

A large decorative graphic consisting of three overlapping, thick, curved bands in light blue, pink, and green, arranged in a circular pattern. A grey, irregularly shaped rectangular area is positioned in the center of these bands, containing the title text.

**Annex: The ECVision
Competence Matrix of
Supervision and Coaching**

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The ECVision Competence Matrix

This present Competence Matrix allocates the Performance criteria of the ECVision Competence Framework – i.e. of learning outcomes - to the levels 6 - 8 of the EQF:

Level 6 designates the performance that qualified supervisors/ coaches should provide in any case. They are able to handle professional counselling activities. They take responsibility for decision-making in the unpredictability of process-oriented working contexts; and they assume a high level of responsibility for managing both the personal and professional development of individuals, teams and groups.

Level 7 has been assigned to practitioners who have achieved work experience in various fields. They undergo permanent further education and have reached a level of mastery of their profession which allows them to "... manage complex professional activities, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups." (descriptors defining levels in the European Qualifications Framework (EQF) <http://ec.europa.eu/ploteus/en/content/descriptors-page>)

Level 8 has been applied to those who are involved in supervision and coaching as researchers and teachers. They "... manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/ or for reviewing the strategic performance of teams." (ibid.)

Knowledge and skills are expected to go for all levels, knowing the extend of mastering them will be different according to both practical experience and participating in and contributing to research and training.

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Professional Identity

Professional Attitude

Reflectivity	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Observing and articulating own experiences, thoughts and beliefs.	✓	✓	✓
Challenging and questioning observations.	✓	✓	✓
Gaining insight from questioning.	✓	✓	✓
Observing the impact of own actions and deciding whether and how to change such actions.		✓	✓
Deciding whether the expression of own insights is contextually appropriate.	✓	✓	✓
Recognising indications of unconscious processes and dealing with them.		✓	✓
Using indicators to encourage a shift in perspective.		✓	✓
Integrating Theory and Practice	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Articulating own beliefs and implicit theories.	✓	✓	✓
Reflecting upon their impacts on supervision/ coaching processes in a given situation.	✓	✓	✓
Deciding if one's own experiences could be supportive for the supervisee/ coachee.	✓	✓	✓
Distinguishing common ground, similarities and differences among different theoretical approaches.	✓	✓	✓
Setting up interventions according to theoretical and methodological reflection.	✓	✓	✓
Flexibility with the application of different approaches according to a specific task that arises within a supervision/ coaching process.		✓	✓
Presenting theory and its application in various contexts.		✓	✓
Discussing options and limitations of this theory.		✓	✓
Applying theoretical insights easily to different situations.		✓	✓
Reducing the complexity of a given situation by referring to the theoretical framework.		✓	✓
Choosing interventions that reduce the complexity for the supervisees/ coachees.		✓	✓
Estimating theory as systematically applied descriptions of experience		✓	✓
Deciding on how to deal with the dynamics of one's own implicit theories (set of beliefs, values, action-prompting assumptions and behaviour, and how individuals choose to explain them rationally) and evidence-based scientific references.		✓	✓
Using techniques from various theoretical approaches by clearly distinguishing the theoretical (epistemological) foundations.			✓

Ambiguity Tolerance	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Staying connected both with her-/ himself and others when conflicting feelings, messages and situations arise.	✓	✓	✓
Withstanding tension without seeking immediate relief or quick solutions.	✓	✓	✓
Coping with situations where worry, anxiety or confusion arise.		✓	✓

Ethics

Ethical Conduct	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Dealing with power, trust and competition in such a way that it allows maintaining one's personal and professional integrity and responsibility.	✓	✓	✓
Keeping confidentiality within the legal and contractual framework.	✓	✓	✓
Adopting a neutral stance towards all parties.	✓	✓	✓
Assessing one's own conflicting interests and making an appropriate decision in accordance with ethical conduct.	✓	✓	✓
Identifying ethical dilemmas of supervisees/ coachees and dealing with them pro-actively.		✓	✓
Keeping within the boundaries of supervision/ coaching.	✓	✓	✓
Differentiating between professional, ethical and political issues.		✓	✓

Quality Development

Ascertaining Continuous Professional Development	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Staying connected with professional associations, standards and ethical codes.	✓	✓	✓
Committing to a professional procedure when dealing with complaints.	✓	✓	✓
Demonstrating planned evaluation and improvement of one's practice.	✓	✓	✓
Processing the results of differentiated evaluations with stakeholders.	✓	✓	✓
Demonstrating one's work to peers/ the professional field.		✓	✓
Participating in regular peer-supervision, supervision on supervision, coaching or intervision.	✓	✓	✓
Studying professional journals and literature frequently.		✓	✓

