

A large graphic consisting of three overlapping, thick, curved bands in light blue, green, and pink, arranged in a circular pattern. A grey trapezoidal shape is positioned behind the text, partially overlapping the arcs.

**ECVision.
Supervision and Coaching
in Europe: Concepts and
Competences**

*Edited by:
Michaela Judy
Wolfgang Knopf*

ECVision. Supervision and Coaching in Europe: Concepts and Competences

This publication has been funded with support from the European Commission.

It reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This publication was produced in the framework of the LEONARDO – Development of Innovation Project “ECVision. A European System of Comparability and Validation of Supervisory Competences” (527220-LLP-AT-LEONARDO-LMP).

The content is the result of the common work of the ECVision partners Die Wiener Volkshochschulen GmbH (Austria), Association of National Organizations for Supervision in Europe (ANSE), The Council of European Professional and Managerial Staff (EUROCADRES), TOPS München-Berlin e.V. (Germany), University of Gothenburg (Sweden), University of Zagreb (Croatia), CoachKwadraat (The Netherlands).

Apart from any fair dealing for the purposes of research or private study, or criticism or review, as permitted under copyright, this publication may be reproduced, stored or transmitted in any form, or by any means, only with the prior permission in writing of the publishers

Editors: Judy, M./Knopf, W.: ECVision. Supervision and Coaching in Europe: Concepts and Competences. Vienna 2015

Download: www.anse.eu/ecvision/products

*Media Owner: Die Wiener Volkshochschulen GmbH,
Lustkandlgasse 50, A-1090 Wien*

CEO: Mario Rieder; Project Coordinator: Michaela Judy

VHS Wien – A Customers’ Perspective

When in 2011 the VHS Wien decided to participate in the ECVision project, it was due to the following three different expectations:

First of all, in 2008, the VHS Wien had started to draft the “White Paper on Operative Programme Planning” (“Weißbuch Programmplanung”), a thoroughly learning outcome oriented description of all its training and educational programmes - now well-known document in the Austrian adult education community.

Secondly, the VHS Wien uses Supervision and Coaching regularly in HRM and company health protection and, as a contracting partner for many supervisors and coaches, the VHS Wien is particularly interested in quality assurance.

Thirdly, the VHS Wien, as one of the biggest providers of adult education in Austria, cooperates with partners in the supervision and coaching community in order to provide training for both Supervision and coaching.

All these activities have led to a strong interest in instruments that foster comparability of measures, and in applying tools that support the VHS Wien as an organization in validating both our in-service and public training programmes.

It was obvious that the VHS Wien would also need external partners embedded in the Supervision and coaching communities. So we were glad to find them in the ANSE, EUROCADRES, the University of Gothenburg, TOPS Munich-Berlin e.V., Coachkwadrat and the University of Zagreb. Without them, this project would not have been successful!

Our sincere thanks also go to the LEONARDO Development of Innovation Executive Agency. Without their funding and support, the project would never have been realised.

Finally, we are very glad to present the key products of ECVision in this new manual consisting of the Glossary, the Competence Framework and the ECVET-ECTS Reference Table.

May they sustainably promote the quality development of Supervision and coaching in Europe!

*Andreas Paula
Human Resource Manager – VHS Wien*

ANSE – Professional Development on a European Footing

On behalf of the ANSE community, I feel privileged to present the results of four years hard work on the “ECVision Glossary of Supervision and Coaching in Europe” and the “European Competence Framework of Supervision and Coaching”.

ECVision Project Team, management and steering committee present us with the fruits of their fine efforts, which really deserve our full and critical attention.

For ANSE, this ECVision Project is no doubt the most important project we ever embarked upon, and certainly the most complex and comprehensive. The outcomes, I expect, will put our further professional development on a European footing, enhance cross border exchange and help us to understand each other better.

For the first time in ANSE history, the glossary will allow us to base discussion and discourse on a mutually acceptable and clarified terminology of supervision and coaching, without infringing on the diversity that is one of the main strengths of the European supervision and coaching community. I am sure the results of this beautiful project will enhance our professional identity, and strengthen our commitment to further develop our services.

The competence framework enables us to clearly focus on validation of theories, practices and training. What used to seem an unattainable fantasy - cross border exchange of trainers and educator, and our students graduating on composite courses, consisting of training programs in, say, Amsterdam, Riga, Vienna or Berlin - has at least now attained the status of a feasible idea. In any case, the framework will, I am sure, be of great service to the professional exchange of practices and theory according to shared standards. And this, in turn will enhance our value to clients, wherever in Europe they live and work.

With presenting and discussing these outcomes at the last project conference in Vienna we move on to the next stage: the dissemination of glossary and framework, and having it put into practice. There is much to be done!

Sijtze de Roos
ANSE President

Eurocadres – A Message of European Cohesion

Despite tension at political level and tendencies of anti-EU backlash, European integration and cohesion move forward. This takes place in economy, education, science and culture with various impact on the systems of professional standards, Europe-wide recognition of diplomas and the real opportunities and perspectives of free movement of employed or self-employed professionals within an open European labour market.

Eurocadres, the Council of European Professional and Managerial Staff, recognised European social partner, has always valued facilitating the professional rights and possibilities of its more than five million membership in European countries with all of its professional and managerial levels. In particular, Eurocadres' focus has been on efforts to take down barriers for Europe-wide cross-border professional careers and self-determined free movement.

One of the key questions is to develop and guarantee trust in the quality of professional work. Given a large variety of levels, curricula, paths of qualification and innumerable certificates, the challenge is to work for a Europe with more transparency, comparability, fair recognition and – in a longer perspective – better harmonisation within the qualification and certification systems at high standards.

Eurocadres therefore co-operates with several European professional organisations, amongst them ANSE, the Association of National Organisations of Supervision in Europe.

ANSE's proposal to Eurocadres for a joint project for A European Competence Framework of Supervision and Coaching fit well into Eurocadres' political strategy, and therefore it was a clear choice to join and support the project as an active partner, including hosting the first European conference in early 2014 where the project presented the ECVision Glossary for supervision and coaching in accordance with the European Qualification Framework.

Now the project team, supported by additional experts, is presenting the detailed European Competence Framework Matrix of Supervision and Coaching setting Europe-widely comparable standards and definitions. This will be a strong basis for next steps towards establishing recognised European professional cards that clearly show the professional standards of their holders.

Eurocadres continues to play an active role and to support the idea of a professional card for supervision and coaching, an evident proof of quality standards within the professional community and vis-à-vis the clients, a signal of trademark and a message of European cohesion.

Martin Jefflén
President of Eurocadres

Content Overview

VHS Wien – A Customers’ Perspective (<i>A.Paula</i>)	1
ANSE – Professional Development on a European Footing (<i>S.de Roos</i>)	2
Eurocadres – A Message of European Cohesion (<i>M.Jefflén</i>)	3
Introduction (<i>M.Judy</i>)	7
Research and Outlooks	21
Continuing Quality Development: ECVision - An Important Step Forward in the Professionalization of Supervision and Coaching (<i>W.Knopf</i>)	23
Keeping fit, maintaining balance, gaining insight: how coaching and supervision provide quality assurance for organizations (<i>E.de Haan</i>).....	27
Research on Supervision and Coaching Skills. Past - Present - Future (<i>H.Möller</i>)	37
ECVision. A European Glossary of Supervision and Coaching (<i>M. Ajdukovic, L. Cajvert, M. Judy, W. Knopf, H. Kuhn, K. Madai, M. Voogd</i>)	51
Supervision – Scope of Concept.....	52
Coaching – Scope of Concept	54
Stakeholders	55
1. Clients.....	55
2. Contractual partner.....	55
3. National Organization.....	55
4. Supervisees / Coachees.....	56
5. Supervisor / Coach.....	56
6. Training Provider.....	56
Core qualities.....	57
1. Ambiguity Tolerance.....	57
2. Change.....	57
3. Communication.....	58
4. Context awareness.....	58
5. Contracting	58
6. Diversity Awareness	58
7. Empathy.....	59
8. Ethics / Values.....	59
9. Experience Orientation	59
10. Function and Role.....	59
11. Goal and Need Orientation	60
12. Integration of Theory and Practice	60
13. Interactive Process.....	60
14. Leadership and Management	61
15. Learning Process.....	61
16. Organization	62
17. Parallel Process	62
18. Quality Development	62
19. Performance.....	62
20. Professional Exploration	63

21. Reciprocity	63
22. Reflection	63
23. Resource Orientation	64
24. Responsibility and Accountability.....	64
Types	65
1. Business Coaching	65
2. Career Coaching.....	65
3. Case Supervision.....	65
4. Clinical Supervision.....	66
5. Coaching Supervision / Coach the Coach	66
6. Educational Supervision / Educational Coaching.....	66
7. Group Supervision / Group Coaching	67
8. Internal / External Supervision / Coaching.....	67
9. Intersession / Peer Coaching.....	68
10. Leadership Supervision / Leadership Coaching.....	68
11. Meta-Supervision	69
12. Organizational Supervision / Organizational Coaching.....	69
13. Team Supervision / Team Coaching.....	70
Settings.....	71
1. Face to Face.....	71
2. Group	71
3. Organization	71
4. Remote / Online / New Media / Telephone.....	71
5. Single	72
6. Team	72
Methods.....	73
1. Building a Stable Working Relationship.....	73
2. Contracting	73
3. Dialogue.....	73
4. Evaluation of Process.....	74
5. Expanding Theoretical Knowledge.....	74
6. Feedback.....	74
7. Focusing Problems	74
8. Measurement of Effects.....	75
9. Meta-Communication	75
10. Meta-Reflection	75
11. Moderating the Process.....	75
12. Reflecting	76
13. The Use of Empathy	76
14. The of Group Process.....	77
15. The Use of Hypothesis	77

Outcomes.....	78
1. Better Professional Performance.....	78
2. Clarification of Roles and Functions in Organizations.....	78
3. Effective Handling of Conflicts and Contradictions.....	78
4. Learning.....	79
5. New Insights.....	79
6. Organizational Benefits.....	80
7. Prevention and Reduction of Stress.....	80
8. Professional Development.....	80
9. Quality Management.....	80
14. Self Awareness.....	81
15. Wellbeing/Health.....	81
ECVision. A European Competence Framework of Supervision and Coaching <i>(M. Ajdukovic, L. Cajvert, M. Judy, W. Knopf, H. Kuhn, K. Madai, M. Voogd)</i>	83
Professional Identity	84
Professional Attitude	85
Ethics	88
Quality Development	89
Perspective on Person, Work and Organization	91
Professional Conduct	94
Building a Professional Relationship.....	95
Facilitating Outcomes.....	100
Performing Advanced Communication	103
Handling Diversity	107
Mastering Settings, Techniques and Methods.....	109
Validating Competences. The ECVision Reference Table ECTS-ECVET <i>(M. Ajdukovic, L. Cajvert, M. Judy, H. Kuhn)</i>	115
An Overview of the Austrian, Croatian, Dutch, German, Hungarian and Swedish and European History of Supervision and Coaching <i>(M. Ajdukovic, L. Cajvert, W. Knopf, H. Kuhn, K. Madai, M. Voogd)</i>	123
The Project Team – Biographies	155
Reference list	161

ECVision. Supervision and Coaching in Europe: Concepts and Competences

An Introduction

Michaela Judy

This Manual provides the key products of the Project ECVision. A European System of Comparability and Validation of Supervisory Competences, funded by Leonardo - Development of Innovation.

Those key products are:

- ▶ A Glossary: ECVision. A European Glossary of Supervision and Coaching
- ▶ A Competence Framework: ECVision. A European Competence Framework of Supervision and Coaching
- ▶ An ECTS-ECVET Reference: Validating Competences. The ECVision Reference Table ECTS-ECVET

Furthermore, the esteemed reader is invited to explore three scientific articles.

Wolfgang Knopf questions both the policy aspects and the sustainability of the ECVision outcomes.

Based on a case example *Erik de Haan* looks at how three professions (leadership, coaching & supervision) can work together to mitigate and balance the risks of leadership.

Last but not least, *Heidi Möller* analyzes the relationship between scientific theory and occupational practice, taking into account the differing priorities of both fields. Based on ECVision she finally gives an outlook on the necessity of further research.

The last chapter gives an overview of the Austrian, Croatian, Dutch, German, Hungarian and Swedish and European history of supervision and coaching

ECVision Philosophy

ECVision was dedicated to provide instruments in order to assure the comparability of supervisory and coaching competences.

The basic methodological assumptions are referring to the development of a European common ground by:

- ▶ Creating comparability,
- ▶ Using the existing EQF principles and to the two validation systems ECTS and ECVET,
- ▶ Providing a sound grounding for developing comparable formal outcomes of even different validation processes.

The ECVision Philosophy is based on three principles:

- ▶ Generic Approach
- ▶ Focus on the interaction of persons, professional tasks and organizations
- ▶ Connection with the professional community

Generic Approach

ECVision does not aim at harmonization of the various prevalent definitions and approaches. It does aim at the transparency and comparability of different considerations, tasks and responsibilities and of professional standards.

There is a strong need for the latter due to a higher degree of professional mobility and activities, which nowadays go beyond borders of countries and mother tongues.

ECVision does not refer to specific counseling theories, tools or techniques.

Instead, we decided on a classification of characteristics common to counselling processes that are referring to the interaction of persons, professional tasks and organizations.

To do so, we described generic key words and competences based upon the core literature used in European professional discourses.

We discovered those generic groundings being more consistent than expected. Actually, differences show up according to theories, professional background, environment, and the working fields they are applied to.

Comparability within the ECVision products emerge from having identified generic key words and competences showing up in nearly all European professional discourses.

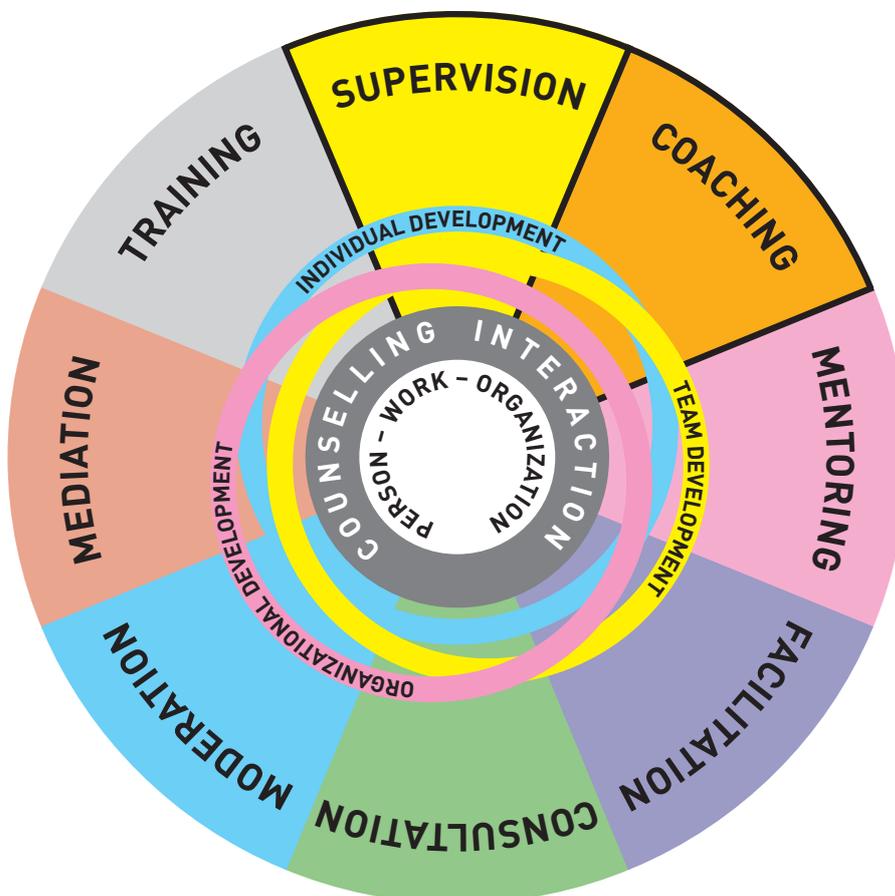
Focus on the interaction of persons, professional tasks and organizations

Supervision and coaching intervene at the point of intersection, where human beings interact in their specific functional and social roles and their working environments.

Supervision and coaching aim at facilitating individual and organizational changes or at releasing tension or conflicts in daily work. To do so, supervision and coaching refer to different theoretical orientations. Supervisors and coaches mainly follow humanistic, psychodynamic and systemic approaches, by creatively integrating methods and the core qualities of professional counselling.

The terms supervision and coaching indicate formats of counseling to serve the professional development of persons, teams, and organizations. The different approaches and methods often overlap; sometimes, they are even identical. The terminology used is fluid and often changes or shifts. The decision to use the term supervision or coaching refers to both different histories of development and key aspects of activities in the field. It may also relate to different “schools” which have been training supervisors or even relate to long-term national or institutional traditions.

The following graph shows how supervision and coaching is embedded in the bigger picture of counseling and consulting.



The ECVision products do not provide an outline of the very many formats of counseling, consulting, and training, they focus entirely on supervision and coaching.

Connection with the professional community

The markets for counseling in the professional and organizational context of a company are manifold, yet there is little common basis of terminology. Until now, supervision and coaching – mainly freelance professions – lacked a common and consistent way of describing skills and competences on a European level.

There are national and European professional counseling associations such as:

- ▶ the Association of National Organizations for Supervision in Europe (ANSE; <http://www.anse.eu>)
- ▶ the European Association for Supervision and Coaching in Europe (EASC; <http://www.easc-online.eu/>),
- ▶ the International Coach Federation (ICF; <http://www.coachfederation.at/>),
- ▶ the European Mentoring and Coaching Council (EMCC; <http://www.emccouncil.org/>).

These associations have set standards for vocational education and training of supervisors and/or coaches. Their standards define the minimal formal criteria of how to become a supervisor or coach. The regulations for membership and accreditation provide orientation although they differ in focus and scope.

To provide a short insight into different approaches and their coming-from, the esteemed reader will find historical outlines of the developments of the two professions in the project countries at the end of this Manual.

Though ECVision referred mainly to ANSE policies and to ANSE member associations, we were able to establish contact with the other big European professional counseling association as well. Two conferences gave opportunity for discussing the outcomes thoroughly within the professional community and for getting input for further development of our professions.

The ECVision products are going to bridge the more or less separated ways of describing standards differently, and therefore bring the professional community nearer to the goal of adopting a collective frame of comparability for supervision and coaching.

ECVision Quality Assurance

The ECVision project team created and compiled the products of ECVision:

- ▶ *Marina Ajdukovic (Croatia)*
- ▶ *Lilja Cajvert (Sweden)*
- ▶ *Michaela Judy (Austria)*
- ▶ *Wolfgang Knopf (EU/Austria)*
- ▶ *Hubert Kuhn (Germany)*
- ▶ *Krisztina Madai (Hungary)*
- ▶ *Mieke Voogd (The Netherlands).*

The project team represents a purposeful sample of competent members, chosen according to the criteria of experience as a supervisor/coach and their research work and publications concerning these issues; their institutional integration into European and national professional politics and policy was also an important factor. The team consists of representatives of two private and two university training providers for Supervision, and they are representatives of methodological and societal diversity.

Furthermore, ten experts provided professional feedback on the glossary:

- ▶ *Guido Baumgartner (Switzerland)*
- ▶ *Hans Björkman (Sweden)*
- ▶ *Elisabeth Brugger (Austria)*
- ▶ *Susanne Ehmer (Germany/Austria)*
- ▶ *Erik de Haan (United Kingdom/The Netherlands)*
- ▶ *Tone Haugs, (Norway)*
- ▶ *Louis van Kessel (The Netherlands)*
- ▶ *Helga Messel (Sweden)*
- ▶ *Heidi Möller (Germany)*
- ▶ *Heidemarie Müller-Riedlhuber (Austria)*

These experts supported the glossary by critical reading and a wider range of perspectives.

The steering committee provided the all-important external perspective on processes and therefore contributed indispensably to the quality assurance of ECVision.

Sincere thanks to:

- ▶ *Barbara Gogala (Slovenia)*
- ▶ *Eva Nemes (Hungary)*
- ▶ *Gerald Musger (Austria/Belgium)*
- ▶ *Andreas Paula (Austria)*

The ECVision Products

1. ECVision Glossary

The ECVision glossary aims at providing orientation and a mainstream description of how today's professional discourses in Europe use both terms. In addition, it offers descriptions of related terms and explains the different forms of comprehension and the perspectives that were available in the field.

It provides a structure that is to be continued as permanent work in progress: structured enough to serve as a basis for a common terminology and flexible enough to be adapted to new conditions within the fast changing of our field that has been investigated and researched.

Methodology

To create the glossary, the project team first of all defined the domain of the glossary: "*counselling the interaction between individuals, work and organization*".

Within this domain, we focussed on supervision and coaching. The glossary is not only a dictionary but also an outline of the European diversity of supervision and coaching. The main goal of the glossary is to step forward in the development of a competence profile for supervision and coaching.

Initially, we based the contents of this glossary on a research of the literature available concerning supervision and coaching in Sweden, Germany, Austria, Hungary, Croatia, and the Netherlands. Each project team member focussed on relevant books, articles, and research reports used in the participating institutions and at those universities and colleges in the countries providing training in supervision and/or coaching. We also collected relevant terms which are characteristic for supervision and coaching. Some listed terms we excluded after discussing them because they did not seem appropriate according our domain.

We discussed and agreed upon the following main categories to describe supervision and coaching:

- ▶ Stakeholders
- ▶ Core qualities
- ▶ Types
- ▶ Settings
- ▶ Methods
- ▶ Outcomes

Finally we agreed to describe in more detail the selected terms by using the previously identified main literature in their respective countries. If a concept or term was not defined, it was left open for further discussion.

The completed glossary draft was then sent to the experts of the project to be reflected and commented. After that, the project coordinator compiled everything in one single document which was considered and negotiated with the professional community at in February 2014 during the two-day conference “Getting involved! A Common Terminology for Supervision and Coaching in Europe”, organized by our project partner EUROCADRES, the Council of European Professional and Managerial Staff.

2. The ECVision Competence Framework

A description of learning competence outcomes in supervision and coaching presents specific challenges, which are briefly outlined below.

Almost all relevant research on Supervision and coaching refers to the working relationship as the main active factor. Therefore, we did not merely have to characterize personal skills, but also those characterizing relationship in the case of supervision and coaching. We are referring to relationship intervening at the point of intersection, where individuals interact in their specific functional and social roles in their working environments.

The Glossary and the Competence Framework are linked inseparably; the competence framework is based on the key terms we have already defined. Consequently, the methodology of their development applied closely intertwined.

Methodology

We decided on three approaches and or concepts as methodological guidelines:

- ▶ The ECVision Glossary
- ▶ Bloom`s Taxonomy and
- ▶ The European Qualification Framework.

The impact of these concepts on the Competence Framework are explained below.

The ECVision Glossary for Supervision and Coaching

We took the core qualities and methods of the glossary as a starting point. Therefore, corresponding definitions for all the required competencies can be found in the Glossary.

Bloom`s Taxonomy

We used and adapted – according to European standards - Bloom`s Taxonomy to describe learning outcomes and competences of the supervisor/coach. (Cf. D. Kennedy, Á. Hyland, and N. Ryan (2009): Writing and Using Learning Outcomes: A Practical Guide. https://www.dcu.ie/afi/docs/bologna/writing_and_using_learning_outcomes.pdf)

Both Bloom`s cognitive and emotional taxonomy are in some ways applicable for the tasks supervisors/coaches have to fulfil. We took both taxonomies, allowing for the fact that the required skills generally aim to open new scopes of action for others – the supervisees/coachees.

The taxonomy we used and the related behaviour are:

- ▶ Applying: apply, adopt, identify, keep, set, use.
- ▶ Analysing: distinguish, differ, differentiate, link, review.
- ▶ Evaluating: assess, challenge, choose, clarify, confront, connect, estimate, explore.
- ▶ Facilitating: address, articulate, communicate, contain, contribute, discuss, encourage, explain, express, facilitate, foster, gain, meta-communicate, observe, offer, present, process, provide, question, realise, recognize, refer, reflect, respond, stand, stimulate, supply, support, take into account, verbalize.
- ▶ Creating: adapt, adjust, anticipate, build, co-create, create, demonstrate, design, deal with, decide, focus on, handle, integrate, intervene, lead, maintain, master, model, monitor.

The European Qualification Framework

We referred to the EQF structure according to describe knowledge, skills and performance relating to the different competences:

“Competence” means the indispensable, fundamental characteristics of supervision and coaching.

“Knowledge” describes facts, principles, theories and practical knowledge that any supervisory work is based on.

“Skills” describe the cognitive and practical ability to apply this knowledge in order to counsel effectively.

The core of the Competence Framework is the description of **“Performance”**. Without a comprehensible description of related behaviour, we do not consider competence descriptions as meaningful. With the focus on performance criteria, we have formulated learning outcomes that should be observable in the distinct behaviours of supervisors /coaches. That goes as well for expected learning outcomes of trainees of qualified training for supervision and coaching.

Thus, the ECVision performance criteria correspond with the CEDEFOP definition of assessment criteria based on learning outcomes statements:

“Typically the assessment criteria will contain more detail about the context in which the learner is expected to be able to do something or the level of autonomy expected.” (CEDEFOP: USING LEARNING OUTCOMES; European Qualifications Framework Series: Note 4; www.cedefop.europa.eu/files/Using_learning_outcomes.pdf; p.16.)

The dedicated focus on the description of observable behaviour allows a much better definition of learning outcomes. It serves as a guideline, providing transparent communication of both self-assessment and assessment by qualified others.

The Competence Framework sets a standard by setting it apart from the prevailing confusion of terms in the European professional communities of supervision and coaching:

It can considerably better be determined now whether someone meets the performance criteria: whether he/she is within the range of expertise of the Competence Framework – regardless of calling him-/herself coach or supervisor.

We have focused on formulating the new Competence Framework by cutting across the various schools and approaches.

Undoubtedly, the methodological implementation of skills may differ; undoubtedly, schools and training providers set their own priorities, which often exceed our present descriptions.

Nevertheless, one might “use her/his own bias” when observing interactions, or she/he might be “working with transference and counter-transference” – the competence within both approaches lies in the meaningful and theory-based use of the process of relationship.

At this point – and this has been our major concern - it is now possible to define the attitudes, qualities, and tools a supervisor/coach has to demonstrate when he/she works professionally.

We have avoided engaging in detailed descriptions of tools but negotiated how to ascertain that supervisors/coaches have a clear and reflected understanding and sound tools at their disposal – as we have laid out in the Glossary.

It allows both clear criteria of observation for assessing supervisory competences to be applied and a wide and diverse scope for practical implementation.

We are quite clear about the borders of our achievements: Using competence and learning outcome orientation meaningfully requires an ongoing critical as well as professional dialogue.

This task we give over to the professional community whose critical attention and creative use will decide about the sustainability of our products.

3. ECVision Reference Table between ECTS-ECVET

Training programs in supervision and coaching in Europe are provided by Universities (which refer to ECTS) as well as by private companies and job-oriented adult education centres (which until now have no consented validation instruments). The reference table is dedicated to provide a model for accreditation and validation of learning outcomes in education and training of supervision and coaching in Europe.

Methodology

For introducing the ECVision competence framework as a practicable validation instrument it took four steps:

1. First of all, we decided upon using the two European credit systems ECTS and ECVET for our task.

“ECTS is a learner-centred system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility.

Credit (ECTS): Quantifying refers to Learning Activities, the volume of learning based on the workload students need in order to achieve the expected learning outcomes of a learning process at a specified level.

ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification.

“Credit for learning outcomes” (credit) means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications

ECVET points mean a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.” (Be-TWIN: ECvet-ECTS: Building Bridges and Overcoming Differences. A Methodological Guide Produced in the Framework of the Be-Twin Project, p. 18)

2. Secondly, the VET curricula for supervision of the consortium members TOPS, Univ. of Gothenburg, Univ. of Zagreb and ASYS (Partner of VHS GmbH) were described using the Competence Framework. Managing our inner Diversity was one of our core values in doing that. We not only accepted, but also embraced the autonomy and specificity of each training provider involved. This meant respecting the different ways of using the Competence Framework and presenting it in our curricula.
3. Both the TOPS and ASYS curriculum were exemplarily referred to the Learning Units according to the Competence Framework, and to ECVET. A separate reference table between the two training programs gives a first impression of how Learning Units based upon the ECVision Competence Framework could be used for a Memorandum of Understanding between VET providers for supervision and coaching.
4. We referred the TOPS curriculum to that of University of Zagreb, which was already accredited in ECTS. For doing so, we used the Be-TWIN-Matrix (Be-TWIN, p. 27) to provide valid correspondence between academic and private VET for supervision basing on the curricula of TOPS (ECVET) and University of Zagreb (ECTS).

“The methodology proposed by Be-TWIN strives to be instrumental for “a dialogue” between two important instruments in higher education (HE) and vocational education and training (VET) - the ECTS and ECVET credit systems. ... Be-TWIN suggests a model which rests on transparency and readability of learning outcomes and learning activities.” (Be-TWIN, p. 5)

The reference table between TOPS (ECVET) and University of Zagreb (ECTS) finally shows how learning outcomes of both credit systems are easily comparable by using the ECVision competence framework.

ECVision Outlooks

The authors of this work want to place practice and theory transparently and comparably at the disposal of the professional community of supervisors and coaches and give a new momentum to the improvement of theory and practice in the field.

In the long run the ECVision products will:

- ▶ Contribute profoundly to a European terminology of supervision and coaching.
- ▶ Contribute profoundly to the implementation of the European approach to learning outcomes into the professional community of supervision and coaching.
- ▶ Facilitate bilateral agreements on the program level, module level and course level of Training for supervision and coaching according to the National legal frameworks.
- ▶ Serve as an analytic tool for generic skills of supervisors and coaches

None of the ECVision products represent a “biblical canon”, but they are an important European contribution in a rapidly changing world of work. They provide the further development of the theory and practice of supervision and coaching in Europe by making its issues and outcomes more transparent and comparable.

Research and Outlooks

*Wolfgang Knopf
Erik de Haan
Heidi Möller*

Continuing Quality Development: ECVision - An Important Step Forward in the Professionalization of Supervision and Coaching

Wolfgang Knopf

Recent decades can be seen as a success story for supervision and – in latter years – for coaching as well. Tackling the interaction between “Person – Work – Organization” Supervision and Coaching has assumed an important and relevant role in a world of rapid changes and developments in the workplace, offering reflection with task orientation.

Since the founding of ANSE (Association of National Organization for Supervision in Europe) in 1997, the promotion of quality is one of its main objectives. ANSE represents more than 8,000 qualified supervisors and coaches in the field of consulting in 22 European countries and more than 80 training institutions. While ANSE takes care of professional interests on a supranational level, there has been a need to develop common standards on a European level. This was done in the very beginning by defining so-called “minimal standards” to be seen on ANSE’s homepage (www.anse.eu). A lot of discussions have been necessary to overcome the disparities which arise from different theoretical approaches and historical roots and to at least establish the initial basis for a professional understanding of supervision. These standards have to be met to become a full member of ANSE. However, this has been and still is simply a useful consensus at a minimal level, but it represents the first important definition of quality criteria.

ANSE

Members of ANSE	Associate members of ANSE	Members of the ANSE Network
Austria	Slovakia	Czech Republic
Bosnia and Herzegovina	Ukraine	Finland
Croatia		Great-Britain
Estonia		Greece
Germany		Iceland
Hungary		Poland
Ireland		Romania
Italy		Sweden
Latvia		
Lithuania		
Netherlands		
Norway		
Slovenia		
Spain		
Switzerland		

Mutual agreement on recognition with ASCCANZ (Australia + New Zealand)

Agreement with EUROCADRES (www.eurocadres.eu)

For further quality development, this definition was too little for ANSE. From the 80s on, the gap between science and consulting has gradually diminished leading to a broader definition of supervision and coaching:

“Supervision/ Coaching was now seen as a scientifically based, practically orientated and ethically linked concept of individual and organisational consulting activities within the working world.”¹⁾

Consequently, supervisors and coaches additionally need specific socio-scientific knowledge. This is:

- ▶ standard knowledge regarding organisations including types and concepts, organisational development phases and changing processes;
- ▶ a specific handling of knowledge to be able to analyse formal phenomena and interior structures within organisations;

¹⁾ Möller, H./Kotte, S. (2015): Supervision: Past-Present-Future.

In PiD Psychotherapie im Dialog 1/2015, 16-25

- ▶ schemata for the diagnosis of the relationship between environment and organisation, for conflict management, efficiency of decision processes, to avoid wasting human resources, to develop creativity and increase commitment. And minimum knowledge of the development of ‘learning organisation’ is a requirement.

These needs lead us to the conclusion that integration of different knowledge is a main aim of supervision and coaching.

In order to follow these developments as a professional body, ANSE had to support a basic understanding on a European level. A clear and - as far as possible - evidence-based description of terms, concepts and competencies was missing. This was mentioned at several conferences run by ANSE, and also seen in the experience within ANSE’s “International Intervention Groups”, where supervisors and coaches from different countries and with different theoretical approaches came together and, first of all, had to clarify definitions. Dealing with diversity within their own profession was a demanding task. This experience was the focus of the 2010 Grundtvig project „Counselling in a Multicultural Europe“. The result of this project is a module which can be used in training programmes for supervisors and coaches and also in further education. A further small step was made in the method of clarification applied, but it did not go far enough. On the one hand, a lot was learned about the difficulties of comparing the different approaches to supervision and coaching in the participating countries, on the other hand, it was only possible to explore this superficially. The need to dig deeper and find a consistent way of describing supervisory skills and competences was obvious. Therefore, a further project had to be developed and presented as an application to Brussels. In 2012, the LEONARDO-Project ECVision was selected by the European Commission to develop a European System of Comparability and Validation of Supervisory Competences.

In my view, this project is a very important step for ANSE and for the community of supervisors and coaches. Two main results are found in this manual,

- ▶ a glossary to guarantee comparability of terms, definitions and legal frameworks, and
- ▶ a competence framework to guarantee comparability of supervisory competences and qualifications by describing them in terms of learning outcomes.

These outcomes should not be seen as ‘the sole truth’ of supervision and coaching devices and practices. The idea is to see it as orientation, as a basis for fruitful discussions and further developments.

The **glossary** is an attempt to collect all important terms in use within supervision and coaching, and it offers descriptions and definitions. This compilation should be useful for consultants but also for organisations and clients assigning/ recommending or undertaking supervision or coaching. The glossary should be seen as a basic resource for disambiguation for providers of training programmes in supervision and coaching. Ultimately, it should be beneficial for everyone concerned. In addition to being a clarification tool, it is an initial step towards establishing a professional identity for supervisors and coaches on a European level.

Within the **competence framework**, you will find competences described, on different levels, covering all activities of supervisors and coaches regarding their profession: as supervisor/coach or as trainer/educator for supervision/coaching or as meta-supervisor/ meta-coach. This means:

- ▶ the competence framework is of great importance **for providers of training programmes** in Supervision and Coaching, using it to describe curricula in terms of learning outcomes. It can be used to ascertain the competences of their trainers and meta-supervisors and to guarantee, as far as possible, the quality of the staff.
- ▶ **Supervisors and coachees** can use the competence framework for self-assessment and further education.
- ▶ **Human resource managers** can use the competence framework as a checklist when dealing with consultants and their proposals.
- ▶ **National organisations for supervision and coaching** can use the competence framework to adjust standards and for quality management. The use at national policy level for all discussions regarding the EQF (European Qualification Framework) and the NQF (National Qualification Framework) is desirable.
- ▶ The **scientific community** can use ECVision outcomes as a starting point for research and further systematics.
- ▶ **ANSE** will promote and support the use and further development of the glossary and competence framework and the critical discussion on these issues.

Finally, a critical reflection of the materials should be enhanced. As already mentioned before, these ECVision outcomes offer a starting point. When dealing with competences and learning outcomes it is always dangerous to focus solely on visible measured results. Supervisors and coaches need to have a wide range of attitudes, behaviour, and final/ professional? competence which cannot be described operationally and cannot be measured.

To put it in a nutshell, use the manual and give us feedback.

Keeping fit, maintaining balance, gaining insight: how coaching and supervision provide quality assurance for organizations

Erik de Haan

Abstract

This article looks at how three professions (leadership, coaching & supervision) can work together to mitigate and balance the risks of the strong leadership that we have in our ever growing corporate and (non-)governmental organizations. Firstly, I explore how a leader who is brave and challenges herself to consider the converse of her leadership and to integrate her own vulnerable 'shadow side' is maintaining and enhancing her quality as a leader. Secondly, I consider how such leader in working with a challenging professional (executive coach or organization-development consultant), who is brave enough to doubt the leader's narrative and to raise areas of need, vulnerability, doubt and self-deception, can take action to assure the quality of their leadership. Thirdly, I describe how those brave executive coaches can ensure their own quality of service by taking up supervision from a challenging outsider who 'holds their toes' and also holds them to the task of speaking their highly personal truth to leaders. It emerges that supervision often provides a final, timely opportunity to catch and consider hidden dynamics of leadership practice.

Keywords: Leadership, Executive Coaching, Supervision, Quality Assurance (QA).

1. The leadership shadow: the vulnerability of being a leader

In today's fast paced, interconnected, and mercilessly competitive business world, senior executives have to push themselves and others hard. In order to succeed, leaders have to live the paradox of closely attending to others and following as deeply as they lead. They have to listen well to others, understand their concerns, give them personal support, and at the same time motivate them for results or take decisions on their behalf.

Precisely those leaders who can adapt to these conditions and who can develop a tough and relentless focus on competitive advantage are most at risk of adopting unhelpful and ultimately unproductive patterns of demand, stubbornness, or frenetic activity. Instead of being open to possibility and ambiguity, and willing to engage in

creative conversations with themselves and others, these executives instead become obstinate, resentful, inarticulate, or intense. They become a caricature of themselves and go into ‘overdrive’.

Most often they are qualities executives have relied on to get them to the top and to achieve outstanding results, qualities that overshoot under stress and challenge, into unhelpful drives that lead to business and personal catastrophes (Claxton, Owen & Sadler-Smith, 2015). Hitherto high-performing executives suddenly find themselves facing the prospect of relationship breakdowns, strategic failures or the risks of derailment.

Stepping forward to make a leadership gesture always creates a rift within oneself: a rift between one’s sunny, active, constructive, or aggressive side that has the ambition to contribute, create and prove something; and one’s doubting, pessimistic, needy, vulnerable, careful and concerned side, which craves for connection with oneself and others. This shadow side is therefore part and parcel of leadership.

The rift and the play of light and dark accompanying this process may be very subtle; e.g., one may bring a very caring side of oneself to one’s leadership role, bringing out one’s particular warmth, care, and also concern and attentiveness. Even in such cases there is bound to be a whole ‘other’ side of our personalities which we push down in order to make such a bid for leadership, or for following the leadership role through. In the case of a very caring, concerned, warm leader there may be a whole side of oneself to do with conflict, resentment, self-importance, that one is keeping down. The ‘leadership shadow’ phenomenon is consistently present in all leadership roles. In order to make the ‘bid’ or put forward the ‘drive’ other aspects have to be left behind, pushed back and discarded, somewhere in the dark of our experiencing, including self-experiencing.

Case Example

We are getting used to our daily dosage of corporate scandal at the very top of the very organizations which deliver the products and services that we love to buy. As an example, today (21 July 2015) the CEO of Toshiba has resigned together with his predecessor and a swathe of senior executives. The Financial Times writes “A panel of external lawyers and accountants said on Monday there was a ‘systematic’ and ‘deliberate’ attempt to inflate profit figures amid a corporate culture in which employees were afraid to speak out against bosses’ pushes for unrealistic earnings targets. The CEO Mr Tanaka said in a news conference following a 15-second bow of contrition, that he ‘felt the need to carry out a major overhaul in our management team to build anew our company.’” Apparently Tanaka himself had been aware of the overstatement of profits and had not taken action to end the improper accounting. Top

management would assign ‘challenges’, or earnings-improvement targets, at monthly meetings with the heads of in-house companies and subsidiaries, and this drive for improvement ultimately brought out the very opposite of what it was designed to achieve. Tanaka resigned together with his predecessor and five other Toshiba board members. Those that had pressured others with demands for blind loyalty and the achievement of impossible targets are now leaving the firm with more than a billion dollars unexplained and still greater damage to the brand.

The great challenge of leaders can be summed up by the same paradox of leaders that this article began with. It is the art of maintaining a focused ‘leadership agenda’ or drive forward, together with the ‘debris’ of that same agenda: all the contradictions, doubts and vulnerabilities that leadership has relayed to the dark shadows of the leader’s or the organization’s personality.

2. Quality assurance for leaders – how coaches and organization-development consultants may help

The shadow side plays a role in every form of leadership and as long as the job is part-time and leaders have a strong-willed, confrontational spouse as well as assertive colleagues who remind them of their human fragility and fallibility, the leadership shadow can be processed so that it does not cause too many problems. Unfortunately many of our captains of industry and political leaders are not in such a fortunate position. They are dedicated and even devoted to the job, they put in an exorbitant amount of time and effort, and they are rarely criticised or challenged by those near to them. Under such conditions, how will leaders remain fresh, balanced, and inspired to keep reflecting openly and self-critically alongside their own firmly held convictions?

I believe that this kind of challenging, outspoken and fresh consultancy to (top) leaders exists and can help to remind them of their highly personal leadership shadows and of the fact that they do have (hidden) doubts, needs and vulnerabilities around their leadership targets and strategies. They may not say so in public but at some level they themselves know how intrinsically weak their leadership is and will always be, when considered in a larger context (De Haan & Kasozi, 2014). This fresh and challenging scrutiny of managers and leaders is provided by organization-development consultants and executive coaches, if they are worth the considerable fees they are paid (Nelson & Hogan, 2009).

Some of the work that these coaches and consultants do is just spotting or guessing the shadow sides that leaders have forgotten about or for many reasons prefer not to consider. It is the coach’s task to bring back awareness of vulnerability or neediness, corruptibility or hubris, depending on the highly personal contents of the leader’s

shadow. Coaching restores balance and looks after a leader's 'fitness to practice' precisely by generating insight and inspiration around the leader's most sensitive and vulnerable areas.

A form of leadership is now required in turn from the coach or consultant: namely the drive to speak their honest, fearless truth to power (De Haan, 2006) and to reflect freely and independently, alongside the leader and leadership questions of the day. The question presents itself: how do coaches remain fit for practice and make sure that they approach their clients with the requisite level of freshness and robustness? The answer to that question is: supervision.

3. Quality assurance for coaches – how supervisors look after those that are looking after leaders

Access to executive coaching is no longer viewed as a privilege restricted to an organization's elite: over the last decade or so it has become widely used as a 'just in time' development intervention in a wide range of managerial and technical settings. For the in-house learning and development specialist, this widened access brings with it the challenge of ensuring that the coaching is 'fit for purpose'; not an easy task given the confidential nature of the vast majority of coaching relationships. Only a few years ago, it was easy to set yourself up as an executive coach, with credentials based on recommendations and past experience. Qualifications were unheard of and very few organizations thought to ask about prior training or ongoing arrangements for professional development.

All that is changing: most large corporations now make use of internal and external coaches, who are expected to have been trained and accredited by a recognized institution. In many ways this increased demand for professionally qualified coaches parallels the expectation that business leaders have themselves been professionally developed. This growing professionalization of coaching and business leadership has contributed to the growth of qualification programmes at business schools, with MSc's in Organizational Consulting or Executive Coaching alongside the more traditional MBA's and other Master and Doctoral level programmes.

However, the achievement of a coaching qualification cannot be taken as evidence of professionalism and competence by itself. Coaching is an extremely demanding and isolated activity, full of struggles with finding one's voice to speak truth sensitively to power, doubts (De Haan, 2008), ethical dilemmas or invitations to collude with dysfunctional leadership behaviour (De Haan & Carroll, 2014). For this reason we expect executive coaches and organizational consultants to be in regular supervision and e.g. after qualifying we require our own Ashridge coaches to provide evidence of

ongoing supervision if they wish to maintain their professional accreditation. Supervision is no longer a 'nice to have'; it is an essential prerequisite to maintaining quality, competence and professionalism of an executive coach (De Haan & Birch, 2010) and organizational consultant (De Haan & Birch, 2011).

Coaching supervision takes place either in groups or on a 1:1 basis. The purpose of supervision is to help the coach bring the best of themselves to their work with clients; in practical terms this means ensuring that the coach is sufficiently well-resourced to help their clients recognize their own leadership shadow and take responsibility for their leadership choices. Although supervision is a developmental process, its fundamental purpose is to monitor and improve the quality of the coach's work with their clients. By attending to their own emotional and intellectual resourcefulness, coaches will be in a stronger position to help their clients.

So what does this mean in practice? The essential feature of supervision is the regular provision of a confidential space where the coach is helped to reflect on their professional practice. Coaches are often very busy, combining their coaching with other professional roles which in turn have to be balanced with demands and responsibilities outside of work. Even though taking time out from a hectic schedule is always challenging, the benefits for the coach and their clients are potentially huge.

Case Example

An experienced executive coach was working with a client who was about to become a father and was under intense pressure both at home and in his leadership role. The coach had been working with the client for some time and they had built up a strong trust. During the early sessions the client hardly expressed any emotion but was now sharing immense anxiety, profound anger and a sense of helplessness. The coach felt overwhelmed by his client's strong feelings and was concerned that working with this level of emotion was beyond his level of competence. At the same time, he realised that the client was relying on their trusted relationship as one of very few places to bring his despair. During supervision the coach started processing his own emotional response to his client and discovered to his surprise that he was feeling very protective towards him. With this insight and the encouragement of his supervisor he felt strong enough to offer his client a clear boundary that would enable him to explore his emotions in a more detached way. The supervisor and coach agreed that if he felt he or his client was not coping, he would contact the supervisor again even if in between sessions.

Interestingly, the type of quality assurance that supervisors provide for coaches is comparable with the QA that coaches provide for leaders. Just like coaches with their clients, supervisors are helping coaches to reflect more honestly and deeply, and to

recognize, accept and get a handle on ‘shadowy’ aspects of their services, such as not speaking up to certain leaders, accepting soothingly big presents from clients, or responding viscerally and unhelpfully to leadership shadows (only to name a few). Supervision is often a last opportunity to become aware of deeply hidden unhelpful dynamics in organizations. I have noticed on many occasions that a slightly stilted, awkward, or telling moment in supervision helped to indicate a pattern which was ultimately at the core of a leader’s problematic behaviour. And even though first noticed only in supervision, it helped the coach to go back, respond and make a positive difference for many concerned.

4. Some ethical considerations behind Quality assurance for leaders and coaches

Similar to leadership focus going into damaging overdrive and derailment, there are substantial risks in coaching and supervision too, aside from the risk of simply not picking up one’s client’s practice going into overdrive.

Berglas (2004) summarised the ‘very real dangers of executive coaching’ which in his view are often aggravated by a coach’s lack of psychological understanding. He gives case examples of coaches

- ▶ misjudging the situation;
- ▶ aggravating the status quo; and
- ▶ abusing their own (the coach’s) power.

Other ethical challenges in the coaching and consulting professions come from

1. The many new coaches, often (internal) consultants, HR Directors and CEOs, who still enter the profession with only minimal training.
2. Very low bargaining power of customers who negotiate a multitude of very small contracts.
3. A lack of regulation in the consulting and coaching professions.
4. Feelings of shame, anxiety and resulting client protection when there are difficulties or concerns.
5. A certain ‘numbness’ or resistance to external quality assurance, particularly with more experienced coaches and supervisors.

Compounding these risks are practices of what I would call ‘toothless’ quality assurance:

1. Administrative systems that only tick boxes or look into the ‘facts’ of practice not the lived experience of it.
2. Mindlessly applying codes of conduct through ‘quandary’ ethics and ethical vignettes which does little to prepare for real life ethics.
3. ‘Moral reasoning’ which has demonstrably little impact on ‘moral action’. It is long known that there are essentially two ethical people in all of us: (1) the future ethical me who will one day do those things I recommend for others and (2) the present-day ethical me who reacts from a different set of standards (Carroll & Shaw, 2012).
4. ‘Self-less’ or ‘un-relational’ ethics where we forget the basic premise underlying all ethics and moral codes, the so-called golden rule “Don’t do to others what you wouldn’t want them to do to you” or put more positively, “treat others as you would like them to treat you”.

Finally here are some aspects of quality assurance through coaching and supervision that I believe do make a positive impact in practice:

1. External quality assurance seems more reliable than peer quality assurance; so external coaching and supervision are better placed for quality assurance than internal coaching and supervision.
2. Market forces, the triangular relationship and the general custom of contracts of only limited duration: these play a containing role and guard against excesses.
3. Supervision is now most prevalent at the stage of education, whilst it can play a more important role for beginning (qualified) coaches and also for very experienced coaches, which are the two groups most at risk.

Case Example

A team of coaches working with 'High Potential' leaders at a government department had been meeting virtually for group supervision. Over time it became apparent that the content of many of the coaching sessions was about the coachees' poor relationships with the executive team, with many of the coachees blaming senior management for being remote and uninterested. Some of the coaches themselves felt similarly about senior management and wanted the supervisor to feed the concerns back to the executive via the Learning and Development manager. The supervisor helped the coaches recognize that they were colluding with their clients and may be part of a 'parallel process' (De Haan, 2012). He then helped the coaches reappraise their role and the coachees' personal responsibility for their interaction with senior management.

It is encouraging to see that increasingly leaders speak out about their reliance on executive coaches and similarly coaches communicate their supervisory support as well as development consultants being upfront about charging for group supervision on larger projects. Most of Ashridge's clients are agreeable with this approach and share our view that (group) supervision is an integral part of the Quality Assurance process – similar to other elements such as contractual meetings and evaluation processes.

To sum up and paraphrase Gary Embleton (2002): *Ethics are not problems to be solved. They are relational issues to be lived. Get in touch with your own pain and -whatever happens- do not inflict that pain onto others. This is the real task of supervision: to penetrate the celluloid respectability of coaching and explore the often brutal, destructive and mad forces operating within and among the leader, coach and supervisor.*

References

- Berglas, S. (2002). The very real dangers of executive coaching. *Harvard Business Review*, 80, 86–92.
- Carroll & Shaw (2012). *Ethical Maturity in the Helping Professions*. Victoria (Australia), Psychoz.
- Claxton, G., Owen, D. & Sadler-Smith, E. (2015). Hubris in leadership: a peril of unbridled intuition? *Leadership*, 11.1, 57-78.
- De Haan, E. (2006). *Fearless Consulting*. Chichester: Wiley.
- De Haan, E. (2008). I doubt therefore I coach – critical moments in coaching practice. *Consulting Psychology Journal: Practice and Research*, 60.1, 91-105.
- De Haan, E. (2012). *Supervision in action: a relational approach to coaching and organization supervision*. Columbus: McGraw-Hill / Open University Press, 2012.
- De Haan, E., & Birch, D. (2010). Quality control for coaching. *The Training Journal*, August, 71-74.
- De Haan, E., & Birch, D. (2011). Supervision for consultants. *The Training Journal*, January, 63-67.
- De Haan, E. & Carroll, M. (2014). Moral Lessons – Part 1: what would you do? *Coaching @ Work* 9.1, January/February, 37-39. Part 2: further guidance. *Coaching @ Work* 9.2, March/April, 46-50.
- De Haan, E. & Kasozi, A. (2014). *The leadership shadow: how to recognize and avoid derailment, hubris and overdrive*. London: Kogan Page.
- Embelton, G. (2002). *Dangerous liaisons and shifting boundaries in psychoanalytic perspectives on supervision*, in McMahon, Mary & Patton, Wendy (Eds.), *Supervision in the Helping Professions: A Practical Approach* (119-130). French's Forest: Pearson. [Author's Note: I have changed 'analysis' into 'coaching' in this quote]
- Nelson, E. and R. Hogan (2009). Coaching on the Dark Side. *International Coaching Psychology Review*, 4, 7-19.

Research on Supervision and Coaching Skills Past - Present - Future

Heidi Möller

Introduction: On the relationship between scientific theory and occupational practice

Researchers and practitioners in the field of supervision and coaching are constantly affirming the significance and relevance of their respective subject areas. In publications and at conferences, occupational practice and scientific theory emerge as an interdependent duality: Practitioners emphasise the importance of scientifically safeguarding and professionalizing the coaching process, while at the same time making an active contribution to the quality of its form. Scientists, on the other hand, insist on the valuable and indispensable nature of dialogue with practitioners. Nevertheless, mutual accusations still abound: Practitioners allege that scientific theory does not support counsellors (Möller, Kotte & Oellerich, 2013). Scientists claim that supervision and coaching practitioners, in spite of lacking empirical evidence, uphold “unambiguous coaching concepts” (Scherf, 2010, S.11), close their minds to research - particularly to anything that goes beyond post-hoc-surveys, and are not really interested in or curious about research outcomes, being chiefly concerned about demonstrating the legitimacy of their own craft (Haubl, 2009).

These differing perspectives are related to the differing priorities of both fields. While supervision and coaching seek to make clients capable of functioning, “organised scepticism” (Kieser, 2005) is the hallmark of a scientific outlook. In the field of counselling, insecurity must be blotted out, sometimes even through the use of really simple models. Complexity enhancement and receptiveness to different perspectives is usually just a passing phase in the transition from a wide-reaching perspective to the selective functional options of a counselling situation. One of the supervisor’s and coach’s functions is that of “insecurity buffer” – which can also imply that “coaches must firmly assert their council.” (Kieser, 2005, S.12). Conversely, the function of scientists is to sustain an outlook of ignorance, criticism, challenge and uncertainty in the face of seemingly undeniable facts, while continuing to raise new and specific questions, thus enhancing differentiation and complexity. It is precisely through these specific means of dealing with complexity that both fields earn their keep – retaining and winning over clients, or raising research funds.

Closed shop versus observation and monitoring

Supervision and coaching, especially in individual settings, are more of a closed shop than any other form of counselling. Gaining confidence is essential, while the development of a sustainable working relationship is a crucial success factor. By comparison with other counselling and personal development programmes like training or team building, clients appreciate the coaching format's intimate and protected space in which they can discuss their concerns and problems "face to face" (Looss, 2006), without being witnessed by a third party. However, research in the field of coaching and supervision requires the most direct possible access to counselling processes. In addition to questionnaires, audiovisual recordings are the medium of choice for gaining unhindered access to whatever happens in the coaching and supervision black box (Ianiro & Kauffeld, 2011). This is so important, as we are dealing with role-specific biased perceptions of successful counselling outcomes: self-reports by clients and coaches on the effects of coaching are for instance more positive than the assessment of third parties, e.g. personnel managers (Böning & Fritschle, 2005; De Meuse et al., 2009; Haubl 2009; Kotte & Möller, 2013). For this very reason, research inevitably penetrates the intimate space between counsellor and client, potentially disrupting it - an apprehension that many coaches and supervisors cite as a pretext for not participating in research (Kotte, Schubert & Möller, draft).

Supervision research landscape

A review of primarily qualitative studies in the area of supervision reveals that these studies are seldom systematically associated with other studies or preparatory work, dealing instead with individual and often specific subject matter. This challenges us to seek workable ways of linking scientifically valid research models and methods with approaches that appeal to practitioners. There is now an unprecedented need to develop consistent and modular research programmes and to implement these over the long term, instead of continuing to produce a multitude of individual qualifying theses.

The field of supervision research is generally predominated by the voluntary disclosure of information by supervisees and supervisors, either through surveys or interviews – notably with regard to the supervision process and its effectiveness. Generally speaking, supervision and coaching research shows very high levels of satisfaction with this form of counselling. Admittedly, post-graduate research findings (e.g. Arthur, Bennett, Edens & Bell, 2003) suggest that satisfaction is only tenuously linked to truly relevant success criteria on which practitioners base their assessments, e.g. improved self-efficacy, enhanced responsiveness or behavioural changes. In addition to the voluntary disclosure of information, qualitative case studies using different

methods (e.g. content analysis, depth hermeneutics) based on supervision transcripts constitute another approach to research. There are however very few studies which examine factual interaction through participative observation or audiovisual recordings. We rarely find longitudinal or randomised control group models from which conclusions may be drawn about the causal effects of supervision based on a wide range of samples.

Status of coaching research

The emerging field of coaching research is gaining ground and has currently surpassed the status of supervision research. Both nationally and internationally, an increasing number of academic “islands” are being established to study coaching as a specific counselling form. The number of scientific research articles published on the subject of coaching has increased rapidly in recent years.

In addition to individual papers, general overviews are also being published. These include reviews, which collate research results in a descriptive format while also outlining and evaluating study content (Carey et al., 2011; De Haan & Duckworth, 2012; Ely et al., 2010; Grant, 2010; Greif, 2013). Additionally, two meta-analyses have been published on the effectiveness of coaching (De Meuse et al., 2009; Theeboom et al., 2014). Meta-analyses bring together a number of results from different studies.

Greif (2013) distinguishes here between general and specific effects, focusing on the general effects of coaching on clients, such as general effectiveness assessments and satisfaction with coaching as well as achievement of goals, reporting high results in a large proportion of studies (Grafe & Kronig, 2011; Linley et al., 2010). But are these results any more than a “friendly thank you” (Greif, 2008, S. 219; Kauffeld, 2010)? In a seminar context, meta-analyses show that high levels of satisfaction and success do not necessarily correlate closely with learning outcomes (Arthur et al., 2003; Ely & Zaccaro, 2011).

Further studies on general coaching outcomes show the following:

- ▶ A reduction of negative effects such as stress, and an increase in general wellbeing through coaching (Grant et al., 2010; Theeboom et al., 2014)
- ▶ Significantly positive changes in resilience and self-awareness (Sherlock-Storey et al., 2013)
- ▶ An increase in career satisfaction (Bozer & Sarros, 2012).

For example, a study by Leonard-Cross (2010) shows that coaching participants compared with a control group subsequent to a two-year coaching course, performed better in terms of self-awareness beliefs. Other positive effects were also highlighted:

- ▶ Specific, physically observable changes in the client's behaviour or performance with respect to coaching purposes and goals
- ▶ More effective leadership
- ▶ Improved interpersonal relationships, team work and communication abilities
- ▶ Changes in dealing with conflict, changes in self-awareness, self-acceptance
- ▶ Personality development

These effects can be identified in various studies (Curtis & Kelly, 2013; De Haan et al., 2013; De Meuse, 2009; Ellam-Dyson & Palmer, 2011; Kines et al., 2010; Kochanowski et al., 2010; Theeboom et al., 2014). The results of qualitative studies show that coaching, besides bringing about improvements in personnel management with respect to individual self-awareness and especially with respect to conflict resolution, is perceived as being effective (Cerni et al., 2010; Kühl, 2014) and that coaching raises the client's awareness over their own counter-productive professional behaviour, thus positively influencing individual motivation and performance (Cox & Patrick, 2012).

Primary studies also examine the negative effects of coaching and their causes, from the coach's and client's perspective (De Meuse, 2009; Schermuly et al., 2014; Seiger & Künzli, 2011). Results show that coaching can indeed also have negative effects, both for the client and the coach.

A number of assessments on the effectiveness of leadership development programmes with integrated coaching modules have shown that training and coaching, when jointly delivered, are more effective than training alone (Ladyshewsky, 2007; Kochanowski et al., 2010; Kotte & Möller, 2013; Wallis, 2010). Furthermore, a few qualitative studies have highlighted the specific added benefits of coaching, including more realistic self-appraisal and enhanced self-efficacy (e.g. Spencer, 2011).

Organizational considerations could be factored into the assessment of coaching's effectiveness through the use of 360°-feedback as a measuring instrument. In this respect, various studies have shown that coaching processes and the attendant changes observed in the client have been positively and successfully assessed by the client's superiors and colleagues (Kaufel et al., 2006; Scherm & Scherer, 2011). In most of these studies however, the extent to which these effects have actually been achieved through the medium of coaching still remains an open question.

Möller & Kotte (2011) conclude that a number of coaching studies are indeed based on client self-assessments, that they often relate to student populations, and that the diversity of coaches (professional experience, theoretical background, primary occupation) makes comparison difficult.

What can we do as a group?

At European level, the ECVision Competence Framework for Supervision and coaching has primarily succeeded in summarising the concepts of this form of counselling, while also producing a common glossary. Secondly, the project group - with the support of international experts - has defined a set of counselling skills specifically for supervision and coaching: the demonstration of knowledge, capability and performance, central to the practice of supervision and coaching: competencies that should be imparted through further education in the field of supervision and coaching.

In this regard, a systematic supervision and coaching research programme could help to place both forms of counselling on scientifically solid ground. However, this cannot be achieved without a sustainable working relationship between occupational practice and scientific theory. Practitioners expect transparency with respect to research goals and methods, as well as technical and organizational support where collaborative work is concerned. They expect research to be manageable and not overly time-consuming. Above all, they expect equal measures of cooperation. While supervisors and coaches have a genuine and substantial interest in research, they want to be involved in the definition of “relevant” questions (see Möller, Oellerich, Schubert & Kotte, 2014). They also expect elaborated research models that are compatible with the respective types of counselling. They want feedback on results and last but not least, expect the benefits of research to be reflected in everyday life. Under no circumstances do they wish to serve as guinea pigs for bachelor and master students, who do not really understand much about coaching and supervision.

As far as scientific theory is concerned, a change of thinking is required when it comes to self-definition: The role of researchers is also to provide practitioners with a service, i.e. they must endeavour to identify the latter’s needs and respond to them.

Research in further education

The ECVision project provides an excellent basis for further education in supervision and coaching! Thanks to its intelligent design, the candidates' skills development process - beyond the *Happy Sheets* (satisfaction surveys) stage - is underpinned by hard facts: the acquisition and transfer of learning. Kirkpatrick, 1998, distinguishes four levels of outcome with respect to further education:

- ▶ Participant satisfaction (reaction)
- ▶ Learning
- ▶ Behaviour
- ▶ Results

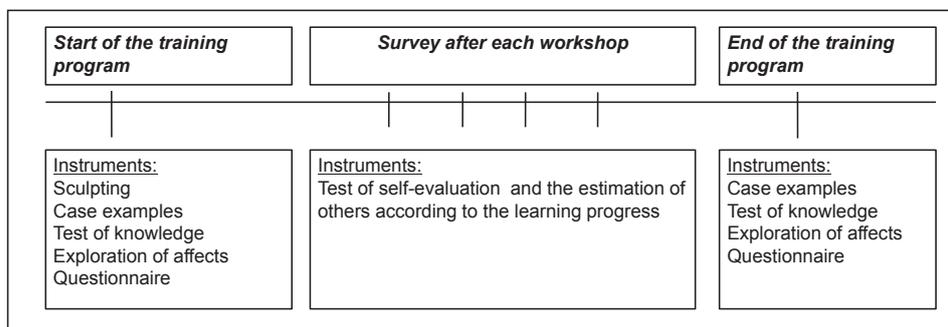
Möller and Drexler (2007, 2009, 2010, 2011, 2012) established the basic concepts which, with the help of ECVision inputs, could prepare the ground for further supervision and coaching training research on a broad international scale. Catering to the needs of further education institutes, we could jointly develop a range of different research models. Earlier preparatory work could serve as an example. **In a preliminary assessment (Scharmer's sculpture principle)**, the participants' motivation to undergo further training was evaluated. Interestingly, this did not seek to distinguish between motivation with regard to coaching or supervision. Further education candidates were subsequently presented with a leadership problem which they were asked to explore with the help of guiding questions, to propose a diagnosis, and to come up with some initial ideas on the counselling process. External evaluators (experienced coaches) were asked to process the same scenario in the same way, for purposes of comparison. Working on the premise that further training in the field of supervision and coaching also supports informal learning, such as the basic concepts of business economics without this subject matter being specifically included in the curriculum or defined as a learning goal, the candidates took part in a BWL knowledge test. The following instruments were used for personality assessment, self-management competence and attachment patterns:

- ▶ BIP – Business Inventory of Personality (Hossiep & Paschen, 2003)
- ▶ MES – Meta-Emotion Scale (Mitmansgruber, 2005)
- ▶ MAAS – Mindful Attention and Awareness (Brown & Ryan, 2003)
- ▶ AAQ – Questionnaire on “experiential avoidance” (Hayes et al., 2004)
- ▶ FEE - Questionnaire on remembered parenting styles (Schumacher et al., 2000)
- ▶ AAS – Attachment and relationship questionnaire (Schmidt et al., 2004)

For purposes of assessing empathy skills development, candidates took part in two emotional intelligence tests: FEEL (Kessler et al., 2002) and CATS (Forming, Levy & Ekman, 2000).

While undergoing further education (**accompanying research**), participants evaluate their own learning progress using questionnaires while the respective lecturers do the same, so that we are able to compare self-image and public image. **The post-assessment** covered the following dimensions: problem-solving skills, diagnostic skills, conversational skills (role-play), interpersonal skills and knowledge.

Research on training programs for coaching



European research on supervision and coaching

As a basic rule, supervision and coaching research needs to be systematic. It must take account of the coach, the supervisor, the clients, their professional relationships and organizational considerations (e. g. triangular contracts, the organization's coaching culture). Firstly, the competence framework of European supervisors and coaches could be broadly examined using ECVision as a basis. Secondly, there is a need for differentiated counselling research, which empirically examines the counselling process as well as supervision and coaching outcomes.

On the first point regarding the examination of European coach and supervisor competence frameworks, ECVision provides an excellent basis for implementing supervisory and coaching skills and gaining access to a broad sample of supervisors and coaches across Europe. This would provide an effective means of studying the similarities and differences in the competence frameworks of counsellors working in different sectors (non-profit, public, private), branches and countries, or of those preferring the definition of coach and/or supervisor. At the same time, additional factors such as age, professional experience, gender, primary education and cultural influences, etc. could be considered.

On the second point regarding differentiated counselling research, the counselling process as well as coaching and supervision outcomes are essential. In this respect, research could take both a qualitative and quantitative approach. Supervision and coaching research must be theory-driven and may systematically draw on existing theories and findings in the fields of clinical, personal and social psychology, as well as in the fields of business economics, management research and sociology, in order to develop research hypotheses.

In order for comparable results to be delivered, consistent, standardised, reliable and validated measuring processes must be applied to large sample groups, with a systematic assessment of client, supervisor/coach and contextual variables, as well as performance criteria. In this regard, we can also build upon ECVision's results: Coach and supervisor competences can be incorporated as supervisor/coach-related variables into comprehensive process outcome models. This can be used to determine, for example, their influence on the emergence of a stable work relationship between coach and coachee.

In the future, coaching and supervision should also undergo a more rigorous comparison with other current initiatives such as training or mentoring programmes, instead of with "weak" control groups, in order to gain insights into the differential indication of different development forms.

Tools of choice would include longitudinal investigations, with several survey dates and catamnestic records for determining long-term "sleeper" effects, particularly inherent in organizational performance criteria (Ely et al. 2010).

ECVision ensures that the set of competences lends itself to comparison. The following research questions are of particular relevance and should be examined using multiple methods (large sample size and breadth as well as differentiated and process-analytical in-depth investigations:

- ▶ *Coach-client relationship* as a central performance factor: This specifically entails a precise description of coach/customer/interaction variables, in order to define what constitutes a "good", i.e. helpful relationship. Which facets define the quality of the coach/supervisor-client relationship (rapport, esteem, trust, etc.)? Which supervisor/coach and client-related variables, which process-related variables and which organizational factors influence the quality of the relationship? In this regard, the aforementioned ECVision competences could be validated as predicates for relationship quality. What is the right match between coach/supervisor and client? To what extent can non-verbal, mimetic interactions function as predicates for coaching outcomes (Benecke und Krause 2005)? In addition to standardised questionnaires and process reviews, systematic transcript and video analyses using qualitative as well as quantitative approaches, are particularly promising (e.g. B. Ianiro and Kauffeld 2011).

- ▶ *Process research* on what generally occurs in the coaching/supervision process: How does a working relationship develop between the coach/supervisor and client (and where applicable between the employer and client organization) via the counselling process? What fulfilment and emotional control processes take place through coaching? What models, schools and methods do coaches and supervisors claim to work by, and do they actually put these into practice (allegiance, adherence)? How do clients react to different initiatives (responsiveness)? Methodical process reviews (e.g. working bond with reference to Grawe, client self-efficacy or supervisor/coach counter-transference with reference to analytical process reviews) or even intersessional reviews focusing on the period between sessions and thus incorporating work routines, would be useful.

Not without diagnosis

As far as the outlined research questions are concerned, practitioners must overcome their aversion, reserve or even denial with regard to diagnosis: Efficiency research cannot be conducted without comparable input data! Coach and customer variables and their influence on the supervision or coaching process and its outcomes must be systematically assessed. To date, client attributes (attitude, personality, gender, receptiveness to coaching or supervision, etc.) as well as coach/supervisor attributes (professional experience, theoretical/conceptual orientation, etc.) have barely been investigated.

Meaningful efficiency research cannot take place without a differentiated assessment of the client's attributes, of the team dynamics surrounding her and of the organizational coaching parameters. The term "diagnosis" derives from the Greek verb "diagignóskein", encompassing the different facets of perception and information processing and spanning the stages of cognition through to resolution. The verb means "to learn about something/someone in detail", "to decide" or "to resolve" (see. Möller & Kotte, 2014). In taking a differentiated approach towards "diagnosis" or scrutiny, the observer's "diagnostic" spectacles must be adjusted to the narrowest possible viewing angle. Similarly, a consistent diagnostic approach is the bedrock of professional counselling practices, as opposed to an approach based solely on personal preferences and assumptions. The systematic gathering and processing of information for the purpose of substantiating, monitoring and optimising programmes and initiatives, should be considered a "good" routine counselling practice. The challenge is to scientifically structure and systematize the investigative and exploratory endeavours that are integral to coaching and supervision, channelling these efforts into the establishment of counselling best practices.

Appeal to supervisors and coaches

As practitioners, you are urged to leave your comfort zone, to refrain from avoidance tactics, and to provide researchers with access to your supervision processes. This also entails acceptance of the critical question as to what extent the protection of the counselling environment for the sake of the client is really a priority. Or rather, is it not a welcome excuse for avoiding observation and possible judgement by a third party (researchers), thereby escaping the attendant fears of supervisor and coach? The role of science is to establish an equitable and balanced cooperative relationship which supports constructive dialogue with practitioners. It is our hope that the latter will provide researchers with their own perspectives, ideas and expectations. This may be helped along by growing external pressures, calling for stricter requirements regarding the systematic evaluation and quality assurance of counselling services, in favour of clients and employers.

A lot of work needs to be done so let's get started! This requires the establishment of collaborative ventures, combining the interests and expert capabilities of the various stakeholders (coaches, supervisors, clients, client organizations, employer organizations, universities) and making them usable.

Bibliography:

- Arthur, W. Jr., Bennett, W. Jr., Edens, P.S., Bell, S.T. (2003). Effectiveness of Training in Organizations: A Meta-Analysis of Design and Evaluation Features. *Journal of Applied Psychology*, 88(2), 234-245.
- Benecke, C., & Krause, R. (2005). Initiales mimisch-affektives Verhalten und Behandlungszufriedenheit in der Psychotherapie von Patientinnen mit Panikstörungen. *Zeitschrift für Psychosomatische Medizin und Psychotherapie*, 51(4), 346-359.
- Böning, U., & Fritschle, B. (2005). *Coaching fürs Business*. Bonn: ManagerSeminare.
- Bozer, G., Sarros, J.C. (2012). Examining the Effectiveness of Executive Coaching on Coachees' Performance in the Israeli Context. *International Journal of Evidence Based Coaching and Mentoring*, 10(1), 14-32.
- Brown, K. W. & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84, 822-848.
- Carey, W., Philippon, D., & Cummings, C. (2011). Coaching models for leadership development: An integrative review. *Journal of Leadership Studie*, 5(1), 51-69.
- Cerni, T., Curtis, G., & Colmer, S. (2010). Executive coaching can enhance transformational leadership. *International Coaching Psychology Review*, 5(1), 81-85.
- Cox, E., & Patrick, C. (2012). Managing Emotions at Work: How Coaching Affects Retail Support Workers' Performance and Motivation. *International Journal of Evidence Based Coaching and Mentoring*, 10(2), 34-51.
- Curtis, D.F., Kelly, L.L. (2013). Effect of a quality of life coaching intervention on psychological courage and self-determination. *International Journal of Evidence Based Coaching and Mentoring*, 11(1), 20-38.
- De Haan, E., Duckworth, A., Birch, D. & Jones, C. (2013). Executive coaching outcome research: The contribution of common factors such as relationship, personality match, and self-efficacy. *Consulting Psychology Journal: Practice and Research*, 65(1), 40-57.
- De Meuse, K.P., Dai, G., Lee, R.J. (2009). Evaluating the effectiveness of executive coaching: beyond ROI? *Coaching: An International Journal of Theory, Research and Practice*, 2(2), 117-134.
- Drexler, A. & Möller, H. (2007). Berufliche Kompetenzentwicklung von Supervisorinnen in Ausbildung. *Supervision*, 3, 51-57.
- Drexler, A., Uffelmann, P., Stippler, M. & Möller, H. (2009). Schulleitercoaching – Konzeption und Ausbildungsbeurteilung. *Organisationsberatung, Supervision, Coaching*, 1, 35-53.
- Drexler, A. & Möller, H. (2009). Erfolgsmessungen von Weiterbildung – Das Innsbrucker Modell. In: H. Pühl (Hrsg.): *Handbuch der Supervision* 3, S. 381 - 398. Berlin: Leutner.
- Drexler, A. & Möller, H. (2010). Coachinglehrgänge auf dem Prüfstand: Ein Evaluationsmodell, *Wirtschaftspsychologie aktuell*, 3, 9-13
- Ellam-Dyson, V. & Palmer, S. (2011). Leadership Coaching? No thanks, I'm not worthy. *The Coaching Psychologist*, 7(2), 108-117.
- Ely, K, Boyce, L.A., Nelson, J.K., Zaccaro, S.J., Hernez-Broome, G., Whyman, W. (2010). Evaluating leadership coaching: a review and integrated framework. *The Leadership Quarterly*, 21, 585-599.
- Ely, K. & Zaccaro, S.J. (2011) Evaluating the effectiveness of coaching – a focus on stakeholders, criteria, and data collection methods. In: G. Hernez-Broome & L.A. Boyce (Hrsg.) *Advancing Executive Coaching – Setting the course for Successful Leadership Coaching*. San Francisco: Jossey-Bass.
- Grant, A.M., Green, L.S., & Rynsaardt, J. (2010). Developmental coaching for high school teachers: Executive coaching goes to school. *Consulting Psychology Journal: Practice & Research September*, 62(3), 151-168.

- Greif, S. (2008). *Coaching und ergebnisorientierte Selbstreflexion*. Göttingen: Hogrefe.
- Hayes, S. C., Follette, V. M. & Linehan, M. (Eds.) (2004). *Mindfulness and acceptance: Expanding the cognitive behavioural tradition*. New York: Guilford Press.
- Haubl, R. (2009). Unter welchen Bedingungen nützt die Supervisionsforschung der Professionalisierung supervisorischen Handelns? In: Haubl, R. & Hausinger, B. (Hrsg.). *Supervisionsforschung. Einblicke und Ausblicke* (S.179-207). Göttingen: Vandenhoeck & Ruprecht.
- Hossiep, R. & Paschen, M. (2003). *Bochumer Inventar zur berufsbezogenen Persönlichkeitsbeschreibung – BIP. 2., vollständig überarbeitete Auflage*. Göttingen: Hogrefe
- Ianiro, P., & Kauffeld, S. (2011). Black-Box Coaching-Prozess: Beziehungsaufbau und -gestaltung auf Grundlage interpersonaler Basisdimensionen. Vortrag beim 2. LOCCS-Symposium, 27.-29. Mai, München.
- Kaufel, S., Scherer, S., Scherm, M. & Sauer, M. (2006). Führungsbegleitung in der Bundeswehr – Coaching für militärische Führungskräfte. In: W. Backhausen & J.-P. Thommsen (Hrsg.), *Coaching, durch systemisches Denken zur innovativen Personalentwicklung* (S. 419-438). Wiesbaden: Gabler.
- Kauffeld, S. (2010). *Nachhaltige Weiterbildung. Betriebliche Seminare und Trainings entwickeln, Erfolge messen, Transfer sichern*. Berlin: Springer.
- Kessler, H., Bayerl, P., Deighton, R. M. & Traue, H. C. (2002). Facially Expressed Emotion Labeling (FEEL). *Verhaltenstherapie und Verhaltensmedizin*, 23(3), 297-306.
- Kieser, A. (2005). *Wissenschaft und Beratung*. Heidelberg: Universitätsverlag Winter.
- Kines, P., Anderson, L.P., Spangenberg, S., Mikkelsen, K.L., Dyreborg, J. & Zohar, D. (2010). Improving construction site safety through leader-based verbal safety communication. *Journal of Safety Research*, 41(5), 399-406.
- Kirkpatrick, D. L. (1994). *Evaluating training programs: The four levels*. San Francisco: Berrett-Koehler.
- Kochanowski, S., Seifert, C.F. & Yukl, G. (2010). Using coaching to enhance the effects of behavioral feedback to managers. *Journal of Leadership and Organizational Studies*, 17(4), 363-9.
- Kotte, S., Schubert, D. & Möller, H. (in Vorber.). *Why do coaches (not) participate in coaching research?*
- Kotte, S. & Möller, H. (2013). Coaching im Kontext von Führungsentwicklungsprogrammen. In: Wegener, R., Fritze, A., & Loebbert, M. (Hrsg.). *Coaching-Praxisfelder. Forschung und Praxis im Dialog* (Online-Teil, S. 31-49). Wiesbaden: Springer.
- Kotte, S., Oellerich, K., Schubert, D. & Möller, H. (im Druck). Die Akademisierung von Coaching. Das ambivalente Verhältnis von Coachingforschung und -praxis: Dezentenes Ignorieren, kritisches Beäugen oder kooperatives Miteinander? In: A. Schreyögg & Ch. Schmidt-Lellek: *Die Professionalisierung von Coaching. Ein Lesebuch für den professionellen Coach*. Wiesbaden: VS-Verlag.
- Kühl, W. (2014). Wirkungen von Führungskräfte-Coaching in der Sozialen Arbeit. *Organisationsberatung Supervision Coaching*. Springer Fachmedien Wiesbaden 2.
- Ladyshewsky, R. K. (2007). A strategic approach for integrating theory to practice in leadership development. *Leadership & Organization Development Journal*, 28(5),426–443.
- Leonard-Cross, E. (2010). Developmental Coaching: Business benefit - fact or fad? An evaluative study to explore the impact of coaching in the workplace. *International Coaching Psychology Review*, 5(1), 36-47.
- Linley, P., Nielsen, K.M., Gillett, R., & Biswas-Diener, R. (2010). Using signature strengths in pursuit of goals: Effects on goal progress, need satisfaction, and well-being, and implications for coaching psychologists. *International Coaching Psychology Review*, 5(1), 6-15.

- Looss, W. (2006). *Unter vier Augen: Coaching für Manager*. Bergisch Gladbach: EHP.
- Mitmansgruber, H. (2005). Meta-Emotion-Scale. Unveröffentlichtes Manuskript.
- Möller, H. & Kotte, S. (2011). Die Zukunft der Coachingforschung. *Organisationsberatung Supervision Coaching*, 18(4), 445-456.
- Möller, H., Kotte, S. & Oellerich, K. (2013). Coaching-Praxis und Wissenschaft - ein unüberwindlicher Gap? *CoachingMagazin*, 2013, 1, 35-39.
- Möller, H. (2012). *Was ist gute Supervision?* Kassel: kassel university press.
- Möller, H. & Drexler, A. (2012). Bildungscontrolling: das Innsbrucker Modell zur Evaluation von Coachinausbildungen. In: G. Niedermair (Hrsg.): *Kompetenzen entwickeln, messen und bewerten*. Linz: Tauner, S. 555-562.
- Möller, H. & Drexler, A. (2011). Bildungscontrolling in der Coachinausbildung. In: M. Stephan & P. Gross (Hrsg.): *Organisation und Marketing von Coaching*, S. 115-136. Wiesbaden: Verlag für Sozialwissenschaft.
- Möller, H. & Kotte, S. (2014). *Diagnostik im Coaching*. Heidelberg: Springer.
- Möller, H., Oellerich, K., Schubert, D. & Kotte, S. (2014). Beratungsforschung mit, für oder ohne die Praxis? *Organisationsberatung, Supervision, Coaching, Jubiläumsband*, 2, 313-327.
- Scherf, M. (2010). *Strukturen der Organisationsberatungsinteraktion. Interdisziplinäre Beratungsforschung*. Göttingen: Vandenhoeck & Ruprecht.
- Scherm, M. & Scherer, S. (2011). Feedbacksysteme im Coachingprozess: Forschungsergebnisse und Praxis. In: R. Wegener, A. Fritze, M. Loebbert (Hrsg.), *Coaching entwickeln. Forschung und Praxis im Dialog* (S. 135-147). Wiesbaden: VS Verlag für Sozialwissenschaften.
- Schermuly, C. C., Schermuly-Haupt, M.-L., Schölmerich, F. & Rauterberg, H. (2014). Zu Risiken und Nebenwirkungen lesen Sie ... Negative Effekte von Coaching. *Zeitschrift für Arbeits- und Organisationspsychologie*, 58(1), 17-33.
- Schmidt, S., Strauß, B., Höger, D. & Brähler, E. (2004). Die Adult Attachment Scale (AAS). *Psychotherapie, Psychosomatik, Medizinische Psychologie*, 9/10, 375-382.
- Schumacher, J., Eisemann, M. & Brähler, E. (2000). *FEE Fragebogen zum erinnerten elterlichen Erziehungsverhalten*. Bern: Verlag Hans Huber.
- Seiger, C. & Künzli, H. (2011). *Der Schweizerische Coachingmarkt 2010 aus der Sicht von Coaches*. Züricher Hochschule für angewandte Wissenschaften [Online]. Available: <http://pd.zhaw.ch/hop/544183222.pdf> (21.02.2014)
- Sherlock-Storey, M., Moss, M. & Timson, S. (2013). Brief coaching for resilience during organizational change – an exploratory study. *The Coaching Psychologist*, 9(1), 19-26.
- Spencer, L. (2011). Coaching and training transfer: A phenomenological inquiry into combined training-coaching programmes. *International Journal of Evidence Based Coaching and Mentoring, Special Issue 5*, 1-18.
- Theeboom, T., Beersma, B., van Vianen, A.E.M. (2014). Does coaching work? A meta-analysis on the effects of coaching on individual level outcomes in an organizational context. *The Journal of Positive Psychology*, 9(1), 1-18.
- Wallis, G. (2010). Does a »blended« programme of development and coaching produce sustainable change? *International Journal of Evidence Based Coaching and Mentoring, Special Issue 4*, 105-113.

ECVision.
**A European Glossary of
Supervision and Coaching**

Marina Ajdukovic

Lilja Cajvert

Michaela Judy

Wolfgang Knopf

Hubert Kuhn

Krisztina Madai

Mieke Voogd

Supervision – Scope of Concept

These descriptions aim at giving an overview over the mainstream concepts of supervision in Europe today. This glossary covers the definitions given under 1 (1.1 – 1.4).

1. Supervision as a counseling profession focuses on the interaction of persons, professional tasks and organizations

Supervision provides ample space and time to reflect professional functioning in complex situations.

Supervision primarily serves the development of individuals, teams and organizations. It improves the professional lives of individuals and teams with regard to their roles in an institutional context. It also focuses on ensuring and developing the quality of communication among staff members and methods of cooperation in various working contexts.

Additionally, supervision offers support in different reflection and decision making processes and in challenging and demanding professional situations and conflicts. It supports clarification and the processing of tasks, functions and roles. It assists in the handling of processes of change, in finding innovative solutions for new challenges and measures to combat mobbing and burnout.

The following differentiations refer to different foci of supervision.

1.1. Supervision for work with clients

Supervision provides a reflective space to professionals (who work with clients, e.g. social workers, therapists in psychosocial work fields) to serve the assurance and development of the quality of their professional attitude and performance. **The focus is on the supervisees' clients** and on how the supervisees work with their clients.

This approach often – but not necessarily - means that the supervisor is an experienced practitioner in the work field s/he supervises.

1.2. Educational Supervision for trainees in professional training courses

The key component of this kind of supervision is part of the development of professional competences in training programs. It serves the integration of knowledge, skills and values / attitudes the trainees have acquired during their professional training. It is necessarily related to a specific curriculum of a training provider. It **focuses on learning** to master specific methods, skills or approaches to the expected outcome of developing competences of professionals in a particular method or approach. The supervisor, therefore, should be an experienced practitioner of that same method or approach.

1.3 Supervision as improvement of professional functioning

Supervision focuses on the improvement of individuals, teams and organizations in all work fields. The main aims include higher quality, more effectiveness and work efficiency in professional contexts. All professions or work fields can profit from supervision in that understanding.

According to this approach, the supervisor / is an expert for **counseling the interaction** of persons, professional tasks and organizations, but not a practitioner of a specific work field.

1.4. Organization supervision

This approach **contributes to the effective functioning of an organization**. It is carried out during regular meetings of superiors and their subordinates and members of professional teams while being supervised. In this case, the emphasis is on reflecting the relationship between the team and the wider organizational environment. It enlightens power positions and institutional and subjective understanding of roles and tasks. Thus, organizational supervision contributes to the improvement of organizational culture.

2. Supervision as a managerial function

It takes place in an organization at an operative level. It includes the managing and controlling of defined and communicated tasks. The supervisor is therefore part of the organizational hierarchy.

This understanding of supervision has its origins in Anglo-Saxon countries and is mainly used by globally working enterprises.

Coaching – Scope of Concept

Many definitions of coaching used in Europe can be reduced to some of the five different concepts mentioned below.

Concepts 4 and 5 are beyond the present work that focusses on dealing with counseling the interaction between persons, work, and organization.

1. Coaching is a form of professional counseling that inspires the coachees to maximize their personal and professional potential. It aims on initiating a transformational process. Goals and solutions are discovered along the way. Coach and coachees work together in a partnering relationship. The coachees are experts on the content level; the coach is an expert in professional counseling.
2. Coaching primarily aims at managers, working with specific objectives, methodology and approach. Typical features are topic-specific support provided by a limited number of consultations, as well as the teaching of skills at short training intervals. This approach prevails in German-speaking countries.
3. Coaching is a form of professional guidance focusing on the professional and personal growth of the coachees. It is a structured and purposeful process whereby the coach encourages the effective behavior of the coachees. The coach is likely to use directive approaches to support the coachees to accomplish their goals.

These three definitions of coaching concern individuals, groups, teams and organizations.

4. Coaching is one of many competences that professionals such as managers, teachers or social workers have acquired.
5. Coaching is a synonym for training or mentoring in very different fields (e.g. health, dating, job coaching etc.).

Stakeholders

Stakeholders are the persons and bodies involved in and responsible for the process of supervision or coaching.

1. Clients

Supervision

Clients of the supervisees are party in the supervision process though not physically present.
Related concept: client system.

Coaching

Coaching literature uses client as a synonym for coachee.

2. Contractual partner

Supervision

Is the responsible manager in an organization who orders, finances and evaluates supervision. S/he is involved in the selection of the supervisor and in the contracting process.
This involvement may cover a power of veto up to even a direct personal selection. Most often public bodies or organizations have internal regulations for supervision and lists of recommended / authorized supervisors.

Coaching

3. National Organization

Supervision

Consortium of professional supervisors and coaches (and in some countries also training providers) under national law, accepting ANSE standards and ANSE ethics.

Coaching

Consortium of professional coaches and training providers under national law accepting professional standards and ethics either set by international associations (e.g., EMCC or ICF) or set by the consortium itself.

4. Supervisees / Coachees

Supervision

The users of supervision.

The supervisees assume responsibility for:

- ▶ their part of the conditions and cooperation;
- ▶ their process of development and learning;
- ▶ the transformation of new insights gained into their professional situation.

Coaching

The users of coaching. The coachees are responsible for their process of development. They are supposed to be open, bring in their experiences, thoughts and feelings, be on time, and keep appointments. The coachees are responsible for defining the goals they want to work on as well as progressing according to steps set by themselves.

5. Supervisor / Coach

Supervision

A supervisor is:

- ▶ a trained professional according to an approved curriculum - following ANSE standards and national regulations,
- ▶ a (post)-graduate trained professional with more than three years of work experience,
- ▶ responsible for creating a viable space which supports the supervisees in pursuing their goals.

Coaching

A coach is a trained professional who guides a coachee, group or a team in pursuit of a contracted goal.

In principle, everybody can call him-/herself a coach. International professional associations, such as ICF and EMCC, develop professional standards that are based on education, experience, performance evaluation and the level of service, or on continuous professional development. The emphasis is more on performance and output criteria than on training hours.

6. Training Provider

Supervision

Organization that offers and runs training programs for supervision and coaching.

Coaching

Core qualities

Core qualities are necessary basic characteristics of professional work in supervision and coaching. A supervisor / coach needs a clear and reflected understanding of the following core qualities.

1. Ambiguity Tolerance

Supervision

Discussing and reflecting conflicts, allowing contradictory approaches to show up. This may change perspectives and goals. This includes, tolerating tension and exploring the various feelings, which arise during a counselling process. Ambiguity (also: complexity, ambivalence) is an integral part of the human condition and encompassing feelings, notions, and attitudes about something or somebody. Ambiguity often creates worry, anxiety or confusion within a person or a group.

Coaching

2. Change

Supervision

Focusing on possible changes concerning a supervisee / a team / an organization within the process of supervision. This can be a change of perspective as well as a change of attitude or behavior.

Coaching

Focusing on one or all of a three-level change.

Level 1: a more complex understanding of the problem situation.

Level 2: a better understanding of personal responsibilities and action areas in solving the problem.

Level 3: finding a solution on the personal or system level.

It aims on developing the personality (based on self-awareness and self-esteem) and the system the individual is part of. The goal of coaching is to achieve change.

3. Communication

Supervision

Communication comprises any act of exchanging verbal and/or nonverbal signs. Communication as a core quality means a conscious and reflected approach to that ongoing exchange.

Coaching

4. Context awareness

Supervision

Reflecting the influence and the effects of the supervisees' / coachees' wider social interactions.

Coaching

5. Contracting

Supervision

Identifying the participants' expectations and relating them to a contracted and thereby testable way of working in supervision. Basic methodic framework of the supervision process. The contracting may be dyadic - if an individual personally requests supervision - or triangle - between the supervisees' organization, the supervisees and the supervisor in case of supervision taking place in context and on request of the organization.

Coaching

Identifying the participants' expectations and relating them to a contracted and thereby testable way of working in coaching. The contracting may be dyadic - if the individual personally asks for coaching - or triangle - between the coachee's organization, the coachees and the coach in case of coaching taking place in context and on request of the organization. Coaching always has a certain duration, the defined goal and results are measurable.

6. Diversity Awareness

Supervision

Knowing and factoring in how values, communication styles and assumptions guide human action generally. Having come to terms with one's own biases as a supervisor/coach enables to support supervisees/coachees in exploring their own stereotyping.

This includes recognizing, reflecting and managing processes of power and the distribution of resources in a way that enhances the supervisees'/coachees' abilities of dealing with them.

Coaching

7. Empathy

Supervision

Empathy is a way of recognizing the emotional state of the supervisees and separating it from the supervisor's own emotional response on 'what comes from the supervisees'.

It includes being aware of (counter-)transference and one's own preoccupations.

Coaching

8. Ethics / Values

Supervision

In dealing with power, trust and responsibility, supervisors and coaches maintain their personal and professional integrity by positioning themselves autonomously in relation to constituents, clients and colleagues. Supervisors and coaches are bound to keep confidentiality, handle the process of contracting carefully and avoid becoming a party in conflicting interests.

Acting responsibly is part of professionalism for supervisors and coaches. They care for maintaining their skills, for the reliability of the profession they exercise and for their supporting the learning process of supervisees and coachees.

Most professional organizations for supervision and coaching have given themselves a 'Code of Ethics' which reflects the state of professionalism.

Coaching

9. Experience Orientation

Supervision

Expressing an event in a way that supports supervisees / coaches to link their experience here and now to their work, to how they deal with the views of others, the way they express their opinions or make decisions.

Coaching

10. Function and Role

Supervision

In a group-dynamic approach, function means the formal activities negotiated by the members in a social system. The members are bound to activities in a special frame and contract of working together. Role in this case means behavior and expectations of behavior in social systems between two or more persons.

Other approaches use function and role more or less as synonyms. Nevertheless, supervision and coaching take into account both formal and informal activities and attitudes of the supervisees / coachees.

Coaching

11. Goal and Need Orientation

Supervision

Double function of supervision, being both bound to contracted goals as well as to the supervisees's needs.

Requires a space of freedom and creativity of supervisor and supervisees for individually agreeing upon how the supervisees will pursue their goals and how they will meet their own developmental needs.

The goals and needs of the supervisees/ teams/contracting organizations are transparent and in focus of the supervisor (related to contract).

Coaching

Primary focus on creating actionable strategies for achieving specific goals in one's work or personal life.

The emphasis in a coaching relationship is on action, accountability and follow-through.

Feelings and needs play an important role in any learning and decision making process.

12. Integration of Theory and Practice

Supervision

Exploring the supervisees' implicit and explicit theories. His / her content-related, emotional and body language-related messages are reflected and clarified referring to the supervisor's concepts and theories. This approach adds a new perspective to the supervisees's situation and assumptions and supports the application of a theory for deeper understanding.

Coaching

Integrating a new feature in an existing bigger picture. It can take place within an individual, a group, an organization or on community level. During the coaching process, the coachees grow towards a level of conscious competence. The coachees apply lessons learned in various contexts and circumstances. The new behavior becomes part of the identity of the person.

13. Interactive Process

Supervision

An interactive process 'happens' in supervision / coaching between the supervisees / coachees and the supervisor/ coach. It concerns how they jointly shape their working relationship and deal with the verbalized and non-verbalized content of the conversation between the supervisor / coach and supervisees / coachees.

Coaching

14. Leadership and Management

Supervision

Coaching

Integration of organizational components into the process, especially those issues that most frequently arise such as authority, subservience and competition.

15. Learning Process

Supervision

Coaching

The process whereby knowledge, skills and competences are acquired through reflecting experience.

Characteristics and goals are related to the following forms of learning:

- ▶ **Experiential learning.** Learning from personal experience. Initiating from the practical experience of the individual and connecting it with the effects of a certain attitude or approach.
- ▶ **Reflective learning.** Plays an important role in the cycle of experiential learning. The concept of reflection in learning as an active persistence and careful consideration of any belief or form of knowledge in light of the data that support them and lead to new conclusions.
- ▶ **Integrated learning.** The learning process by which the integration of professional, personal and methodological knowledge and skills are enabled.
- ▶ **Individualized learning.** Process in which the supervisees are unique in their knowledge, beliefs, abilities and learning styles.
- ▶ **Dialogic learning.** The central didactic device of learning in supervision is the dialogue: The supervisor / coach and supervisees / coachees affirm and improve their relationship and conversational exchanges by which the supervisor / coach joins the supervisees/coachees by listening, checking what was heard and giving very specific feedback.
- ▶ **Double loop learning:** by reflecting an experience, supervisees / coachees are able to modify a goal in the light of that experience. This approach shifts the effort from how to solve a problem to questioning the goal.
- ▶ **Model learning:** When the supervisees / coachees experience an attitude of the supervisor / coach and integrate parts of that attitude into their own behavior.

16. Organization

Supervision

Taking into account not only the dyadic relationship between supervisor / coach and supervisees / coachees, but also the organization as a set of meanings and adjustments comprised to a set of processes and activities. End-users / clients, who are the final recipients of the supervisees / coaches professional actions also have to be taken into account.

It is important to be clear on which understanding, on which theory of organization the supervisor / coach and the supervisees / coachees base their thinking and reflecting.

Coaching

17. Parallel Process

Supervision

Parallel processes are described as problems, impasses, feelings, and difficulties occurring simultaneously in two separated relationships: between supervisee - client **and** supervisor/ coach - supervisee/ coachee. Parallel processes are unconscious and cannot be recognized or understood in advance. What has occurred between a client and a supervisee or within a team may then be transferred to the actual supervision session between supervisee/ coachee and supervisor/ coach.

Coaching

18. Quality Development

Supervision

Continuous purposeful process of keeping up one's own professional skills and abilities. This includes taking care of one's own personal and professional development, and contributing to a professional community.

Coaching

19. Performance

Supervision

Developing a new, creative element that will enrich and direct the work of the supervisees.

Coaching

Making the coachees' actions more effective both on a personal and professional level.

20. Professional Exploration

Supervision

Increasing the professionalism of the supervisees / coachees by discussing certain experiences and issues such as beliefs, attitudes, ways of behaviour, aims and visions.

This requires a safe space for the very personal exploration of one's work with regard to obstacles, hindrances, successes, and dilemmas.

Coaching

21. Reciprocity

Supervision

Factoring in and reflecting the supervisees' / coachees' context dealing with the question which roles the supervisor / coach may play through their doings or non-doings in the course of their acting professionally, be it with clients or in any other course of action.

In addition, the effect of the observer, describer, reflector or analyzer of a reciprocal action on the examined action needs to be taken into account: everyone and everything involved influences any situation.

Coaching

22. Reflection

Supervision

Observing and articulating own experiences, feelings, thoughts and beliefs. By doing so the present attitudes are connected, both with their origins in the past, and with the future attitudes the supervisees / coachees want to adopt. Reflection needs a stance taken towards the social patterns human beings are co-creating when communicating.

Certain techniques support the supervisees / coachees to become aware of their own influence in different situations. One may reflect on the contents, on the process and on the way of reflecting (meta-reflection).

Besides the metacognitive component (thinking about one's own thought processes), reflection includes an emotional component: consideration of personal emotional states and behavioral components; analyzing behavior, decisions and the consequences of one's own actions in a certain context. This allows drawing one's own conclusions about necessary changes to achieve wished-for outcomes in the future.

Therefore, reflection may not lead to quick solutions. It requires the ability to withstand tension without trying to eliminate it by immediate action.

Coaching

23. Resource Orientation

Supervision

Focusing on the supervisees' resources, knowledge, skills, and competences and supporting the supervisees by bringing them in as effectively as possible.

Coaching

Assumption that individuals or teams are capable of generating their own solutions, with the coach supplying supportive, discovery-based approaches and frameworks. The process builds on the personal strengths and competences; it focuses on the solution the client finds and on his / her hidden strengths.

24. Responsibility and Accountability

Supervision

The motivation and ability of a person, group or team to follow their goals and use the supervisor's support to reach them.

Furthermore, the supervisees are responsible for transferring the outcomes of the supervision to their daily practices.

Coaching

The motivation of the coachees to reach their goals is crucial in coaching.

During the whole process, the coach focuses on keeping the coachees connected with their goals and on taking action towards attaining them.

Types

The different types of supervision and coaching indicate the various reasons for undergoing a supervision and / or coaching process within an organizational frame. These types refer – in contrast to settings – to certain aims of supervision and coaching.

1. Business Coaching

Supervision

Coaching

Coaching within an organizational context. The coach does not have to be a member of the organization. The questions tackled in coaching arise from the work context.

2. Career Coaching

Supervision

Coaching

This type of coaching supports clients to achieve and fulfill their career and employment goals. It focuses on career change, employment, job search and other career related topics, often based in the field of existential questions. Coachees expect to gain career confidence, insight, encouragement, inspiration.

3. Case Supervision

Supervision

Coaching

The supervisees bring their professional interactions with their clients forward as reference material for the supervision process.

There are two different perspectives on case supervision:

1. The supervisor is an expert in the work field of the supervisees, because the supervision focuses on how to apply professional competences, Sometimes also referred to as consultation.
2. The supervisor is an expert on leading the process and thereby opens to the supervisees new perspectives on the cases.

4. Clinical Supervision

Supervision

The term clinical supervision is used in Anglo-Saxon literature, referring to supervision connected to any treatment / therapeutic / client work, in both medical and social field.

Coaching

5. Coaching Supervision / Coach the Coach

Supervision

Quality assurance for coaches, assessing competence and supporting professional development.

It has a normative, formative and supportive function.

Coaching

Used by experienced coaches after their training program as a form of quality assurance and for their professional development.

6. Educational Supervision / Educational Coaching

Supervision

Learning to perform professional work within the framework of a professional education program (curricula) including monitoring the fulfillment of specific professional standards.

Related terms:

- ▶ Learning supervision: The aim is to master specific methods, skills or approaches to accomplish the anticipated outcome of being a competent professional.

It guides supervision trainees through their learning supervision.
Synonym: supervision in education.

- ▶ Learner supervision: supervision performed by a trainee acting as a supervisor during her / his education. Mandatorily accompanied by learning supervision.

Coaching

Coaching within the framework of training program on coaching or leadership and management at university or post-graduate level. There are explicit coaching formats for students apart from mentoring or tutoring to help them integrate theory and practice on a professional level.

7. Group Supervision / Group Coaching

Supervision

Supervision with participants who are not in any formal professional or organizational contact. The participants may come from similar or different professions or professional fields. There are two main approaches to group supervision: In the first approach, the groups are small (a supervision group may not exceed four, sometimes six participants) in order to give each participant the opportunity to supply on their own topics. The second approach aims at working with the group process and the group resources, which allows work with bigger groups.

Coaching

Coaching with participants who are not in any formal professional or organizational contact. The participants may come from similar or different professions and professional fields.

8. Internal / External Supervision / Coaching

Supervision

Internal supervision:

Supervision within an organization / by a member of the organization.

External supervision:

Supervision by an independent supervisor not responsible for the work of the supervisees and not taking a monitoring function on the work of the supervisees.

Coaching

Internal coaching:

Coaching within an organization / by a member of the organization.

External coaching:

Coaching by an independent coach not responsible for the work of the coachees nor taking a monitoring function on the work of the coachees.

9. Intervision / Peer Coaching

Supervision

Refers to a specific form of supervision carried out among colleagues. It has no permanent supervisor because the members of the group take turns in adopting the role of supervisor and thus provide supervision to each other. All members are responsible for the supervision process.

Synonyms: “Peer Supervision”, “Collegial Coaching”.

Coaching

Refers to a specific form of coaching carried out among colleagues. The members of the group take turns in adopting the role of coach and thus provide coaching to each other. All members are responsible for the coaching process. Synonyms: “Intervision”, “Collegial Coaching”.

10. Leadership Supervision / Leadership Coaching

Supervision

- ▶ Supervising the special tasks a leading function / role requires in the public and the non-profit sector. It focuses on leadership performance and attitudes. It is recommended that the supervisor have some personal experience and knowledge in organization and management.
- ▶ Another approach applied in the public, the non-profit and the profit sector uses the term coaching which is more common.
- ▶ Other approaches have leaders as a special target group; the format is conceptualized as individual or group supervision.
- ▶ The various approaches overlap according to supervisees' needs as well as to national or methodological concepts of supervision.

In any case, leaders require a well-reflected relationship to and a way of dealing with power and authority.

Coaching

Leadership coaching can be understood in three different ways:

- ▶ Coaching on the subject of leadership
- ▶ Coaching of professionals with managerial tasks in the hierarchy of organizations
- ▶ Coaching of higher management or board members. Also called (Top) “Executive Coaching”.

11. Meta-Supervision

Supervision

Supervision the supervisor uses for developing his / her skills and for having his/her own space for reflection on his / her own work as a supervisor.

Synonym: supervision of super-vision.

Coaching

12. Organizational Supervision / Organizational Coaching

Supervision

Contributes to the effective functioning of the organization. It takes place through regular and supervised contacts of superiors and subordinates, and members of professional teams. The emphasis is on reflecting the relationship between the team and the wider organizational environment, on illuminating power positions, and on institutional and subjective understanding of roles and tasks.

This organizational super-vision approach contributes to organizational culture.

Related types:

- ▶ Organizational consulting is the generic term for all professional guidance inter-ventions which are aimed at organizations, or parts of them, in order to sustainably change, develop and stabilize them. Its focus is - in contrast to supervision and coaching – on the organization with their structures and communication, less on persons.
- ▶ Organizational development is a specific form of organization consulting which involves the stakeholders and employees in the process of development.

Coaching

Means an integral coaching approach. It aims at a change related to organizations as complex systems.

This approach was recently developed.

The characteristics are:

- ▶ demand-driven and an on-the-job method of organizational development;
- ▶ the coach has a facilitating role and begins with the client (system);
- ▶ it is an interactive and action oriented approach.

In individual- and team-coaching lies a strong focus on the organization as the dominant system in which the coachees function.

13. Team Supervision / Team Coaching

Supervision

Supervision with teams.

A team comprises a group of people linked by a common purpose. Teams are especially appropriate for conducting tasks that are highly complex and have many inter-dependent subtasks. Supervision focuses on team relationships, communication boundaries, team roles, power relations and competition, the atmosphere in the team etc. The Anglo-Saxon or Dutch approach mainly uses the term “Organization Consulting”.

Coaching

Coaching with teams.

A team comprises a group of people linked by a common purpose. Teams are especially appropriate to conduct tasks that are highly complex and have many inter-dependent subtasks. The overall goal is the improved functioning and performance of the team. Triangle acquisition and triangle contracting are of special importance.

Settings

Settings describe the number of participants, the ways the participants are organized, the frequency and the media in use.

1. Face to Face

Supervision

Face to face presence of supervisor and supervisees, coach and coachees.

Coaching

2. Group

Supervision

Supervision/coaching with participants who are not in formal professional or organizational contact. The participants may come from similar or different professions and professional fields. There are various approaches to the number of supervisees / coachees, the frequency, and the interval and number of sessions.

Coaching

3. Organization

Supervision

To supervise / coach the organization as a system consisting of many parts such as individuals, teams, leaders, customers, suppliers, structures, culture(s), formal and informal relationships etc.

It is clearly process oriented and strongly linked to the management. Which parts of the system should be involved has to be decided during the process with regard to the contracted goal

Coaching

4. Remote / Online / New Media / Telephone

Supervision

Using new media to perform a (part of a) supervision- / coaching process.

Coaching

5. Single

Supervision

Dyadic form of supervision, one supervisor and one supervisee.

The approaches differ according to frequency, interval and number of sessions. Sometimes only one session may take place; other approaches strictly define a minimum of sessions and intervals.

Coaching

Dyadic form of coaching, one coach and one coachee.

The approaches differ according to frequency, interval and number of sessions. Sometimes, only one session may take place. The duration of the coaching process varies depending on needs and preferences.

6. Team

Supervision

A team comprises a group of persons linked by a common purpose. Teams are especially suitable to conduct tasks that are highly complex and have many interdependent subtasks.

Options: Team-supervision / -coaching with or without a team-leader. The duration can vary from one day to many sessions during a longer period.

Coaching

Methods

Methods are specific techniques to facilitate the process for the supervisees or coachees in order to improve the interaction between persons, their work and the organization.

1. Building a Stable Working Relationship

Supervision

In order to strengthen the working relationship in the process, the supervisor/coach purposely uses contracting, empathy, reflecting, feedback etc. A strong working relationship is essential for a successful supervisory or coaching process.

Coaching

2. Contracting

Supervision

Decision-making before starting a supervision / coaching process. A contract is agreed upon between the relevant participants (supervisor / coach, supervisees / coachees, and organization). Decisions are made according to the different roles, responsibilities and expectations of the participants, and according to the financial conditions, rules of confidentiality, relevant organizational aspects, evaluation and outcomes. Contracting sets a clear working agreement as a frame for the supervisory / coaching relationship, and is a basis for quality assurance.

Coaching

3. Dialogue

Supervision

Narrative concept of reflection in which language plays a central role. It is the conversation of two equal participants: between the supervisor / coach and the supervisees / coachees, who mutually respect the way in which each of them experiences reality. A prerequisite to achieving authenticity of dialogue is a genuine curiosity and a desire for mutual understanding.

The supervisors` / coaches` questions support the supervisees/ coachees to find their own answers. They challenge the supervisees / coachees to comprehend the situation in which she / he has found herself / himself. Questions support the taking on of responsibility and the start problem solving.

Different creative techniques can facilitate the dialogue.

4. Evaluation of Process

Supervision

Evaluation as a systematic methodological means is an integral and integrated part of the supervision and coaching process that runs through all stages of the development of the relationship by using criteria agreed upon. It focuses on the process, on development and on expected and achieved outcomes.

Coaching

5. Expanding Theoretical Knowledge

Supervision

By sharing the theoretical concepts of both the supervisees / coachees and the supervisor / coach, their theoretical knowledge expands. They have to be related to and connected with the concrete situation of the supervisees / coachees. It supports them to act in a more purposeful way.

Coaching

6. Feedback

Supervision

Feedback refers to information provided to the other person about one's impression of her / his behavior. Answers are supposed to be given to the following questions: What can I see? What do I feel? How does it affect me?

The most important value is the opportunity to bring intentions closer to each other and the effect of one's behavior. Feedback both reinforces and challenges one's thinking and behavior. In group settings, feedback facilitates individual and mutual learning, and it fosters the collaborative process.

Coaching

7. Focusing Problems

Supervision

Dividing the problem into sub-problems in order to make them more concrete and visible. Is indicated when a current problem proves to be chaotic and consequently produces anxiety. It serves to help the supervisees to take a step back from the problem and view it from a new perspective.

Coaching

When acute problems and anxiety arise the coach is aware that feelings of anxiety and insecurity may occur in the short term, caused by the insight that action or change is necessary. The crucial point is to proceed from words and insights to new and unfamiliar action.

8. Measurement of Effects

Supervision

See evaluation.

Coaching

External indicators of performance and internal indicators of success are both incorporated in the coaching process from the beginning in order to register changes and boost confidence.

9. Meta-Communication

Supervision

Communication about the different aspects of communication such as content, relation, appeal and expressing self-disclosure, expressed both verbally and non-verbal.

Synonyms: second order communication, communication on communication.

Coaching

10. Meta-Reflection

Supervision

Reflection about the outcome and the process of reflection (double loop reflection) aiming at a deepened understanding of the client professional relationship, in the sense of professionally reflecting about her-/ himself, the clients and their relationships.

Coaching

Reflection on the reflection process, the relationship and the outcome is an important competence for coaches. Meta-reflection is not explicitly and regularly used as a methodological device in Coaching.

11. Moderating the Process

Supervision

Purposeful use of all methods with regard to structuring the process and achieving contracted goals.

Coaching

12. Reflecting

Supervision

Reflection is the basic method of learning and developing in supervision.

Reflecting on one's own thoughts, needs and feelings can contribute to the strengthening of the supervisory relationship.

See also core qualities under term reflection.

Coaching

Reflection is one among many methods of learning and development in coaching. Reflecting on one's own thoughts, needs and feelings can contribute to the strengthening of the coaching relationship. To stimulate reflection and self-analysis, certain tools are used.

13. The Use of Empathy

Supervision

The use of empathy is a way of recognizing the supervisees' emotional state and of separating it from the supervisor's own emotional response on 'what comes from the supervisees'. Being aware of (counter-) transference and one's own preoccupations, the next step is to give feedback to the supervisees using it as an input for their process of development.

Coaching

Empathy is a way of recognizing the emotional state of the coachees from within. It aims at seeing the coachees' world from their point of view.

14. The of Group Process

Supervision

The extent of using the group process in supervision depends on the theoretical approach of the supervisor.

Supervision groups are important for the learning processes and the self-awareness of supervisees through group feedback, both on the content and the relational level.

A supervisor can use the group process to discover and highlight the “parallel process” when the supervisory relationship “here-and-now” is mirroring the relationship between the supervisees and their clients.

Coaching

The extent of using the group process in coaching depends on the theoretical approach of the coach.

Coaching groups are important for the learning processes and self-awareness of coaches by means of group feedback, both on the content and the relational level.

15. The Use of Hypothesis

Supervision

As one can only communicate by sharing assumptions, doing so is a core issue in reflecting. By sharing views / hypotheses on a certain relation or question, the persons may co-create patterns of understanding that usually include new perspectives.

Hypothesis may also be applied by the supervisor / coach as a certain idea about a group's or a supervisee's / coachee's needs which then shape the further interventions of the supervisor / coach. In this case, the supervisor / coach does not necessarily share the hypothesis with the group members.

Coaching

Outcomes

Outcomes describe the effects of supervision / coaching on the supervisees / coachees.

1. Better Professional Performance

Supervision

Implies a change in thinking and practice of the supervisees, which has effects also on the supervisees' professional, sometimes even personal surroundings.

The result of supervision should be a new, creative element, which will enrich and direct the work of the supervisees. Awareness of new demands may appear.

Coaching

It implies that the coachees engage in new action or behavior successfully. It has an effect on the coachees' professional, sometimes even personal, surroundings.

Awareness of new demands and suggestions for change may appear.

2. Clarification of Roles and Functions in Organizations

Supervision

Clarification of the formal activities (functions) negotiated and communicated on an organizational level.

Clarification of roles in the sense of behavioral patterns in social systems between persons.

Coaching

The coachees will become aware of their role and contribution and limits within the organization and, if necessary, will try to change / develop behavior and / or position.

3. Effective Handling of Conflicts and Contradictions

Supervision

By reflecting and discussing conflicts and contradictions from different perspectives, supervisees develop more effective coping strategies.

Coaching

By reflecting and assessing conflicts and contradictions from different perspectives and experimenting with new behavior, coachees develop more effective coping strategies.

4. Learning

Supervision

In supervision, learning is the result of a self-organized process during which super-visees create a reflective space for themselves, thereby:

- ▶ understanding more about the complexity of an actual situation;
- ▶ understanding organiza-tional issues and including them into their personal goals;
- ▶ developing increasing competences in building decisions on self-reflection.

Coaching

Learning is understood as an ongoing dynamic process to face and handle different situations.

5. New Insights

Supervision

Supervision leads supervisees towards new perspectives on thinking about work relevant situations, their capabilities, options and responsibilities.

It encourages the supervisees to search for a changed understanding of professional relationships and processes and behavior consistent with this understanding.

Coaching

The coach fosters shifts in thinking that reveal fresh perspectives.

The development of new insights is an important outcome of coaching.

A distinction is made between insight into external conditions and context, insight into others and into oneself.

6. Organizational Benefits

Supervision

Coaching

On an organizational level supervision / coaching leads to better professional performance within the organization by

- ▶ clarification of functions and roles;
- ▶ effective handling of tensions and contradictions;
- ▶ prevention and reduction of stress and burnout;
- ▶ getting new insights;
- ▶ supporting professionalization processes on all hierarchy levels and for all members.

Thereby supervision / coaching supports a better professional performance of the organization and serves as an integrated part of Quality Management as well as Change Management.

7. Prevention and Reduction of Stress

Supervision

Coaching

Supervision / coaching provides personal and professional help and support that enables empowerment. This prevents and reduces the risk of discomfort and stress. Thereby resilience in the professional context might be enhanced.

8. Professional Development

Supervision

Coaching

Supervision / Coaching is part of the supervisees' professionalization processes. The supervisees are supported in growing professionally.

9. Quality Management

Supervision

Coaching

Supervision maintains or improves the professional competences of the person and clarifies working procedures and standards for the benefit of the clients.

14. Self Awareness

Supervision

It indicates the supervisees` developing an awareness of themselves, their attitudes and aspirations in order to work professionally.

Self awareness is achieved by continuous enhance-ment of self-reflective skills.

Coaching

Coaching is an exercise in self-understanding and self-change.

15. Wellbeing/Health

Supervision

Supervision provides mental relief and renewed energy in a demanding job.

A significant aspect of supervision is to recognize and accept the feelings of the supervisees and to identify and reflect unhealthy patterns. Supervision is a way of taking care of one`s own health.

Coaching

Coaching works on the assumption that all human actions are directed towards wellbeing.

Wellbeing is related to: wholeness, strength, skills and potential, inner wisdom, personal and professional development and response-bility. Coaching can aim at maximizing the coachees personal and professional potential by achieving trans-formations on the level of beliefs, values, personality and identity.

ECVision.
**A European Competence Framework
of Supervision and Coaching**

Marina Ajdukovic

Lilja Cajvert

Michaela Judy

Wolfgang Knopf

Hubert Kuhn

Krisztina Madai

Mieke Voogd

Professional Identity

This present concept assumes that a supervisor/ coach has a professional self-concept at hand and shows a professional attitude relating to it. A professional identity is a complex and dynamic equilibrium constantly undergoing the process of a two-dimensional integration, of the personal self and the professional demands.

Furthermore, one develops her/ his professional identity by the interaction of the 'personal self' and the 'professional community'. This also is the broader context to monitor actions and activities according to existing professional cultures and standards.

The development of a professional identity is one of the core goals of vocational training of supervisors/ coaches.

Professional Attitude

Competence	Knowledge	Skills	Performance
Reflectivity	<p>Knowledge about</p> <ul style="list-style-type: none"> ▶ Unconscious processes and related theories. ▶ Theories of human perception, cognition and emotion. <p>Knowledge about the importance of sharing ways of professional behaviour, professional experiences, facts, thoughts and feelings.</p> <p>Knowledge about how to reflect one's own personal style of reflection.</p>	<p>Having a clear and theory-based approach to unconscious processes and ways of dealing with them personally and professionally.</p> <p>Maintaining a self-reflecting approach towards one's own professional and personal attitudes.</p> <p>Performing self-reflective techniques.</p> <p>Expressing thoughts and feelings comprehensibly.</p>	<p>Observing and articulating own experiences, thoughts and beliefs.</p> <p>Recognising indications of unconscious processes and dealing with them.</p> <p>Challenging and questioning observations.</p> <p>Gaining insight from questioning.</p> <p>Observing the impact of own actions and deciding whether and how to change such actions.</p> <p>Deciding whether the expression of own insights is contextually appropriate.</p> <p>Using indicators to encourage a shift in perspective.</p>

Integrating Theory and Practice	Knowledge of one's own beliefs and implicit theories.	Recognising own implicit theories. Reflecting upon one's own experiences with the same or similar roles of the supervisee/ coachee.	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.
	Good overall knowledge of the most important theoretical frameworks.	Referring to other theoretical frameworks.	Distinguishing common ground, similarities and differences among different theoretical approaches. Flexibility with the application of different approaches according to a specific task that arises within a supervision/ coaching process.
	In-depth knowledge of at least one theoretical framework (depth psychology, integrative theory, systemic theory, etc.).	Adapting this theory to the various and contradictory situations that arise within a supervision/ coaching process.	Presenting this 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.

		Questioning the relevance of specific theoretical insights.	<p>Estimating theory as systematically applied descriptions of experience. (“The map isn’t the landscape.”)</p> <p>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.</p>
		Understanding the difference between theory and methods/ techniques.	<p>Setting up interventions according to theoretical and methodological reflection.</p> <p>Using techniques from various theoretical approaches by clearly distinguishing the theoretical (epistemological) foundations.</p>
Ambiguity Tolerance	<p>Knowledge about</p> <ul style="list-style-type: none"> ▶ Ambiguity and ambivalence as integral parts of the human condition. ▶ Ambiguity and ambivalence as part of professional work. ▶ Social cognition. 	<p>Reflecting upon personal reactions and perceptions even if they are associated with unpleasant insights.</p> <p>Reviewing results of reflection before taking appropriate action.</p>	<p>Staying connected both with her-/ himself and others when conflicting feelings, messages and situations arise.</p> <p>Withstanding tension without seeking immediate relief or quick solutions.</p> <p>Coping with situations where worry, anxiety or confusion arise.</p>

Ethics

Competence	Knowledge	Skills	Performance
<p>Ethical Conduct</p>	<p>Knowledge about</p> <ul style="list-style-type: none"> ▶ The Codes of Ethics of the national and European professional organizations. ▶ The national and European legal framework. 	<p>Following the Codes of Ethics of the national and European professional organizations.</p> <p>Considering ethical dilemmas related to supervisees/ coachees, their organizations and their workplaces.</p> <p>Aligning with the national and European legal framework.</p>	<p>Dealing with power, trust and competition in such a way that it allows maintaining one's personal and professional integrity and responsibility.</p> <p>Keeping confidentiality within the legal and contractual framework.</p> <p>Adopting a neutral stance towards all parties.</p> <p>Assessing one's own conflicting interests and making an appropriate decision in accordance with ethical conduct.</p> <p>Identifying ethical dilemmas of supervisees/ coachees and dealing with them pro-actively.</p> <p>Keeping within the boundaries of supervision/ coaching.</p> <p>Differentiating between professional, ethical and political issues.</p>

Quality Development

Competence	Knowledge	Skills	Performance
Ascertaining Continuous Professional Development	Knowledge about relevant professional bodies of knowledge.	Establishing communication with professional communities.	Staying connected with professional associations, standards and ethical codes. Committing to a professional procedure when dealing with complaints.
	Knowledge about evaluation methods and techniques.	Gathering information on the effectiveness of one's own practice. Applying personal, theoretical, practical and tacit knowledge to evaluate and improve one's practice.	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.
	Familiarity with emerging theories, research areas and methods.	Reviewing ideas and perspectives.	Participating in regular peer-supervision, supervision on supervision, coaching or intervision. Studying professional journals and literature frequently.

<p>Ascertaining Continuous Personal Development</p>	<p>Knowledge about stress, burnout and secondary trauma theory.</p> <p>Knowledge of personal strengths and limitations.</p> <p>Knowledge of one's own biographical patterns, vulnerabilities and bio-physical reactions.</p>	<p>Recognising personal signs of stress at an early stage.</p> <p>Establishing measures for one's own stress management.</p> <p>Identifying personal needs by using a structured process to deal with them.</p>	<p>Dealing with stress in a way that does not harm others.</p> <p>Identifying one's own needs, personal resources and limitations.</p> <p>Realising and using methods of deliberate reflection and actions to deal with them.</p> <p>Realising personal bio-physical reactions and hypothesising about them as a source of information about ongoing processes.</p>
<p>Contributing to Professional Standards and Development</p>	<p>Knowledge of general developments in</p> <ul style="list-style-type: none"> ▶ society, ▶ organizational theory and practice, ▶ professional discourses. 	<p>Assessing the impact level of one's work on supervisees/ coachees, organizations and the professional community.</p> <p>Participating in research.</p>	<p>Connecting to developments in the professional field.</p> <p>Discussing professional standards, research and development pro-actively within professional communities.</p> <p>Acting as a teacher, trainer, consultant, coach or supervisor for peers.</p> <p>Contributing to research.</p> <p>Publishing articles or books.</p>

Perspective on Person, Work and Organization

Competence	Knowledge	Skills	Performance
<p>Relating to Different Personal, Professional and Organizational Values and Cultures</p>	<p>Knowledge about</p> <ul style="list-style-type: none"> ▶ different types of organizations and their legal and environmental implications. ▶ different concepts of organizational analysis. ▶ various counselling formats within organizations and the function of supervision/ coaching within them. ▶ parallel processes in organizations. 	<p>Recognising types of organizations.</p> <p>Recognising conflicts between personal and organizational values.</p> <p>Dealing with conflicts of values.</p> <p>Applying concepts of organizational analysis.</p> <p>Recognising organizational/ professional cultures.</p> <p>Recognising parallel processes in organizations.</p>	<p>Clarifying on which level and in which formats supervision/ coaching is likely to be successful.</p> <p>Encouraging supervisees/ coachees to explore conflicts between personal and organizational values.</p> <p>Designing supervision/ coaching proposals according to the type of organization, its environment and needs.</p> <p>Adapting concepts of organizational analysis to the existing situation and the needs of the supervisees/ coachees, their organizations and workplaces.</p> <p>Supporting managerial staff to perform analysis of the organizational culture within which they are working.</p> <p>Communicating outcomes to supervisees/ coachees in a clear and appropriate way.</p> <p>Supporting supervisees/ coachees in transforming their acquired insight into action.</p>

	<p>Knowledge about sociological theories of labour including the history of the division of labour.</p>	<p>Being familiar with practice, theory and academic discourse of employment/ work in society.</p> <p>Being familiar with relevant codes of employment/ work in society.</p> <p>Keeping up with developments on the labour market.</p>	<p>Linking the actual work situation of supervisees/ coachees to employment-related development.</p> <p>Fostering the supervisees'/ coachees' understanding of how the personal work situation interweaves with the societal and political environment.</p>
<p>Dealing with Function, Role and Status within an Organization</p>	<p>Knowledge about the formal activities that members of organizations negotiate.</p> <p>Knowledge about the various behavioural patterns and expectations of behaviour in social systems, i.e. about the interdependency impact of the formal position and the role.</p> <p>Knowledge about the dynamics of power and hierarchy</p>	<p>Distinguishing between formal position and personal approaches.</p> <p>Making that distinction transparent for the supervisees/ coachees.</p> <p>Linking roles with biographical, organizational and cultural background.</p>	<p>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.</p> <p>Intervening in view of both the formal position and the role and supporting reflection on their interdependency.</p> <p>Setting interventions according to the formal position within the organizational hierarchy.</p> <p>Exploring the impact of the formal position and the role, supporting conscious decisions in this context.</p>

<p>Focussing on Leadership Issues</p>	<p>Knowledge about theories of leadership and management.</p>	<p>Assessing organizational aspects such as authority, subservience and competition.</p> <p>Recognising the supervisees'/ coachees' personal behavioural patterns and style of leadership.</p>	<p>Recognising organizational aspects such as authority, subservience and competition.</p> <p>Co-creating with the supervisees/ coachees feasible strategies for achieving specific goals for both themselves and the managerial task.</p> <p>Exploring ways of dealing with authority, subservience and competition.</p> <p>Integrating the supervisees'/ coachees' personal patterns and styles into the process.</p> <p>Referring to the supervisees'/ coachees' leadership resources.</p>
--	---	--	---

Professional Conduct

Professional supervisors/ coaches realise their professional behaviours according to the specific situations of the supervisees/ coachees, the sponsors, the contracted goals and the varied relationships.

To be able to professionally handle these complex relationships and navigate social dynamics, supervisors/ coaches need a rich repertoire of viable interventions and extensive knowledge about the dynamics of these situations and the persons acting in them. Therefore the continuous evaluation of their own acting and of the processes they are part of is mandatory.

To sum up: supervisors/ coaches need – based on a (self-)reflective attitude – skills which enable them to perform reflection before, during and after their professional acting, and to intervene accordingly.

Building a Professional Relationship

Competence	Knowledge	Skills	Performance
<p>Contracting</p>	<p>Knowledge about</p> <ul style="list-style-type: none"> ▶ The function of contracting; ▶ Issues to be contracted in supervision; ▶ Dyadic, triangular and quadrangular contracting. 	<p>Establishing a working agreement as a framework for the supervision/ coaching process.</p> <p>Reflecting on functions, roles, responsibilities, boundaries of the relationship in accordance with the contract.</p>	<p>Differentiating between dyadic, triangular and quadrangular contracting and contracts accordingly.</p> <p>Clarifying the different functions and roles within the supervision/ coaching process.</p> <p>Clarifying the expectations of the parties involved, relating them to a contracted and thereby verifiable working method in supervision/ coaching.</p> <p>Facilitating the unification process until common and viable goals for all parties, including legal implications and framework, have been established.</p> <p>Reviewing expectations and recommending formats suitable for the parties' goals and expectations.</p> <p>Clarifying financial conditions, rules of confidentiality, relevant organizational aspects, evaluation and outcomes.</p> <p>Providing a written contract if appropriate.</p> <p>Clarifying ways of reporting.</p> <p>Reviewing the contracted goals regularly during the process and re-contracting them if necessary.</p>

Structuring the Process	<p>Mastering different theories of</p> <ul style="list-style-type: none"> ▶ Social psychology ▶ Relational theories and models of intervention ▶ Context and power dimensions <p>Knowledge about</p> <ul style="list-style-type: none"> ▶ Components of supervision / coaching contract ▶ Characteristics of the supervisory relationship ▶ Concepts of phases of the supervisory relationship ▶ How the subconscious and parallel processes may influence relationships within the process of supervision ▶ Specific difficulties and barriers in supervision/ coaching relationships. 	<p>Establishing a professional relationship by</p> <ul style="list-style-type: none"> ▶ Observing and reflecting the initial stage of the supervision/ coaching relationship. ▶ Basing the relationship on a clear contract. ▶ Clarifying which elements within the professional relationship need negotiation. ▶ Forming a working alliance and clarifying goals, limits and responsibilities of all parties. 	<p>Assessing how both supervisor/ coach and supervisee/ coachee present themselves at the initial stage.</p> <p>Building trust, encouraging openness and self-revelation by fostering accountability, recognising the supervisees'/ coachees' needs and establishing an appropriate method of feedback.</p> <p>Applying appropriate methods according to the specific issues of the supervision/ coaching relationship.</p> <p>In group supervision establishing relationships with both individuals and the group as a whole.</p>
		<p>Maintaining and developing the relationship by</p> <ul style="list-style-type: none"> ▶ Creating a dynamic learning process. ▶ Supporting supervisees'/ coachees' needs and encouraging development 	<p>Continuously assessing the interpersonal connection with the supervisees/ coachees.</p> <p>Creating a safe environment by accepting mistakes and vulnerabilities as learning opportunities.</p>

		Giving and receiving feedback.	Offering opportunities to express needs and feelings and to give and receive feedback.
		Containing of and accurately responding to emotions of the supervisees/ coachees within subconscious and parallel processes.	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.
		Managing relationship conflicts and alliance breaking.	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.
		Handling reciprocity.	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.

		<p>Ending the professional relationship by</p> <ul style="list-style-type: none"> ▶ Planning and preparing the termination of a supervision/ coaching relationship. ▶ Managing issues arising from the termination of the relationship. 	<p>Identifying expressions and patterns of separation dynamics and handling them.</p> <p>Facilitating summarization and evaluation of both the process and the supervisees' / coachees' professional development.</p>
Evaluation	<p>Knowledge about</p> <ul style="list-style-type: none"> ▶ Evaluation methodology, various methods and tools. ▶ Process factors that influence learning outcomes (e.g. a strong working alliance). 	<p>Evaluating outcomes by</p> <ul style="list-style-type: none"> ▶ Transferring questions and issues into goals, desired outcomes and evaluation criteria with supervisee(s)/ coachee(s) and the contractual partner. ▶ Gathering and interpreting information about the development regarding the evaluation criteria on an individual or group level. 	<p>Establishing criteria for evaluation and co-creating opportunities for engaging in evaluation with supervisee(s)/ coachee(s) and contractual partner.</p> <p>Choosing appropriate methods and periods for evaluation.</p> <p>Providing comprehensive written documentation.</p> <p>Using evaluation during the process to enhance further development.</p> <p>Discussing the evaluation results with parties involved as a form of feedback and input for further development and learning.</p>

		<p>Evaluating of process and working alliance by</p> <ul style="list-style-type: none"> ▶ Monitoring, assessing and reflecting on the process and the working relationship. ▶ Requesting feedback on the process and working alliance. 	<p>Discussing the process and working relationship with the parties.</p> <p>Asking for feedback on both the process and the working alliance and showing how it is received and used.</p>
--	--	--	---

Facilitating Outcomes

Competence	Knowledge	Skills	Performance
Facilitating Professional Development	Basic knowledge about the supervisees'/ coachees' function, professional standards and their implications.	<p>Focussing on the professional standards relevant for the supervisees'/ coachees' function.</p> <p>Providing tools for gathering information about the effectiveness of a supervisees'/ coachees' professional performance.</p> <p>Mastering different methods and tools for fostering creativity.</p>	<p>Keeping the perspective on person, work and organization while working with supervisees'/ coachees on specific issues.</p> <p>Applying different methods and tools for fostering creative processes.</p> <p>Supporting supervisees'/ coachees in learning how to use resources and processes independently.</p> <p>Exploring ethical issues in a non-normative way.</p>
	Basic knowledge of the supervisees'/ coachees' organizational field.	Focussing on procedures and dynamics in the supervisees'/ coachees' organization.	<p>Keeping up to date with developments in the professional field of the supervisees'/ coachees.</p> <p>Challenging the underlying rationale and supporting the supervisees'/ coachees in finding alternative perspectives.</p>

	<p>Knowledge about opportunities and limitation for personal development within supervision/ coaching.</p> <p>Basic knowledge of burn-out and mental health disorders.</p>	<p>Recognising opportunities and limitations for personal development within supervision/ coaching.</p> <p>Keeping limits against the seductive appeal of forcing personal development.</p> <p>Assessing whether a supervisee's/ coachee's needs can be covered by supervision/ coaching.</p>	<p>Monitoring the limits of the supervisees'/ coachees' abilities.</p> <p>Stimulating reflection on the supervisees'/ coachees' abilities.</p> <p>Referring a supervisee/ coachee to another professional, if necessary.</p> <p>Maintaining a professional network.</p>
--	--	---	---

<p>Facilitating Change</p>	<p>Basic knowledge of definitions of change in learning theories and theories of organizational development.</p>	<p>Focussing on possible changes concerning a supervisee/ coachee/ a team/ an organization within the process of supervision/ coaching.</p> <p>Stimulating development of new insights and perspectives of action, while keeping the balance between preservation and change.</p> <p>Using tools for handling constraints and resistance against change.</p>	<p>Assessing whether a change of perspective or a change of attitude or behaviour is indicated.</p> <p>Fostering a more complex understanding of a professional issue in context.</p> <p>Supporting the finding of opportunities for professional action on the personal and/ or system level.</p> <p>Supporting the finding of a solution on the personal or system level.</p> <p>Providing specific tools for handling barriers, constraints and resistance.</p>
<p>Facilitating Learning</p>	<p>Knowledge about learning theories and neuroscience.</p>	<p>Supporting and evoking learning processes.</p> <p>Dealing with different learning styles of supervisees/ coachees.</p>	<p>Promoting the embracing of new ways of learning.</p> <p>Monitoring supervisees' / coaches` stages of learning, professional growth and reflectivity.</p> <p>Stimulating reflection about the supervisees' / coachees' learning styles.</p> <p>Handling the dynamics of learning processes within a contracted framework and a supervision/ coaching relationship.</p>

Performing Advanced Communication

Competence	Knowledge	Skills	Performance
Using One's Own Communication Style Professionally	<p>Knowledge about</p> <ul style="list-style-type: none"> ▶ communication theories and traditions (e.g. phenomenological, cybernetic, socio-sociological, critical). ▶ the impact of a supervisor's/ coach's non-verbal and verbal communication style on any supervisory relationship. ▶ issues of power in communication processes. 	<p>Using theoretical knowledge as a framework for assessment of one's own communication style and its impact on the supervision/ coaching relationship.</p> <p>Reflecting upon one's own communication style and identifying deficiencies in communication knowledge, skills, and attitudes.</p> <p>Self-monitoring changes of one's own communication patterns.</p>	<p>Adjusting her/ his own communication style to the needs and vulnerabilities of supervisees/ coachees.</p> <p>Handling and balancing the power relationship in communication during supervision/ coaching.</p> <p>Observing when and how communication patterns change.</p> <p>Using her/ his personal communication style as a tool for promoting the supervision/ coaching process.</p> <p>Recognising early signs of discrepancy between own communication style and the needs of supervisees/ coachees.</p>

<p>Managing the Communication Process</p>	<p>Knowledge about</p> <ul style="list-style-type: none"> ▶ Various communication skills and their classifications. ▶ The relation between communication processes and context. ▶ Aspects and function of communication in supervision/ coaching processes. ▶ The difference between basic and advanced, complex communication skills. ▶ Dialogue as a way of co-constructing meanings in communication. 	<p>Observing and guiding the communication process.</p> <p>Recognising the supervisees'/ coaches' communication styles and skills.</p> <p>Using basic and complex communication skills (e.g. feedback, confrontation) purposely, appropriately and timely (e.g. observing, listening, asking questions) to facilitate the supervisees' coaches' professional development.</p> <p>Mastering meta-communication.</p>	<p>Modelling and leading the supervision/ coaching communication process efficiently.</p> <p>Supporting supervisees'/ coaches' in becoming aware of their own communication skills and styles.</p> <p>Supporting supervisees/ coaches in analysing and adapting own communication styles and patterns.</p> <p>Integrating information arising from verbalized and non-verbalized aspects of any communication between the supervisor/ coach and the supervisees/ coaches.</p> <p>Using dialogue as a tool for co-creation of implications relevant for professional behaviour.</p> <p>Reacting purposely, appropriately and timely to both the content-related and relational messages of the supervisees/ coaches.</p> <p>Meta-communicating about the communication process in a supervision/ coaching relationship.</p>
--	---	--	--

<p>Managing the Person - Work - Organization - Communication</p>	<p>Knowledge about</p> <ul style="list-style-type: none"> ▶ Function, characteristics and barriers of efficient communication within organizations. ▶ Formal and informal communication channels in organizations. 	<p>Analysing formal and informal communication processes within organizations.</p> <p>Analysing communication within person – work - organization interaction.</p>	<p>Handling communication issues focussing on the interaction of person – work - organization.</p> <p>Supporting supervisees/ coachees in analysing their own communication styles and patterns within their organizational context.</p> <p>Supporting supervisees/ coachees in applying their communication skills within their working context.</p>
---	--	--	---

<p>Managing Tensions, Disruptions and Conflicts</p>	<p>Knowledge about</p> <ul style="list-style-type: none"> ▶ Conflict theories. ▶ Conflict management and related communication patterns. 	<p>Recognising tensions and conflicts at an early stage.</p> <p>Handling the grade of escalation within a conflict.</p> <p>Bringing tension and conflict into communication.</p> <p>Recognizing conflict patterns, both on a personal level and within person – work - organization interaction.</p>	<p>Anticipating and dealing with tensions and conflicts.</p> <p>Recognising the grade of escalation of a conflict and intervening accordingly.</p> <p>Dealing with differences through dialogue.</p> <p>Handling barriers, disagreements and resistance sensitively, if necessary in a confronting manner.</p> <p>Keeping an all-party stance during all phases of the conflict.</p> <p>Facilitating constructive and creative conflict solutions, both on a personal level and by person – work - organization interaction.</p> <p>Fostering the supervisees'/ coachees' awareness of sources and related communication patterns while working on tensions and conflicts.</p>
--	--	--	--

Handling Diversity

Competence	Knowledge	Skills	Performance
Diversity Awareness	<p>Knowledge about</p> <ul style="list-style-type: none"> ▶ how values and assumptions guide human action generally. ▶ own values and assumptions. 	Sensitivity for differences and their impact.	<p>Constantly reflecting on one's own values and action-guiding assumptions, especially in comparison to others.</p> <p>Assessing the supervisees'/ coachees' underlying socio –cultural values and action-guiding assumptions.</p>
	<p>Knowledge of socio –cultural attribution practices and their effects on supervision/ coaching processes.</p>	Ability to tackle socio –cultural attribution practices and their effects.	<p>Knowledge and mastering of interventions that question retracted perspectives and behaviours.</p> <p>Challenging stereotyping attributions in personal and professional interactions.</p>

Managing Power, Hierarchy and Discrimination	<p>Knowledge about</p> <ul style="list-style-type: none"> ▶ gender theories. ▶ cultural theories. ▶ intersectionality. 	<p>Knowing how stereotyping and discrimination are (re-) produced during communication.</p> <p>Opening up new scopes of action.</p>	<p>Recognising stereotyping and linking it to concrete behaviour.</p> <p>Addressing processes of power and the distribution of resources in a way that enhances the supervisees' / coachees' abilities to deal with them.</p> <p>Realising when someone is at risk of being excluded and using counteractive interventions.</p> <p>Fostering gender and diversity competence in the supervisees / coachees.</p>
	<p>Basic knowledge about the impact of bilingualism / second language.</p>	<p>Dealing with the effects of bilingualism on supervision / coaching processes.</p>	<p>Adapting flexibly to different language levels and speaking styles.</p>

Mastering Settings, Techniques and Methods

Competence	Knowledge	Skills	Performance
Performing in Different Settings	<p>Knowledge about</p> <ul style="list-style-type: none"> ▶ Characteristics of different settings, ▶ Their implications, and ▶ How to handle them. <p>Knowledge about formats of professional counselling (psychotherapy, organization development, organizational consulting etc.).</p>	<p>Setting boundaries.</p> <p>Co-operating with other formats.</p> <p>Building dyadic processes.</p> <p>Building group processes.</p> <p>Building team processes.</p> <p>Building organizational processes.</p> <p>Building blended learning.</p>	<p>Analysing whether the supervisees'/ teams'/ organizations' needs can be met by supervision/ coaching and then recommending the appropriate format.</p> <p>Neither ignoring nor focussing on issues not to be addressed in the supervision process.</p>
		<p>Performing in dyadic settings</p>	<p>Handling the difference between dyadic and triangular and quadrilateral contracts and their implications on the supervision process.</p> <p>Responding to the supervisees'/ coachees' actual situations without losing sight of goals and needs.</p> <p>Reviewing an on-going process, to see whether the chosen setting still corresponds to the contracted goals.</p>

		<p>Performing in group settings</p>	<p>Knowing and dealing with the characteristics of group processes.</p> <p>Working with the specific group process.</p> <p>Using the group process to achieve the contracted goals.</p>
		<p>Performing in team settings</p>	<p>Knowing and dealing with the characteristics of teams and team processes.</p> <p>Knowing and dealing with the tasks of teams within an organization and considering them.</p> <p>Deciding on team-supervision with or without a team-leader according to the contracted goals.</p>
		<p>Performing in an organizational context</p>	<p>Integrating organizational aspects into the process, especially those issues that most frequently arise, such as authority, subservience and competition.</p>
		<p>Performing blended learning</p>	<p>Using new media and face-to-face settings in a purposeful way.</p>

Using Methods and Techniques	<p>Knowledge about various methods and techniques.</p> <p>Knowledge about theories of intervention.</p>	<p>Mastering a set of methods and techniques.</p> <p>Having a clear and theory-based concept of how to use these methods.</p>	<p>Using methods and techniques in specific contexts.</p> <p>Intervening by referring to a concept applied both theory-based and individually to specific issues and moments.</p>
		<p>Giving professional feedback</p>	<p>Providing information to the other person about one's impression of her/his behaviour.</p> <p>Adapting the feedback rules flexibly to the needs of a supervisee/ coachee or to a situation.</p> <p>Reinforcing and challenging a supervisee's/ coachee's thinking and behaviour.</p> <p>Stimulating the collaborative process in group- or team-settings by introducing feedback.</p>
		<p>Focussing problems</p>	<p>Recognising when a current problem proves to be chaotic, consequently producing anxiety.</p> <p>Supporting the supervisees/ coachees to take a step back from the problem to view it from a new perspective.</p> <p>Supporting the supervisees/ coachees to proceed from words and insights to new and unfamiliar action.</p>

		<p>Moderating the process of supervision/ coaching</p>	<p>Purposefully using all methods with regard to structuring the process to achieve the contracted goals.</p>
		<p>Stimulating reflection</p>	<p>Stimulating articulation of a supervisee's/ coachee's experiences, thoughts and beliefs.</p> <p>Deciding whether to reflect on the contents, on the process or on the modes of reflecting (meta-reflection).</p> <p>Encouraging the supervisees/ coachees to consider their personal emotional states and behavioural aspects.</p> <p>Supporting the supervisees/ coachees in drawing their own conclusions about changes necessary to achieve the desired results in the future.</p>
		<p>Using empathy</p>	<p>Recognising the emotional state of supervisees.</p> <p>Separating one's own emotional response as supervisor/ coach from those of the supervisees/ coachees.</p> <p>Handling (counter-)transference and one's own preoccupations professionally.</p>

		<p>Applying professional dialogue</p>	<p>Expressing respect for the way an individual experiences reality.</p> <p>Expressing genuine curiosity and facilitating mutual understanding.</p> <p>Using creative techniques to facilitate the supervisees'/ coachees' comprehension of the situations in which they find themselves.</p>
--	--	---------------------------------------	---

Validating Competences. The ECVision Reference Table ECTS-ECVET

Marina Ajdukovic

Lilja Cajvert

Michaela Judy

Hubert Kuhn

A model for accreditation and validation of learning outcomes in education and training of supervision and coaching in Europe

Five quintessential reference tables are comparing the following continuous education programs for supervision and coaching:

- ▶ “Coaching and Supervision”, provided by TOPS München-Berlin e.V, accredited by DGSv (German Association for Supervision).
- ▶ “Systemic Supervision and Coaching”, provided by ASYS Wien (Association for Systemic Social Work, Counseling and Supervision), accredited by ÖVS (Austrian Organization for Supervision).
- ▶ “Postgraduate Specialist University Study Program in Supervision in Psychosocial Work” University of Zagreb, accredited in ECTS by University of Zagreb.

Table 1

ECVET Learning Units TOPS:**Training Course “Coaching and Supervision”
TOPS München-Berlin e.V.**

Unit of learning outcomes		Contracting	Diagnosis, process, communication, conflict	Clarification of function and role	Self-development/ self-awareness	Organization, Leadership, working environm.	Group- and Teamdynamics	Methods	Learning supervision	Educational supervision, Intervision	Theses	Total
LEARNING OUTCOMES	Professional Attitude	0,6		2,6	3,2			0,8	3,5	2,3	3,2	16
	Ethics				0,6	0,6			3,5	2,3	3,2	10
	Quality Development			0,6	0,6	0,6			3,5	2,3	3,2	11
	Perspective on Person, Work and Organization	0,6		0,6	1,2	3,8			3,5	2,3	3,2	14
	Building a Professional Relationship	2,9	1,6	0,6	3,2		0,3	1	3,5	2,3	3,2	18
	Facilitating Outcomes	0,6	1,3	0,6		0,4	0,3		3,5	2,3	3,2	13
	Performing Advanced Communication		1,6		1,3		2,6		3,5	2,3	3,2	14
	Handling Diversity				1		0,6		3,5	2,3	3,2	10
	Mastering Settings, Techniques and Methods						0,6	2,6	3,5	2,3	3,2	13
		4,8	4,5	5,1	11,1	5,6	4,5	4,3	31,2	20,6	28,8	120

Table 2

ECVET Learning Units - ASYS (Association for Systemic Social Work, Counseling and Supervision)

Training Course "Systemic Supervision and Coaching (ÖVS)

Unit of learning outcomes		Professional Self Awareness	Mastering Organizational Issues	Intervening in social processes	Action guiding theory	Comprehension of role and function	Learning supervision	Educational supervision	Peergroup and Intervention	Thesis	Total
LEARNING OUTCOMES	Professional Attitude	3,8	1,3	1,4	2,6	1	1,6	2,2	1,9	4,9	21
	Ethics	0,9		0,6	0,6	0,6	1	0,6	0,6	2,8	8
	Quality Development	1,3		1,3		0,6	1	1,9	1,3	2,8	10
	Perspective on Person, Work and Organization	1,3	3,2	1,3	0,6	0,6	1	1	1,3	4,2	15
	Building a Professional Relationship	3,8	2,6	1,9	2,1	0,6	1	1,6	1	2,8	18
	Facilitating Outcomes	1,3		0,6	0,6	0,6	1	0,6	1	2,8	8
	Performing Advanced Communication	3,2		2,6	2,2	0,6	1,9	0,6	1	3,9	15
	Handling Diversity	1,3	0,9	0,6		0,6	1	0,6	1,4	2,8	9
	Mastering Settings, Techniques and Methods		1,3	3,8		0,6	1,9	1,9	1,9	4,5	16
		17	9	14	9	6	11	11	11	32	120

Table 3

Reference Table ECVET

using the following training programs for Supervision and Coaching:

ASYS (Arbeitskreis für systemische Sozialarbeit, Beratung und Supervision)

Training Course "COACHING and SUPERVISION", TOPS München-Berlin e.V.

LEARNING ACTIVITIES		TOPS München-Berlin e.V.	ASYS (Arbeitskreis für systemische Sozialarbeit, Beratung und Supervision)	Difference
LEARNING OUTCOMES	Professional Attitude	16	21	4
	Ethics	10	8	2
	Quality Development	11	10	1
	Perspective on Person, Work and Organization	15	14	1
	Building a Professional Relationship	19	17	2
	Facilitating Outcomes	12	9	3
	Performing Advanced Communication	14	16	2
	Handling Diversity	11	9	2
	Mastering Settings, Techniques and Methods	12	16	4
ECTS		120	120	

Table 4

ECTS Accreditation

Postgraduate Specialist University Study Program in Supervision in Psychosocial Work

University of Zagreb

LEARNING ACTIVITIES		Introduction to Individual and Group Supervision	Communication Processes in Supervision	Counselling Skills	Elective courses (3 courses)	Supervision of Direct Psychosocial Work	Evaluation Research in Psychosocial Work	Supervision Processes, methods and competencies	Leading Group Supervision	Meta-supervision	Team Supervision	Organizational Supervision and Org. Development	Thesis	Total ECTS	
LEARNING OUTCOMES	Professional Attitude	1	1	1	2	1	1	1	2	2	1	1	12	26	
	Ethics	0,5		0,5	1	1	1	1	1	1	0,5	0,5	2	10	
	Quality Development				1	0,5	2	1	1	1	0,5	0,5		7.5	
	Perspective on Person, Work and Organization	1			2	0,5				2	2		1,5	2	11
	Building a Professional Relationship	1		1		1				2	2				7
	Facilitating Outcomes			1	2	1	1			2	2		2		11
	Performing Advanced Communication	1	2	1	2	1		1	2	2	1		2		15
	Handling Diversity	1	1	1	2	1			1	2	2	1	0,5		12.5
	Mastering Settings, Techniques and Methods	1,5	1	1,5	3	1			2	4	4	1	1		20
Total ECTS		7	5	7	15	8	5	7	18	18	5	5	20	120	

Table 5

Reference Table ECTS - ECVET

using the following training programmes for Supervision and Coaching:

Postgraduate University Study Program in Supervision in Psychosocial Work, Univ. of Zagreb (ECTS)

Training Course "COACHING and SUPERVISION", TOPS München-Berlin e.V. (ECVET)

LEARNING ACTIVITIES		Introduction to Individual and Group Supervision	Communication Processes in Supervision	Counselling Skills	Elective courses	Supervision of Direct Psychosocial Work	Evaluation Research in Psychosocial Work	Individual and Group Supervision Processes	Leading Group Supervision	Meta-supervision	Team Supervision	Organizational Supervision and Org. Development	Thesis	Total ECVET	
LEARNING OUTCOMES	Professional Attitude	x	x	x	x	x	x	x	x	x	x	x	x	16	
	Ethics						x		x	x			x	10	
	Quality Development	x					x		x	x			x	11	
	Perspective on Person, Work and Organization				x	x	x		x	x	x	x	x	15	
	Building a Professional Relationship	x	x	x	x	x	x	x	x	x	x	x	x	19	
	Facilitating Outcomes			x	x	x	x	x	x	x	x	x	x	12	
	Performing Advanced Communication		x	x	x	x		x	x	x	x	x	x	14	
	Handling Diversity			x				x	x	x	x	x	x	11	
	Mastering Settings, Techniques and Methods	x	x	x	x	x	x	x	x	x	x	x	x	x	12
	Total ECTS	7	5	7	15	8	5	7	18	18	5	5	20	120	

An Overview of the Austrian, Croatian, Dutch, German, Hungarian and Swedish and European History of Supervision and Coaching

Marina Ajdukovic

Lilja Cajvert

Wolfgang Knopf

Hubert Kuhn

Krisztina Madai

Mieke Voogd

ANSE – History and Goals

Wolfgang Knopf

From 1975 supervision became an increasingly professional means of process oriented consulting with the founding of national associations for supervision in several European countries.

In 1997 on November 21st, the national professional organizations for supervision of Austria (ÖVS), Germany (DGsv), Hungary (MSZT), the Netherlands (LVSB) and Switzerland (BSO) established ANSE as a European umbrella association based in Vienna to meet the need for European co-operation and Europe-wide exchange of views among professionals.

ANSE takes care of professional interests on a supranational level. ANSE is in contact with professional organizations for supervision and coaching worldwide. ANSE defines standards for supervision and coaching and has adopted a code of ethics.

ANSE now represents more than 9,000 (2013) qualified supervisors and coaches in the field of consulting in over 80 training institutions in 22 European countries. In 2006 ANSE signed a mutual agreement on the recognition of accredited supervisors with ASSCANZ (Association for Supervision, Coaching and Consultancy in Australia and New Zealand).

In 2012 an agreement was signed in Brussels, regarding representation in the Social Dialogue by EUROCADRES (The Council of European Professional and Managerial Staff).

ANSE has professional links with/ cooperates with EASC (European Association for Supervision and Coaching) and EMCC (European Mentoring and Coaching Council).

ANSE promotes

- ▶ sharing of information between national organizations and training institutes;
- ▶ exchange of experiences between? experts in the field of counseling;
- ▶ expansion of supervision and coaching;
- ▶ quality assurance of supervision and coaching (standards).
- ▶ and it supports
- ▶ the founding of national organizations for supervision and coaching;
- ▶ the development of their own culture of supervision and coaching;
- ▶ training initiatives in European countries;
- ▶ research and study initiatives to develop theories and methodologies for supervision and coaching.

ANSE promotes the importance of learning about cultural diversities and supports cooperation in Europe.

Supervision and Coaching in Austria

Wolfgang Knopf

Historic Highlights

As in other German-speaking countries, the start of an individual understanding of supervision can be found in the late seventies of the last century, greatly influenced by psycho-analysis and group dynamics with strong foundations in social work. Practical instruction gradually became supervision. A supervisory stance and attitude entered school education through the Balint groups. It was not long before the first training program was developed and offered (1981 University of Salzburg Institute of Psychology).

This was the start of a basic debate on the definition of the boundaries of the term supervision. At the same time a counseling scene with a supervisory identity was established. Using personal contacts these content-based considerations were also discussed with German and Swiss colleagues. Thus, the insights gained in these countries could be taken into consideration. The debate took place primarily among teachers and those responsible for training programs, including the first graduates (Supervision Discussion Group 1991 in Vienna).

In addition to the concept debate, a professional and political discussion also took place. The title of the first Austrian expert conference (of professional organizations), "Supervision in Conflict of Interests", depicted this subject clearly. All these activities led to the foundation of the ÖVS (Austrian Supervision Association) in 1994 through the then active educational institutions and alumnae societies.

Supervision as a Profession

From the outset, supervision was established within major social institutions, and therefore its position was self-evident in these areas. After initial difficulties supervision attained a critical mass of users in social work, schools and hospitals who served as multipliers in spreading the word.

Successful pilot projects in schools and hospitals contributed to its success on a structural level. This development received essential impulses through the theoretical work undertaken by Austrian colleagues which was reflected at conferences and in articles and books.

In spite of some constructive diversity, the differing theoretical approaches were and are still discussed in a cooperative and thus mutually beneficial way. Although the discussions initially met with opposition, later with reluctance, and finally with integration, this problem was able to be solved constructively by means of the “Phenomenon” coaching in the end.

With the establishment of ethical guidelines for the Austrian Supervision Association members in 2001, in which quality assurance was regulated in personal responsibility, a further foundation stone for the self-image of the profession was laid. Supervision - coaching partially included – is as a profession relatively undisputed in Austria today. The ‘Community of Supervisors’ has a recognized professional identity in Austria.

Legal Situation of the Profession

Austria is a ‘state of chambers’. The majority of paid professions are regulated by trade law (in association with the Chamber of Commerce). In addition to these, there are so-called “freelance professions” (e.g. journalists). Supervision is also regarded as such.

This classification is frequently challenged by other competing professional groups (e.g. life coaches and social counselors). For supervision and coaching, it is however significant not to be restricted to the confines of a chamber regulation, as the further development of the profession and the continuous assurance of quality standards can only be achieved effectively within an organization and in cooperation with training institutions recognized by the Austrian Supervision Association.

Furthermore, only a minority of supervisors practice just supervision and coaching as a profession. Many offer these services alongside a main profession or within a wider range of freelance work. This is also an argument against regulation within commercial law.

The Market for Supervision and Coaching

Due to its historic roots, supervision has mainly been established within the social and non-profit sector. After the counseling “hype” in the nineties, today’s market focuses more on efficiency, price and quality. Many large and important responsible organizations, especially in the healthcare sector, choose their supervisors according to the quality standards of the ASA. At the current time small and medium-sized companies are still reluctant to recognize the supervision and coaching possibilities available.

In the so-called profit area, coaching rather than supervision is still in demand, although there is also a noticeable change here. In recent years acceptance has risen significantly and supervision is becoming increasingly required in these areas.

In general, it can be observed that there is a desire for counselling from one source only, “We have this problem, these difficulties – what shall we do?” It is therefore necessary for supervisors to expand their range of competences or to work in co-operations and networks. The latter is new and represents a specific challenge.

Current Issues / Trends

Three subjects are currently under discussion:

- ▶ The positioning of supervision and coaching within the scientific discourse around the concept of consulting science. This debate is predominantly taking place at universities and in training courses, whereby it is usually held in cooperation with colleagues from neighbouring countries, especially Germany. The main question is: is supervision the practical and theoretical foundation for a consulting science in the context of work?
- ▶ Following supervision and coaching, management consultation of organizations is currently the counselling format under discussion.
- ▶ Quality assurance in supervision and coaching: as with colleagues in Switzerland and Germany, it has also become an important issue in Austria. It concerns the quality of both the counselling (efficiency, evaluation) and the counsellors.

A change in the self-organization of counsellors is evident. Although these activities used to be carried out without any great organizational or structural background, company structuring has become increasingly noticeable in the field of supervision. A new professionalism has established itself at this level.

Supervision has (again) become political. The demand for the provision of more supervision and coaching in the workplace and its financial compensation is supported by socio-political proposals and demands. Due to their counselling activities, supervisors and coaches acquire insight into many fields of work, where workers and employees are increasingly under pressure due to new economic and structural conditions. In order to support and promote change in society, counsellors should make public their knowledge concerning the stressful working conditions experienced by workers and employees today.

Supervision and Coaching in Croatia

Marina Ajdukovic

Supervision

History

There are five phases of development of supervision in Croatia to be recognized (Ajdukovic, 2005):

(1) Early ideas about the need for supervision originated in the early 1970s (Smolic-Krkovic, 1977). Supervision, however, did not become an integral part of psychosocial work practice due to the traditional approach to clients from the expert position and the lack of a life-long learning approach among the professionals.

(2) In the 1980s, professionals gathered first-hand experience in supervision as supervision became an integral part of training in various psychotherapeutic methods which were flourishing at that time.

(3) During the period of the Croatian War of Independence (1991-1995), supervision gained in importance and became professionally valued, because it was viewed as an important tool supporting professionals and paraprofessionals who were working with thousands of trauma victims, refugees, and the displaced..

(4) The turning point for the establishment of supervision was the first training for supervisors from 2001 to 2004 as part of the project entitled “Introducing supervision in the social welfare system in Croatia”, organized by the Department of Social Work, Faculty of Law, at the University of Zagreb. The project was implemented in cooperation with the ministry responsible for social welfare, the Swedish International Development Agency (SIDA) and with strong educational support from the University of Göteborg and the University of Stockholm.

Ten trainers in supervision and 34 supervisors in psychosocial work were trained according to the ANSE (Association of National Organizations for Supervision in Europe) standards for the education of supervisors.

As a consequence of this project, supervision was introduced into many social welfare organizations (Ajdukovic & Cajvert, 2003).

The training for supervisors within the educational system, entitled “Strengthening capacities for integrative supervisors in the Agency for Education” (from 2007 to 2009) was essential for the introduction and sustainability of supervision for teachers (Ambruš Kiš et al, 2009).

(5) The Department of Social Work at the University of Zagreb started the postgraduate specialisation study program for supervision in psychosocial work in 2006 which was open to professionals from the social, humanistic, and pedagogical fields. It is the 120 ECTS post-master program and organized according to ANSE standards for education in supervision. The current study program has been continuously carried out with some inputs by faculty members of the Departments of Social Pedagogy and Psychology and other experienced supervisors, who have already had international licence as trainers in supervision. The last generation enrolled in 2012.

Recent Developments

In 2008, the Croatian Psychological Chamber introduced supervision as a means of achieving professional (re)licensing psychologists. From 2014 on, the recently established Croatian Chamber of Social Workers will recognize participation in supervision as a part of professional (re)licensing of social workers.

In 2011, Supervision was introduced into Social Welfare Law as the right and obligation of all professionals working in the field of social welfare (for social workers, psychologists, social pedagogues, and other helping professions).

The Main Approaches

The main approaches to supervision in Croatia are in line with the current ANSE definition of supervision. Consequently, three main approaches to supervision can be recognized:

- ▶ the concept of supervision as a format for professional development as developed in The Netherlands by Louis van Kessel and his predecessors (e.g., Van Kessel, 1999).
- ▶ the psychodynamic development-integrative approach to supervision as a creative space for practitioners developed by Lilja Cajvert (Cajvert, 2001; 2011).
- ▶ the integrative supervision concept based on the work of H.G. Petzold and his co-workers.

Fields of Work

Supervision is carried out in social work, education, in the mental health sector, civil society organizations and in the voluntary sector, pastoral work and organizational consultancy to promote the further development of professionals and assurance of their quality of work.

University education and specialization in helping professions (i.e. social work, psychology, and social pedagogy) use supervision as an integral part of learning during field placement and internship at BA, MA and postgraduate education levels (Ajdukovic & Urbanc, 2010).

Organization

The Croatian Association for Supervision and Organizational Development (Hrvatsko društvo za superviziju i organizacijski razvoj – HDSOR) was founded in 1998.

In 2004, the HDSOR became a member of the ANSE. By the end of 2013, the HDSOR had 76 members. In 2012, the system of (re)licensing supervisors, was developed to ensure quality standards in supervision and was subsequently approved by all members of the HDSOR. In 2013, the HDSOR adopted its first strategic plan for the period 2014 – 2016 and a Code of Ethics for Supervision.

Coaching

History and Recent Developments

Although coaching is well developed in the European Union, in Croatia this professional work is still in its infancy. Almost anyone can call himself/ herself a coach. No legal regulations or standards are defining coaching, and specific qualifications, competence and responsibility are not defined or required.

Training for coaching is offered by various commercial and consulting companies that offer a variety of services in the field of organizational development. Typically, coaching training programs are offered in collaboration with various European organizations or institutions; for example, in 2010, training in Systemic Gestalt Coaching in Croatia started in collaboration with a local commercial company for the “empowerment of personal, family and organizational potential” (www.dugan.hr; visited 27 December 2013) and the Institute for Gestalt Therapy of Wurzburg in Germany (IGW). At the end of the 8-day program (4 x 2 days), the IGW provides students with Certificates of Coaching.

A post-master level, specialization in supervision of psychosocial work at the Department of Social Work at the University of Zagreb offers the only elective ECTS course in the field of “Consultation and Coaching”. Louis van Kessel (from The Netherlands), as co-creator of this course, prepared the most relevant text about coaching in Croatia to be published in both Croatian and English (van Kessel, 2007), with extensive overview of different types, means of work and outcomes of coaching.

Fields of Work

Multinational organizations, corporations and large companies are commonly using coaching for development of their top and middle management, and for specific areas of organizational development, such as efficient feedback, leading meetings, planning, and defining tasks.

Organization

The key association in this field is the Croatian Association for Coaching (www.hr-coaching.hr) which was established in 2009. It has about thirty active members, and its aim and purpose are to promote coaching as a profession, to promote the Code of Ethics of the Association and a standard of excellence in the quality of coaching, the sharing of knowledge and experience and mutual cooperation among coaches. The Croatian Association for Coaching conducts training workshops through the Coaching Academy.

In June 2013, the Council for Mentoring & Coaching was established as part of the European Mentoring & Coaching Council (EMCC). This is another attempt to regulate coaching in Croatia. The immediate goal of the EMCC is to introduce standards for coaching, and the long-term objective is to set up a kind of Chamber of Coaching in Croatia.

References

- Ajdukovic, M. & Cajvert, L.J. (2003) The development of social work supervision in countries in transition: Reflections from Croatia and Bosnia-Herzegovina. In: *Social Work in Europe*, 10 (2), 11-22.
- Ajdukovic, M. (2005) Introducing supervision in the social welfare system in Croatia. In: Hessle, S., Završek, D. (Hg): *Sustainable development in social work – The case of a Regional Network in the Balkans*. Stockholm: Stockholm University, Department of Social Work. International Projects, 113-141.
- Ajdukovic, M. & Urbanc, K. (2010) Supervision as a safety net. In: Van Hess, G., Geissler-Pilitz, B. (eds.) *Supervision meets education. Supervision in the Bachelor of Social Work in Europe*. Maastricht: CERST Research Centre Social Integration, Faculty of Social Studies/ Zuyd University of Applied Science, 114- 133.
- Ambruš-Kiš, R. et al. (2009) *Integrativna supervizija u odgoju i obrazovanju./ Integrative supervision in education*, Zagreb: AZOO.
- Cajvert, L. (2011) A model for dealing with parallel processes in supervision. In: *Journal of Social Intervention: Theory and Practice*, 20 (1) 41-56.
- Cajvert, L. (2001) *Kreativni prostor terapeuta: O superviziji/ Creative space of the therapist: About supervision*. Sarajevo: Svjetlost.
- Smolic-Krkovic, N. (1977). *Supervizija u socijalnom radu/ Spervision in social work*. Zagreb: Biblioteka socijalnog rada.
- Van Kessel, L. (1999) Supervision – A necessary contribution to the quality of professional performance illustrated by the concept of the supervision used in the Netherlands/ Supervizija – neophodan doprinos kvaliteti profesionalnog postupanja. Primjer nizozemskog modela supervizije. In: *Annual of Social Work/ Ljetopis socijalnog rada*, 6 (1), 27-46.
- Van Kessel, L. (2007) Coaching - A field for professional supervisors? In: *Annual of Social Work / Ljetopis socijalnog rada*, 14 (2) 387-432.

Supervision and Coaching in Germany

Hubert Kuhn

Supervision

History

Supervision originated at the beginning of the 20th century in the USA, in order to instruct, guide, control and motivated honorary assistants of social work by a superior. After the Second World War, North American emigrants introduced Supervision, in particular as individual social casework, into German social work. Supervision was set up in education and the practice of social work in particular and was applied as a method to support social workers when working with an individual. In the 70s and 80s, the approach originally focused on individual faults, developed into emancipatory self-reflection which increasingly focused on the organization, structures and institutional dynamics as a central theme. Supervision in the area of conflicting interests between person and institution has, to date, become an important issue. In German speaking countries, supervision, control or purely professional questions as well as psychotherapy, mainly concerning personal problems, play a minor role.

Three phases of the institutionalization of supervision can be distinguished in Germany:

- ▶ Supervision was set up in social and educational work by the free welfare associations from 1960 – 1989.
- ▶ The professionalization of supervision began with the foundation of the “Deutsche Gesellschaft für Supervision”(DGSv) as a professional association in 1989. The association is available for therapeutically qualified supervisors and for other fields of work.
- ▶ Education/ training by independent institutes is complemented by university courses; supervision is offered on the consultation market and focuses on the dilemma between “market and profession”, different supervision-trainings are integrated into the DGSv.

Roots (main influences)

Supervision was significantly influenced by social work, psychoanalytic controlling analysis and the Balint groups.

Fields of work

After the original area of social work, supervision was also set up in other fields of non-governmental public welfare. Today, supervision is also accepted in many other fields of work, such as: health service, education, management, and church. In industry and small business enterprises, team and, above all, management consultation is mostly called Coaching.

Organization

The DGSv is a professional association with more than 3,700 members and 29 connected academies, universities and further education enterprises, and it is the most significant forum for supervision and professional life-related consultation in Germany. The DGSv sets demanding standards for the qualification of supervisors.

Supervision training can be attained at universities and free institutes.

Further associations which also have supervisors as members are the German Society for System Therapy and Family Therapy (www.dgsf.de) and the professional association of German psychologists (www.bdp-verband.org).

References

- Belardi, Nando, 2009: Supervision. Grundlagen, Techniken, Perspektiven, München: Beck, 9. Aufl., 15: Allgemeines Ziel: die Arbeit der Ratsuchenden zu verbessern.
- DGSv Supervision ein Beitrag zur Qualifizierung beruflicher Arbeit, Grundlagenbroschüre, 8. Aufl., 2012.
- Heltzel, Rudolf/ Weigand, Wolfgang, 2012: Im Dickicht der Organization. Komplexe Beratungsaufträge verändern die Beraterrolle, Göttingen: Vandenhoeck& Ruprecht.
- Möller, Heidi, 2001: Was ist gute Supervision? Grundlagen-Merkmale-Methoden, Stuttgart: Klett-Cotta.
- Pühl, Harald, 2009: Handbuch Supervision und Organisationsentwicklung, Hrsg., Wiesbaden: Verlag für Sozialwissenschaften, 3. Aufl..

Coaching

History

Coaching originated in Germany in the middle of the 1980s as „consultation for executives“ with a focus on actual challenges in everyday working life. It was preceded by sporadic single consultations as a side product of executive trainings, and they were performed by psychologically skilled trainers. The positive image of coaching top sportsmen made its acceptance easier for executives of profit companies.

The rapid establishment of Coaching in the FRG is shown by the amount of publications: until 1990, there were very few experts for Coaching, the number of annual publications was below 20; from 2000, this figure rose steadily; from 2006, there were more than 100 per year, and since 2010 there have been more than 160 publications per year. At the end of October 2013, amazon.de announced more than 4500 entries for Coaching (in comparison to 2200 for supervision).

Roots (main influences)

Coaching was applied in England and in the USA into sport, starting as early as 1885. The North American tennis teacher Timothy Gallwey had a big influence with his book “The Inner Game of Tennis” which first appeared in 1974.

In Germany, Coaching was transferred into sport in the 1960s.

Fields of work

Coaching is used in profit enterprises predominantly for executives in the context of leadership, change, stress, burnout, and cultural development. Mostly, it is carried out as a single consultation, however, group or team-coaching is also possible. “Executive Coaching” refers explicitly to the coaching of (higher) executives, “Business Coaching” designates in particular the subjects and fields of Coaching as opposed to other fields, as for example, „Life-, Health- Education-Coaching“. Increasingly, the word Coaching is also used for the consultation of management staff in social and state organizations.

Organization

The German Coaching market is not regulated and very confusing. Only about ten of at least 20 Coaching associations in Germany, Austria and Switzerland have more than 100 members.

Furthermore, there are no given standard certification directives for Coaching education. It is estimated that about 4000 new coaches finish their training each year. Most training courses offered by scientific institutes, clubs and associations and continuing education institutes last between 150 and 300 hours.

According to the Magazine for Organizational Development, Nr.3 /2013, about 11,000 coaches work in Germany currently, 8,000 of which call themselves business coaches and 5,200 executive coaches (with presumably multiple entries in the survey index). In Germany, there are statistically 769 executives per coach as opposed to the ratio in Austria of 154 to one.

In 2007, only 1.5% of the executives were coached, whereas in 2012, there were already 5.6% showing an upwards trend.

References

- Draht, Karsten, 2012: Coaching und seine Wurzeln. Erfolgreiche Interventionen und ihre Ursprünge, Haufe: Freiburg.
- Fatzer, Gerhard, 2012: Supervision, Coaching und Organisationsentwicklung – ein Überblick, in: Eberle, Thomas S./ Spoun, Sascha (Hg.), 2012: Durch Coaching Führungsqualität entwickeln. Kernkompetenzen erkennen und fördern, Versus: Zürich, 31-50.
- Greif, Siegfried, 2008: Coaching und ergebnisorientierte Selbstreflexion, Hogrefe: Göttingen u.a.
- König, Eckard, Volmer, Gerda, 2009: Handbuch Systemisches Coaching. Für Führungskräfte, Berater und Trainer, Beltz: Weinheim und Basel.
- Loos, Wolfgang, 2006: Unter vier Augen. Coaching für Manager, EHP: Bergisch Gladbach.
- Perspektiven: Change-spezifisches Coaching. Einblick ein empirische Forschungsergebnisse 2013, in: OrganisationsEntwicklung. Zeitschrift für Unternehmensentwicklung und Change Management, Nr. 3/13, 99-103.
- Winkler, Brigitte/ Lotzkat, Gesche/ Welpel, Isabell M., 2013: Wie funktioniert Führungskräfte-Coaching? Orientierungshilfe für ein unübersichtliches Beratungsfeld, in: Organisationsentwicklung. Zeitschrift für Unternehmensentwicklung und Change Management, Nr. 3/13, 23-33.

Supervision and Coaching in Hungary

Krisztina Madai

Supervision

In Hungary supervision first appeared within the psychoanalytic movement at the beginning of the 20th century primarily focusing on professional socialisation. After 1940 the organizational structure of psychology and social work was eliminated, hence supervision also disappeared. The rebirth of helping professions began from the 1960s, in which the professionals of previous psychoanalytical schools played a key role, e.g., Mérei and his students.

The first social workers with professional training and experience who could provide supervision entered the scene from the mid 1990s. The Professional Association of Social Work (Szociális Szakmai Szövetség) determined the accreditation criteria for supervisors of social work in 1996, which are still the basis for the current regulation. Based on the supervision model of the Association, the supervisor is an independent party and not a member of the organization who needs supervision.

From the 1990s on, several therapeutic techniques entered the field of supervision, bringing their own method-specific supervision system with them (e.g., family therapy, Gordon, video training).

Already at the beginning of the 1990s the 'Supervisio Hungarica' work group had been launched. The main objectives of the work group were acting for the European concept of supervision, acknowledging supervision as an independent profession and launching training for supervisors.

In 1996, the 'Association of Hungarian Supervisors' (Magyar Szupervizorok Társasága) was founded by 19 members to implement the European concept of supervision.

Among the founders there were the members of the Supervision Hungarica work group and 12 supervisors who were trained at the Katholische Hochschule in Berlin.

In 1993, two professionals from Dutch and German Supervision Training Programs had started to qualify the Hungarian trainers in a specific supervision training. After that the postgraduate training program on supervision was launched in 1998 at Haynal Imre University. Later, this training program was taken over by Károli University where it still runs today. In 1997, some professionals of the previous work group founded a new supervisor training program in organizational development at

the International Business School (continuing until 2008). The third training program on supervision ran from 2005 until 2008 at ELTE University. The profile of this program was based on the recognition that, besides the European supervision concept, a more traditional American concept was required to meet the needs of the newly founded social and child care institutes, where professional training, monitoring and evaluation of the work was needed.

In 2013, a team of international coaches and therapists started their own supervision training program accredited by the ICF. In 2014, two more supervision training programs are going to be launched by Hungarian supervisors.

References

- Bányai, E; Nemes,É; Wiesner, E (2014): Szupervízió védőnőknek, módszertani leírás, being currently published.
- Bányai Emőke (2006): A szociális munka szupervíziója történeti megközelítésben. *Esély*, 4. szám, 86-100.oldal, http://www.esely.org/kiadvanyok/2006_4/BANYAI.pdf date of last access 18th of November 2013
- Wiesner Erzsébet (1996): Szupervízió a gyermekvédelemben. *Család, Gyermek, Ifjúság*, 4. szám, <http://www.csagyi.hu/home/item/93>, date of last access 4th February, 2013
- Wiesner Erzsébet (2011): Gondolatok a szupervízió történetéről; *Szupervízió & Coaching*, A Magyar Szupervizorok és Szupervizor-Coachok Társaságának lapja IX.évfolyam, 2011/1 szám.

Coaching

Coaching as a form of dialogue between the coach and the client first appeared in the Hungarian for-profit organizational context at the end of the 1990s, after Hungary had opened its borders to the West and multinational companies appeared on the market introducing a completely new organizational culture.

The first small group of counselors who called themselves coaches were consultants on organizational development, supervisors or professionals of various psychotherapeutic schools. The first coaches who were trained in coaching (mostly in Anglo-Saxon schools) entered the market around the Millennium. The main objective of coaching was considered to be the opportunity for leaders and managers of organizations to learn, change, and regenerate.

The first official coaching training courses held in Hungary were mainly influenced by psychology: the solutionfocused brief coaching training by Peter Szabo, a Gestalt coaching training by Flow Coaching School (lead by Tünde Horváth and Ilona Erős), psychodrama oriented coaching training lead by Gabriella Szabó, TA based coaching represented by Zsuzsa F. Várkonyi and Saari van Polje. Various supervision based coaching schools lead by Erzsébet Wiesner, Zsuzsa Bán and György Sárvári were also influential.

The real boom of coaching began between 2005-2010. The word coaching became familiar within and outside of the organizational context and has been considered as one of the most efficient tools in personal development. As demand for coaching grew, some dozen new coach training programs of various length and backgrounds were launched. Coaching for leaders in the social field and outside the organizational context appeared and spread out to nearly every life sphere. The quality and approach of coaching services became very different.

As a parallel tendency, the first professional associations were founded. Some of these started as alumni of coaching schools, others as the Hungarian chapters of significant international associations. The biggest and most influential among them has become the Hungarian chapter of the International Coach Federation (ICF).

In 2011, six coaching associations - representing the majority of qualified coaches in Hungary - signed the code of conduct for coaches (ICF Hungarian Chapter, European Coaching Association, Hungarian Coach Association, Association of Business

Coaches, CoachOK Professional Association, Association of Coaches, Developers and Organizations with Solution Focus/ Approach). This collaboration was unique in the coaching business at that time. The Code of Conduct was based on the joint Code of Conduct of ICF and EMCC, accepted by the EU shortly before. On this basis the coaching profession was added to the self-regulatory professions in the EU database. The Code of Conduct aims to create self-regulation based on professional and ethical standards and guidelines which ensure that coaches act professionally and ethically while practicing their profession. The Code of Conduct does not only state the competences and professional training requirements necessary to provide coaching services, but also the need for continuous professional development and the ethical standards of the profession. However, one of the most important tasks was to still ensure that the wider public sees coaching as an effective method in professional and personal development.

In 2012, the first professional e-journal on coaching (CoachSzemle) appeared on the market. The 'Coaching Without Borders' training program with international experts on coaching was launched, providing the opportunity for further on-going international influence.

With the growing demand for coaching (accelerated by the financial and economic crisis), the quality assurance of the profession became a significant challenge. In 2013, the six associations which had signed the Code of Conduct earlier, officially launched 'The Association of Hungarian Coach Organizations'. This association represents a consistent self-regulatory body aiming to set transparent and accountable professional standards and norms. Besides the previously mentioned Professional Codex, the members also signed the Ethical Codex for Coaches. Further intentions of the Association include the creation of an integrated coach database which is based on a comprehensive quality assurance system.

Coaching plays an important role in enhancing employees' well-being and efficiency today. Almost two-thirds of Hungarian companies have already hired a coach, and coaching is regarded as an effective tool in organizational development, even within small and middle-sized companies. Additionally to one-to-one coaching, team coaching is used increasingly in the organizations.

The work involved in building up a comprehensive quality assurance system is still in progress and presents a big challenge for the credibility of the coaching profession in Hungary.

References

- Horváth, T (2004): Helyzetkép a magyarországi coachingról. In: *Pszichoterápia*, 08/2004, uploaded from http://www.anima-racio.hu/pdf/coaching_Mo.pdf, last access 11/11/2013
- Hungarian Chapter of ICF (2011): Hungarian coaching associations allied for self-regulation, press release, 23/11/2011
- MCSz (2013): Példaértékű szakmai összefogás: zászlót bontott a Magyarországi Coach-Szervezetek Szövetsége, press release 28/05/2013
- Personal interviews with Tünde Horváth MCC, Dr. Vince Székely, Dóra Hegedűs and Edit Wiesner.

Supervision and Coaching in the Netherlands

Mieke Voogd

Supervision

History & recent developments

After the Second World War social casework was introduced as a method of social welfare in the Netherlands. Supervision became known as a method for professional development of expertise in this field of work. The first Dutch articles and books on supervision were published around 1960. Since then, supervision has developed towards an important method of education for developing competences in people-oriented occupations.

The first training programs for supervisors were established in the 1960s.

In the Netherlands, three concepts of supervision can be found: the Dutch supervision concept, the psychotherapeutic supervision concept, and the integrative supervision concept. The Dutch supervision concept, which is mainly a didactical method for implementing personal and group learning processes in communication and interaction in professional work, has been dominant for many years. Since the psychotherapeutic concept has become more generic, both concepts are being taught in most training programs for supervision. Lately, more tentative forms of supervision have been developing. A recent development places supervision within the broader field of organizational development; for example, the journal that has been published by the LVSC since 2012 is entitled *Journal of 'Begeleidingskunde'*. This subject is characterized as an approach with a combined focus on the development of individual professionals and on the development of teams and the organization in which they function. Several methods are used, e.g. supervision, coaching, training, conferences, and action research.

Fields of Work

Supervision is carried out in social work, the health sector, education, pastoral work, human resources, management, and organizational consultancy. Higher education uses supervision for traineeships. In addition, supervision is being used for further development of experienced professionals.

Organization

In 1980, a forerunner of the Dutch Association for Supervision was formed. The aim of that organization was quality assurance and professionalization of supervision. In 1989, the national association of supervision and other forms of professional guidance (LVSB) were established. Subsequently, the organization initiated the registration of supervisors and training programs for supervisors. The LVSB maintains a generic concept of supervision, meaning that the method of supervision is not bound to one specific profession, working method or function.

In 1997, the LVSB became a member of the Association for National Organizations for Supervision in Europe (ANSE). After that, in 2010, the LVSB changed its name to LVSC (National Association of Supervision and Coaching).

Later, in July 2013, the LVSC had 2300 members and hosted 17 accredited training programs for coaching and 12 accredited programs for supervision. There are also three master training programs for supervision and coaching.

References

www.lvsc.eu (29-10-2013) (date when last accessed on the Internet?).

LVSB registratie reglement 2005 (herziene versie).

Siegers, F. en D. Haan, *Handboek Supervisie*, Samsom, Alphen aan de Rijn/Brussel, 1988 (1983).

Praag-Van Asperen, H van & Ph. H. van Praag (red), *Handboek supervisie en intervisie in de psychotherapie*, Academische uitgeverij, Amersfoort, 1993.

Praag-Van Asperen, H van & Ph. H. van Praag (red), *Handboek supervisie en intervisie*, De Tijdstroom, Leusden, 2000.

Coenen, B., *Een onderzoek naar de ontwikkeling van supervisie in Nederland*, Soest, Uitgeverij Nelissen, 2003.

Coaching

History & Recent Developments

Socrates is seen as the 'godfather' of coaching because of the way he practiced the art of not-knowing and his mastery of dialogue and asking questions. In the 20th century, there are the roots of thinking that have contributed to the coaching profession: psychoanalysis, behaviorism, humanistic psychology, Gestalt approach, organizational theory, positive psychology, and change theory. Gallway (*The Inner Game of Tennis*, 1974) and Whitmore (1992) transferred coaching from the world of sports to the organizational world.

In the Netherlands, the demand for coaching began to rise in profit and non-profit organizations in the 1990s. Interventions aimed at a better performance and overcoming difficulties at work. At that time there were 2 training programs for coaches and the first Dutch books on coaching were published. A few influential pioneers were trained as supervisors. The number of coaches grew rapidly. Estimates for the total number of coaches vary between 20.000 and 35.000. This large group includes coaches with and without professional training working in a wide variety of contexts.

Nowadays, coaching in the context of work/employment has a broad focus on personal development. Coaching is seen as an instrument in Human Relations Management (HRM) to increase the employability of personnel and to stimulate organizational learning. Coaching is more and more used in combination with training and management development programs.

Field of Work

Professional coaches work in all sectors of Dutch society, in their capacity as personal coach, career coach, business coach, executive coach, mental coach, E-coach, intervention coach, coach the coach, and also supervisor or trainer. Coaching is provided for individuals, teams and larger organizational units and can be carried out face to face, by telephone, e-mail, Skype and other forms of social media on the Internet.

Organization

In 2003, Alex Engel founded the Dutch Organization of Professional Coaches (NOBCO). The NOBCO currently has 2100 members. It cooperates with the EMCC (European Mentoring and Coaching Council) for the accreditation of coaches and coach training programs. In 2003, the Dutch Journal of Coaching appeared for the first time.

Coaches can register with the NOBCO (Nederlandse Orde voor Beroepscoaches), the STIR (Stichting Registratie), an organization for certification of coaches) and with the LVSC (Landelijke Vereniging voor Supervisie en Coaching).

They can also choose between an international certification with ICF-NL or EMCC. Career coaches can register with the NOLOC (Nederlandse Organisatie voor Loopbaancoaches), an association for coaches dealing with career management. Roughly estimated, nowadays there are around 10,000 registered professional coaches/ supervisors in the Netherlands.

As for training programs for coaching, there are 17 accredited training programs with the LVSC. Additionally, there are three master training programs for supervision and coaching and one academic training program for executive coaching (VU Amsterdam). The NOBCO provides EQA certification of training programs together with EMCC representing four levels. The scheme below shows the number of accredited training programs on each level.

EQA Level	Number of accredited training programs in the Netherlands (29-10-2013)
Foundation	12
Practitioner.....	14
Senior Practitioner	2
Master Practitioner	2

References

www.nobco.nl (29-10-2013)

www.emccouncil.org (29-10-2013)

Pol, I.G.M. van der, *Coachen als professie*. Den Haag, Boom Lemma uitgevers, 2012

Tros, A., *Coaches en Coaching in Nederland en daarbuiten*. In: *De Coachapproach, organisaties veranderen door een coachende benadering*.

Stammes, N. & B. van Baarsen, A. Kooij, H. de Koning. Deventer, Gelling en Van Hoog, 2006.

Supervision and Coaching in Sweden

Lilja Cajvert

Supervision

In Sweden the word "handledning" is used rather than the English expression "supervision" or the French "controle". In spite of the different connotations, this text will use "supervision". The roots of the current view of supervision may be traced to the old tradition of master – apprentice, whereas the psychotherapist/ social worker of today uses his/ her own personality as the most important professional tool.

Modern supervision methods/ techniques both originated in the US and British trainings of social workers in the early 20th century and also in the trainings of European psychoanalysts in the 1920ies focusing on case-work and individual supervision. After World War II, group therapy sessions for prior prisoners of war were established at British military hospitals, supplementing individual treatment and introducing a therapeutic community. In Sweden, these ideas were further developed by Gustaf Johnsson at Barnbyn Skå. During the 1950s and 1960s attention to the group, group dynamics, the organization and the relation to the community geared these developments. The importance of continued training and group supervision was increasingly recognized in a number of fields. (cf. Katz o Kahn, 1966, quoted in Sundin, 1971, SOU 1978:5 pp. 96-7).

Training

In Sweden there was fairly early an interest to establish continued training of teachers and supervisors in psychotherapy, and the first national training in supervision started in 1974. Supervision was considered as one of the most important ways for an experienced psychotherapist to further develop his/ her therapeutic work. Newly employed social workers within child psychiatry and psychiatry and family counselors were offered individual supervision by an experienced colleague already in the late 1940s. Within social services, supervision of the employees was introduced in the 1970s.

Swedish social workers in the 1980s requested supervision that developed and strengthened the professional role. Group supervision was seen as a means of diminishing the power and authority of the supervisor; there is theoretical support for that view in system, organization and role theories. Self-awareness, a must in social work, can better be developed in a group where you often have to focus on how to use your abilities in relation to others and the need to reflect on your own attitudes and prejudices.

In 1982, the first education of supervisors in psychosocial work started at the department of social work at the Göteborg University by Lisbeth Johnsson, Gunnar Bernler, Barbro Lennéer Axelson, Sven Hessle and Göran Sandell. In their thesis Bernler & Johnsson (1985) defined supervision and presented a theory for supervision in psychosocial work.

They suggested today still valid criteria that supervision in psychosocial work should meet:

- ▶ continuity (usually at least for one year),
- ▶ a global aim (the supervisee should be able to integrate all aspects of psychosocial work),
- ▶ process direction (focusing on the attitudes of the supervisee, use of one-self as a tool and reflection on one's own reactions in psychosocial work),
- ▶ non-linear organizational relationship (there should preferably be at least one external supervisor),
- ▶ process responsibility (the supervisor(s) is (are) responsible for the process of supervision but not for direct work and nor for the client),
- ▶ facultative obligation (everyone ought to have supervision), and
- ▶ expertise (in psychosocial work, supervisory techniques and cultural competence).

According to Petitt (2002), a unique tradition of supervision was developed in Sweden; supervision should be an expected part of the regular process of work and offered by an external supervisor twice a month. Supervision will also support the development of group culture in a working group.

In the 1990s, supervision was widely introduced in higher education of teachers by building on the concept of humanistic psychology, Franke (1990). According to Grönquist (2004), nursing staff working in the health and social care sector has left the apprenticeship model for a kind of process supervision.

Education of supervisors is now part of the University curricula across Sweden, but there are also a few in private institutes that are approved of delivering training of supervisors.

Fields of work

Supervision has a long history in the professional practice of social workers and psychologists. Since the 1970s, supervision has been requested within the health care sector (for physicians, midwives, nurses etc.), at schools (for teachers, special pedagogues, pupil assistants etc.) and in the social care sector (for habilitation assistants, nurse aids, after school teachers, preschool teachers etc.), with new groups within other institutions (e.g., churches, charities) and in businesses of humanitarian nature. Today, there is also an increasing demand for supervision of leaders and managers at all levels of occupational groups.

Today, most social workers in Sweden (78 %) are supervised in their work, mainly as group supervision by an external supervisor, Höjer, S. & Beijer, E. & Wissö, T. (2007). Each therapeutic tradition requires a specific structure and content matter to provide for increased knowledge and to strengthen the therapist's/ social worker's specific professionalism. Therefore, there is a need for different types of supervision within psychosocial work and the caring professions, such as cognitive - or behavioral therapeutic -, systemic -, psychodynamic -, or family therapeutic supervision.

Organization - Professional Association

The Swedish Association for supervisors in psychosocial work was formed in 1984 by some students who had undergone the first education at the department for social work in Gothenburg, aiming at being a forum for collegial support and professional development for University trained supervisors in psychosocial work. Presently, the function of the society has changed due to new laws and regulations. Most supervisors have their own private enterprises which offer external supervision. According to a new act on public procurement, each municipality should procure university-trained supervisors for different activities, stating specific criteria for each procurement. Those procured are listed and can be contacted e.g. by project/ department managers for interviews and potential employment.

Thus, the present aims of the Society are to advance the development of supervision of psychosocial work within:

- ▶ administrative supervision (method supervision, work supervision),
- ▶ educational supervision (during higher education and student practice),
- ▶ supervision for professionals (case work and process supervision), and
- ▶ super-supervision (i.e. supervision on supervision) as a quality assurance of the supervisor's contribution.

References

- Bernler, G. & Johnsson, L. (1985). Handledning i psykosocialt arbete. Natur och Kultur, Stockholm.
- Boalt Boëthius, S. och Ögren, M-L. (2012). Möjligheter och utmaningar i grupphandledning. Teori och verklighet. Studentlitteratur. Lund.
- Boalt Boëthius, S. & Ögren, M-L. (2000). Grupphandledning. Den lilla gruppen som forum för lärande. Mareld och Erikastiftelsen, Stockholm.
- Cajvert, L. (2013). Handledning – behandlarens kreativa rum. Studentlitteratur. Lund.
- Gordan, K. (1992). Psykoterapihandledning inom utbildning, i kliniskt arbete och på institution. Natur och Kultur, Stockholm.
- Grönquist, G. (2004). Handledning inom vård och omsorg ur ett psykosocialt perspektiv. Gothia. Stockholm.
- Hessle, S & Höjer, K. (1979). Handledning och psykosocialt arbete. Ska-rapport 47. Metodbyrå 1. Stockholms Socialförvaltning. Stockholm.
- Höjer, S. & Beijer, E. & Wissö, T. (2007). Varför handledning? Handledning som professionellt projekt och organisatoriskt verktyg inom handikappomsorg och individ och familjeomsorg. FoU i Väst/GR. Göteborg.
- Lundsby, M. & Sandell, G. (1981). Handledning i psykosocialt arbete. Särtryck ur Socialmedicinsk tidskrift nr 10 (p 569 – 578). Stockholm.
- Näslund, J. (1994). Insyn i grupphandledning. Ett bidrag till förståelsen av ett av de människobehandlande yrkenas hjälpredskap. Filosofiska fakulteten. Linköpings Universitet Linköping.
- Petitt, B. (2002). Reflektioner. i Söderquist, M, (2002). Möjligheter. Handledning och konsultation i systemteoretiskt perspektiv. Mareld. Stockholm.
- Sundin, B. (1970). Individ institution ideologi – anstaltens socialpsykologi. Bonniers. Stockholm.
- www.handledarforeningen.com [last accessed 23 January 2014]

Coaching

In Sweden, coaching has been a new phenomenon since the Millennium with roots that may be traced back to ice hockey and other athletic games. Later development here was inspired by international trends, particularly from the United Kingdom where coaches were brought into private enterprises during the 1970s.

Coaching has increasingly spread in the public and private sectors and lately also in university education by satisfying the needs of renewed leadership in a society shifting from being industry based to knowledge based. Traditional institutions (e.g., the church and trade unions) are on the decline, and each individual is left to find one's meaning and sense in life. Coaching offers methods, supported by the present government, to let people take on more responsibility for their own lives – in line with the current policies in Sweden.

Training

Sweden still lacks a unified education in coaching. Only very recently some universities and colleges have started to offer basic programs specifically aimed at coaching.

Certification is offered almost exclusively by private enterprises and not standardized in Sweden but usually refers to some affiliation with international organizations that certify coaches, such as the [International Coach Federation](#) (ICF), the [European Mentoring and Coaching Council](#), and the [International Coaching Community](#) (ICC).

The methods applied in coaching are not new. It uses methods and techniques that are well established and commonly used, such as supportive dialogues/ conversations in ambulatory psychotherapy. However, coaching is always directed at healthy persons and usually related to personal development related to work or health. In this case, coaching is often defined as the art of asking questions.

Berg (2012) describes the core of coaching as a way for people to develop, a method to carry out that process and to define who is responsible for success. There are many types of coaching, such as coaching conversations, career coaching, life coaching, weight coaching and stop smoking coaching, executive coaching, business coaching etc.

Gjerde (2002, 2012) describes how the first generation of coaches developed in the USA and UK during the 1980s. In her opinion, supervision has a strong position within educational institutions, and there are people who ask if coaching is just a new name for supervision. According to her, coaching has now reached a certain maturity as can be seen in scientific articles that report varying results of coaching. There is a tendency to move from leadership coaching to a second generation of coaching, realizing the importance of building a theoretical basis and by studying essential elements of coaching. A clear theory and practice of coaching has begun to be created by experienced psychologists, psychotherapists, and university lecturers. Therefore, coaching as a method is slowly entering the universities. Finally, coaching is gradually approaching supervision as indicated before by new concepts expressed in book titles, such as *Coaching supervision*, Kellheim, A & Weide, B. (2013) and *Coaching and supervision in groups within university programs*, Anderson, G. & Persson, A. (2002, 2011).

Fields of work

During the last decade the term Coaching was used within a number of different fields ranging from technology, health care, psychology, management to business and social work – and opened up for a fragmentary view of what was indeed meant by Coaching.

Wikberg (2010) discusses coaching from an economical market perspective and considers the “Swedish coaching market” to be a new market.

He provides an outline of the Swedish domestic market for coaching products and services and holds the opinion that the Swedish coaching market is characterized by the uncertainty of what a coach is, and what services and products he or she may provide. According to Wikberg, the growing need for coaching in Sweden was closely linked to the deregulation of Arbetsförmedlingen (corresponding to the British Labour Exchange or job centre), previously a governmental monopoly.

Furthermore, the National Labour Exchange was commissioned by the government in 2009 to procure coaching services from external/ private enterprises for 2.9 billion SEK in the course of three years. A total of 952 submissions were granted. The aim was to support unemployed people with a personal coach to facilitate their entry into the labor market. The expected increase of the labor force has, however, not yet been fulfilled.

Wikberg considers the government as the main and most important factor to explain the recent spectacular growth of a Swedish coaching market. The heavy governmental involvement in coaching has been criticized by claims such as: government is at fault by procuring such services; coaches tend to become self-proclaimed experts or else express a pretentious narcissism; coaching may cover up structural problems of society.

Furthermore, such training offered by private enterprises may assume a kind of legitimacy usually only obtained by recognized universities in the field, and may be marketed to persons that lack qualifications for applying to higher education (p.36).

Academic Coaches in Sweden

There is no national association of coaches in Sweden today. The ICF, formed in the USA in 1995, established the ICF Nordic that was in charge of Sweden in 1999. It was replaced by the ICF Sweden, which is linked to one of the major coaching companies in the country (cf. Wikberg 2010). Students and alumni from the Psychological Coach Program at Högskolan i Skövde form the new association of Academic Coaches in Sweden, and it is the first association of coaches with a university affiliation in the country.

References

- Anderson, G. & Persson, A. (2002, 2011). Coaching och handledning av grupper – inom universitets- och högskoleutbildning. Studentlitteratur. Lund.
- Berg, M.E. (2007, 2012). Coaching - att hjälpa ledare och medarbetare att lyckas. Studentlitteratur. Lund.
- Gjerde, S. (2004, 2012). Coaching. Vad – Varför – Hur. Studentlitteraturen. Lund.
- Moltke, H.V. & Molly, Asbjorn. (red.). (2011). Systemisk coaching. En grundbok. Studentlitteratur. Lund.
- Hilmansson, H.T. (2012). Coachingtrappan – en handbok i att coacha och motivera till resultat. Studentlitteratur. Lund.
- