help coaches learn and build skill (formative) without over-teaching.	0 1 2 3
23	I help coaches recover from the emotional weight of the work (restorative).	0 1 2 3
24	I know at least one supervision framework, such as the Seven-Eyed Model, well enough to use it.	0 1 2 3
25	A coach leaves my conversations with one small, specific next step.	0 1 2 3

Area E total (0–15) ____

F My own practice and support

Your own Healthy Adult is the core instrument

26	I have regular supervision of my own.	0 1 2 3
27	I have peers I can bring my work to.	0 1 2 3
28	I protect recovery time between demanding sessions, and I end on time.	0 1 2 3
29	I price and schedule my work in a way I can sustain.	0 1 2 3
30	There is no offer I have been "almost ready" to launch for more than three months.	0 1 2 3

Area F total (0–15) ____

Your scores at a glance

A	B	C	D	E	F
Patterns	My pulls	Warmth + limits	Contracting	Functions	Support

Total (0–90): ____ Lowest area: ____ Look at your lowest area first, not your total. That is where your next year of learning sits.

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PART 1 · READING YOUR RESULTS

What your scores are telling you

Nobody passes or fails. A low score is a learning goal, not a verdict, and a high score is something you will deepen by putting it into words for others.

Each area (0–15)

0–5
STARTING POINT

This is where training will give you the most. Make it your first learning goal.

6–10
DEVELOPING

The instinct is there. Structure, language and supervised practice will make it reliable.

11–15
A STRENGTH

You will bring this to a cohort, and deepen it by explaining it to others.

Your total (0–90)

0–35
BUILD THE GROUND FIRST

Keep coaching, get regular supervision of your own, and come back to this list in six months.

36–65
READY TO TRAIN

The foundations are in place. Training adds a shared language, a structure for the work and supervised practice as a supervisor.

66–90
READY TO FORMALISE

You probably do much of this already. Training gives it a name, a framework you can explain, and a recognised route to accreditation.

One question to carry for your lowest area

A What keeps happening, and what is it asking for?

B What is being pulled in me right now?

C What would kind and clear sound like here?

D What did we agree, and does this still fit it?

E Which function does this coach need most today?

F Who supports me?

Three reflection questions

1. Which area surprised you, and why?

2. When do you feel the strongest urge to fix, rescue, push or pull back?

3. If a coach you supervise showed you answers like yours, what would you say to them?

This is a reflection tool, not an assessment and not an accreditation requirement. For current requirements for supervisor credentials, or for how supervision hours count toward your ICF credential renewal, check directly with ICF or EMCC Global.

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PART 2 · THE SCHEMAS A SUPERVISOR BRINGS INTO THE ROOM

Becoming a supervisor doesn't mean leaving your schemas behind

Many supervisors became supervisors because they were the coaches others turned to: the ones who worked hardest, knew the most and cared the most. That is a real strength. It can also mean that the need to help, to be excellent or to be appreciated quietly shapes every session. And through parallel process, what happens between supervisor and coach tends to travel on to the client.

The five supervisor profiles. These are practical profiles from *Schemas in Coaching Supervision*, not formal research categories. Tick the one or two you recognise in yourself.

	PROFILE	SCHEMAS UNDERNEATH	WHAT IT LOOKS LIKE	THE COST TO THE COACH
☐	The Expert	Unrelenting Standards, Approval-Seeking	Needs to have the answer; over-teaches; offers model after model	Feels overwhelmed, less capable, dependent
☐	The Carer	Self-Sacrifice	Rescues; extends sessions; always available	Doesn't build own resilience; boundaries blur
☐	The Gatekeeper	Demanding or Punitive patterns	Focuses on errors; criticism outweighs support	Hides mistakes; brings only safe cases
☐	The Friend	Subjugation, Approval-Seeking	Avoids challenge; agrees too readily	No honest feedback; risks go unnoticed
☐	The Observer	Emotional Inhibition, Detached Protector	Keeps it intellectual; rarely shares reactions	Doesn't feel met; feelings stay unspoken

Three modes under pressure

- **Detaching:** going quiet, staying on the surface, getting through the session.
- **Over-controlling:** taking the agenda, teaching, pushing to a solution.
- **Rescuing:** reassuring, protecting, taking on the coach's problem.

Each feels helpful in the moment. Each can take away the coach's chance to feel, to think, or to find their own way.

The three-minute check

1. What mode am I in right now?
2. What about this coach might activate my schemas?
3. Which profile am I most at risk of today?
4. What will I do if I notice it?
5. What would my Healthy Adult bring to this session?

> *"The Healthy Adult supervisor isn't a perfect supervisor. It's a supervisor who can notice their own schemas and modes, stay steady under pressure, and respond to the coach's real needs rather than their own patterns."*
>
> Daniela Aneva, *Schemas in Coaching Supervision*

My profile under pressure, and the signal that tells me it has arrived:

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PART 3 · THE REFLECTIVE SESSION CARD

Try it on one real conversation

The session card from the book's Field Kit lays out a 60-minute schema-informed supervision session. Pick one recent conversation you held (a supervision, peer or mentoring session, or a coaching session) and walk it back through the card. Write what actually happened, and where you felt a pull.

SEGMENT	KEY QUESTION · WATCH FOR	WHAT HAPPENED, AND WHAT PULLED AT ME
Arriving 5 min	"How are you arriving today?" *The coach's mode as they arrive*	
Contracting 5 min	"What would make this session useful for you?" *A request that carries a pattern, such as "just tell me I did OK"*	
The material 15 min	"Tell me what happened." *Voice, pace and energy as the story unfolds*	
Exploring 15 min	"What's happening for the client, for you, between you, and around you?" *Needs, schemas, modes, parallel process*	
Optional method 10 min	"Would it help to try something a bit different?" *Consent, pace and a clear close*	
Healthy Adult action 5 min	"What will you do, or try, next?" *One small, specific commitment*	
Review 5 min	"What was useful? What would help next time?" *How the coach is leaving*	

The four schema questions

Hold them in mind; you need not ask them aloud or in order.

1. What's the pattern?
2. What need is going unmet?
3. What's being pulled in the coach?
4. What's being pulled in me? Mine, or from the system?

Four reminders

- Offer schema language tentatively. Never diagnose.
- Check the boundary before the session ends.
- Notice your own mode, especially the pull to fix, rescue or correct.
- End on time.

Looking back: the one moment I would handle differently, and what my Healthy Adult would have done:

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PART 4 · WHICH SUPERVISION PATH FITS

Where to go next

Supervision, supervisor training and mentor coaching are different things. Choose by what you need now, not by what sounds most advanced.

YOU SCORED 36+ AND WANT TO BECOME A COACHING SUPERVISOR

Schemas in Coaching Supervision · ICF AACS level · 60 hours

Learn to see what moves between client, coach and supervisor, name your own patterns as a supervisor, and work from the steady, warm and clear stance of the Healthy Adult supervisor. Live on Zoom.

Starts Mon 7 Dec 2026 · Mondays 11:00 AM–2:00 PM ET · 24 weeks · **$5,400** · early bird **$4,900 until 16 Nov 2026** · or 6 × $950

YOU ALREADY SUPERVISE AND WANT DEPTH AND CCE HOURS

The Mastery of Coaching Supervision

41 hours, ICF CCE. Starts 17 Jan 2027. $2,200; early bird $1,990 to 27 Dec.

YOU SCORED UNDER 36, OR NEED SUPERVISION FOR YOURSELF

Group Schema Coaching Supervision

Be supervised before you supervise. Fridays 15 Jan–19 Feb 2027, 10–11 AM ET, 6 × 60 min, $1,290. Renewing an ICF credential? Check ICF's current rules on how supervision hours count.

YOUR GOAL IS AN ACC OR PCC CREDENTIAL, NOT SUPERVISION

ICF mentor coaching

That is mentor coaching, which focuses on coaching skills against a standard. 10 hours one-to-one, $1,800; group ICF mentor coaching $950 (deadline 31 Oct). All options side by side: **danielaaneva.com/coaching-supervision-pathway/**

FREE OPEN HOUSE

Schemas in Coaching Supervision

Tue 3 Nov, 5:00 AM ET (10:00 AM UK · 6:00 PM Singapore). Sixty minutes, live, free. Bring your scores and one case that still bothers you.

Reserve your place: **https://danielaaneva.com/open-houses/**

THE BOOK

Schemas in Coaching Supervision

The full model behind this checklist: the eighteen schemas at work, the three layers in the room, parallel process, the supervisor's own schemas, and a complete Field Kit of session tools. **danielaaneva.com/shop/**

Daniela Aneva, MCC, ACTC, holds the ICF Coaching Supervisor Specialization (ICF CSS) and EMCC Global's supervision accreditation (ESIA), and is an EMCC EIA Master Practitioner. She is the author of *Schemas in Coaching Supervision* and co-author of *Becoming a Coaching Supervisor and Coach Mentor (2026)*. Schemas in Coaching Supervision is coaching supervision, not therapy.

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