Ensuring Continuous Personal Development	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Dealing with stress in a way that does not harm others.	✓	✓	✓
Identifying one's own needs, personal resources and limitations.	✓	✓	✓
Realising and using methods of deliberate reflection and actions to deal with them.	✓	✓	✓
Realising personal biophysical reactions and hypothesising about them as a source of information about ongoing processes.		✓	✓
Contributing to Professional Standards and Development	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Connecting to developments in the professional field.	✓	✓	✓
Discussing professional standards, research and development pro-actively within professional communities.		✓	✓
Acting as a teacher, trainer, consultant, coach or supervisor for peers.			✓
Contributing to research.			✓
Publishing articles or books.			✓

Perspective on Person, Work and Organisation

Relating to Different Personal, Professional and Organisational Values and Cultures	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Clarifying on which level and in which formats supervision/ coaching is likely to be successful.	✓	✓	✓
Encouraging supervisees/ coachees to explore conflicts between personal and organisational values.	✓	✓	✓
Designing supervision/ coaching proposals according to the type of organisation, its environment and needs.		✓	✓
Adapting concepts of organisational analysis to the existing situation and the needs of the supervisees/ coachees, their organisations and workplaces.		✓	✓
Supporting managerial staff to perform analysis of the organisational culture within which they are working.	✓	✓	✓
Communicating outcomes to supervisees/ coachees in a clear and appropriate way.		✓	✓
Supporting supervisees/ coachees in transforming their acquired insight into action.	✓	✓	✓
Linking the actual work situation of supervisees/ coachees to employment-related development.	✓	✓	✓
Fostering the supervisees'/ coachees' understanding of how the personal work situation interweaves with the societal and political environment.		✓	✓

Dealing with Function, Role and Status within an Organisation	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Exploring the requirements of any formal position in a way that makes it clear to the supervisees/ coachees that there is a variety of individual ways of fulfilling them.	✓	✓	✓
Intervening in view of both the formal position and the role and supporting reflection on their interdependency.	✓	✓	✓
Setting interventions according to the formal position within the organisational hierarchy.	✓	✓	✓
Exploring the impact of the formal position and the role, supporting conscious decisions in this context.		✓	✓
Focussing on Leadership Issues	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Recognising organisational aspects such as authority, subservience and competition.		✓	✓
Co-creating with the supervisees/ coachees feasible strategies for achieving specific goals for both themselves and the managerial task.	✓	✓	✓
Exploring ways of dealing with authority, subservience and competition.		✓	✓
Integrating the supervisees'/ coachees' personal patterns and styles into the process.	✓	✓	✓
Referring to the supervisees'/ coachees' leadership resources.	✓	✓	✓

Professional Conduct

Building a Professional Relationship

Contracting	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Differentiating between dyadic, triangular and quadrangular contracting and contracts accordingly.	✓	✓	✓
Clarifying the different functions and roles within the supervision/ coaching process.	✓	✓	✓
Clarifying the expectations of the parties involved, relating them to a contracted and thereby verifiable working method in supervision/ coaching.	✓	✓	✓
Facilitating the unification process until common and viable goals for all parties, including legal implications and framework, have been established.		✓	✓
Reviewing expectations and recommending formats suitable for the parties' goals and expectations.	✓	✓	✓
Clarifying financial conditions, rules of confidentiality, relevant organisational aspects, evaluation and outcomes.	✓	✓	✓
Providing a written contract if appropriate.	✓	✓	✓
Clarifying ways of reporting.	✓	✓	✓
Reviewing the contracted goals regularly during the process and re-contracting them if necessary.	✓	✓	✓

Structuring the Process	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Assessing how both supervisor/ coach and supervisee/ coachee present themselves at the initial stage.	✓	✓	✓
Building trust, encouraging openness and self-revelation by fostering accountability, recognising the supervisees'/ coachees' needs and establishing an appropriate method of feedback.	✓	✓	✓
Applying appropriate methods according to the specific issues of the supervision/ coaching relationship.	✓	✓	✓
In group supervision establishing relationships with both individuals and the group as a whole.	✓	✓	✓
Continuously assessing the interpersonal connection with the supervisees/ coachees.		✓	✓
Creating a safe environment by accepting mistakes and vulnerabilities as learning opportunities.	✓	✓	✓
Offering opportunities to express needs and feelings and to give and receive feedback.	✓	✓	✓
Identifying attachment patterns, transference and counter-transference dynamics and handling them as a relational mechanism.		✓	✓
Recognising the feelings of others and responding in an empathic way.	✓	✓	✓
Dealing with the importance of individual similarities and differences in a supervisory relationship.		✓	✓
Providing an appropriate balance of challenge and support.	✓	✓	✓
Addressing processes of competition and rivalry and supporting the supervisees/ coachees in dealing with them.		✓	✓
Taking into account the impact of the observer of an action on this action.	✓	✓	✓
Observing the impact of one's own action. Intervening according to this observation.		✓	✓
Identifying expressions and patterns of separation dynamics and handling them.	✓	✓	✓
Facilitating summarization and evaluation of both the process and the supervisees' / coachees' professional development.	✓	✓	✓
Evaluation	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Establishing criteria for evaluation and co-creating opportunities for engaging in evaluation with supervisee(s)/ coachee(s) and contractual partner.	✓	✓	✓
Choosing appropriate methods and periods for evaluation.	✓	✓	✓
Providing comprehensive written documentation.	✓	✓	✓
Using evaluation during the process to enhance further development.	✓	✓	✓
Discussing the evaluation results with parties involved as a form of feedback and input for further development and learning.	✓	✓	✓
Discussing the process and working relationship with the parties.	✓	✓	✓
Asking for feedback on both the process and the working alliance and showing how it is received and used.	✓	✓	✓

Facilitating Outcomes

Facilitating Professional Development	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Keeping the perspective on person, work and organisation while working with supervisees/ coachees on specific issues.	✓	✓	✓
Applying different methods and tools for fostering creative processes.	✓	✓	✓
Supporting supervisees/ coachees in learning how to use resources and processes independently.	✓	✓	✓
Exploring ethical issues in a non-normative way.	✓	✓	✓
Keeping up to date with developments in the professional field of the supervisees/ coachees.		✓	✓
Challenging the underlying rationale and supporting the supervisees/ coachees in finding alternative perspectives.		✓	✓
Monitoring the limits of the supervisees'/ coachees' abilities.		✓	✓
Stimulating reflection on the supervisees'/ coachees' abilities.	✓	✓	✓
Referring a supervisee/ coachee to another professional, if necessary.	✓	✓	✓
Maintaining a professional network.		✓	✓
Facilitating Change	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Assessing whether a change of perspective or a change of attitude or behaviour is indicated.	✓	✓	✓
Fostering a more complex understanding of a professional issue in context.	✓	✓	✓
Supporting the finding of opportunities for professional action on the personal and/ or system level.	✓	✓	✓
Supporting the finding of a solution on the personal or system level.	✓	✓	✓
Providing specific tools for handling barriers, constraints and resistance.	✓	✓	✓
Facilitating Learning	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Promoting the embracing of new ways of learning.	✓	✓	✓
Monitoring supervisees'/ coaches' stages of learning, professional growth and reflectivity.		✓	✓
Stimulating reflection about the supervisees' / coachees' learning styles.	✓	✓	✓
Handling the dynamics of learning processes within a contracted framework and a supervision/ coaching relationship.		✓	✓

Performing Advanced Communication

Using One's Own Communication Style Professionally	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Adjusting her/ his own communication style to the needs and vulnerabilities of supervisees/ coachees.	✓	✓	✓
Handling and balancing the power relationship in communication.	✓	✓	✓
Observing when and how communication patterns change.	✓	✓	✓
Using personal communication style as a tool for promoting the process.	✓	✓	✓
Recognising early signs of discrepancy between own communication style and the needs of supervisees/ coachees.		✓	✓
Managing the Communication Process	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Modelling and leading the supervision/ coaching communication process efficiently.	✓	✓	✓
Supporting supervisees'/ coachees' in becoming aware of their own communication skills and styles.	✓	✓	✓
Supporting supervisees/ coachees in analysing and adapting own communication styles and patterns.	✓	✓	✓
Integrating information arising from verbalized and non-verbalized aspects of any communication between the supervisor/ coach and the supervisees/ coachees.		✓	✓
Using dialogue as a tool for co-creation of implications relevant for professional behaviour.	✓	✓	✓
Reacting purposely, appropriately and timely to both the content-related and relational messages of the supervisees/ coachees.		✓	✓
Meta-communicating about the communication process.		✓	✓
Managing the Person - Work - Organisation - Communication	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Handling communication issues focussing on the interaction of person – work - organisation.	✓	✓	✓
Supporting supervisees/ coachees in analysing their own communication styles and patterns within their organisational context.	✓	✓	✓
Supporting supervisees/ coachees in applying their communication skills within their working context.	✓	✓	✓
Managing Tensions, Disruptions and Conflicts	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Anticipating and dealing with tensions and conflicts.	✓	✓	✓
Recognising a conflicts' grade of escalation and intervening accordingly		✓	✓
Dealing with differences through dialogue.	✓	✓	✓
Handling barriers, disagreements and resistance sensitively, if necessary in a confronting manner.		✓	✓
Keeping an all-party stance during all phases of the conflict.	✓	✓	✓
Facilitating constructive and creative conflict solutions, both on a personal level and by person – work - organisation interaction.	✓	✓	✓
Fostering the supervisees'/ coachees' awareness of sources and related communication patterns while working on tensions and conflicts.	✓	✓	✓

Handling Diversity

Diversity Awareness	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Constantly reflecting on one's own values and action-guiding assumptions, especially in comparison to others.	✓	✓	✓
Assessing the supervisees' / coachees' underlying socio –cultural values and action-guiding assumptions.		✓	✓
Knowledge and mastering of interventions that question retracted perspectives and behaviours.		✓	✓
Challenging retracted perspectives and behaviours.		✓	✓
Challenging stereotyping attributions in personal and professional interactions.	✓	✓	✓
Managing Power, Hierarchy and Discrimination	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Recognising stereotyping and linking it to concrete behaviour.	✓	✓	✓
Addressing processes of power and the distribution of resources in a way that enhances the supervisees' / coachees' abilities to deal with them.		✓	✓
Realising when someone is at risk of being excluded and using counteractive interventions.	✓	✓	✓
Fostering gender and diversity competence in the supervisees/ coachees.		✓	✓
Adapting flexibly to different language levels and speaking styles.		✓	✓

Mastering Settings, Techniques and Methods

Performing in Different Settings	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Analysing whether the supervisees' / teams' / organisations' needs can be met by supervision/ coaching and then recommending the appropriate format.	✓	✓	✓
Handling the difference between dyadic and triangular and quadrilateral contracts and their implications on the supervision process.	✓	✓	✓
Responding to the supervisees' / coachees' actual situations without losing sight of goals and needs.	✓	✓	✓
Reviewing an on-going process, to see whether the chosen setting still corresponds to the contracted goals.	✓	✓	✓
Knowing and dealing with the characteristics of group processes.		✓	✓
Working with the specific group process.		✓	✓
Using the group process to achieve the contracted goals.		✓	✓

Knowing and dealing with the characteristics of teams and team processes.	✓	✓	✓
Knowing and dealing with the tasks of teams within an organisation and considering them.	✓	✓	✓
Deciding on team-supervision with or without a team-leader according to the contracted goals.	✓	✓	✓
Integrating organisational aspects, especially those issues that most frequently arise, such as authority, subservience and competition.	✓	✓	✓
Using new media and face-to-face settings in a purposeful way.		✓	✓
Using Methods and Techniques	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Using methods and techniques in specific contexts.	✓	✓	✓
Intervening by referring to a concept applied both theory-based and individually to specific issues and moments.	✓	✓	✓
Providing information to the other person about one's impression of her/his behaviour.	✓	✓	✓
Adapting the feedback rules flexibly to the needs of a supervisee/ coachee or to a situation.	✓	✓	✓
Reinforcing and challenging a supervisee`s/ coachee`s thinking and behaviour.		✓	✓
Stimulating the collaborative process by introducing feedback.	✓	✓	✓
Recognising when a current problem proves to be chaotic, consequently producing anxiety.	✓	✓	✓
Supporting the supervisees/ coachees to take a step back from the problem to view it from a new perspective.	✓	✓	✓
Supporting the supervisees/ coachees to proceed from words and insights to new and unfamiliar action.	✓	✓	✓
Purposefully using all methods with regard to structuring the process to achieve the contracted goals.	✓	✓	✓
Stimulating articulation of experiences, thoughts and beliefs.	✓	✓	✓
Deciding whether to reflect on the contents, on the process or on the modes of reflecting (meta-reflection).	✓	✓	✓
Encouraging the supervisees/ coachees to consider their personal emotional states and behavioural aspects.	✓	✓	✓
Supporting the supervisees/ coachees in drawing their own conclusions about changes necessary to achieve desired results.	✓	✓	✓
Recognising the emotional state of supervisees.		✓	✓
Separating one's own emotional response as supervisor/ coach from those of the supervisees/ coachees.	✓	✓	✓
Handling (counter-)transference professionally.		✓	✓
Expressing respect for the way an individual experiences reality.	✓	✓	✓
Expressing genuine curiosity and facilitating understanding.	✓	✓	✓
Using creative techniques to facilitate the supervisees`/coachees` comprehension of the situations in which they find themselves.		✓	✓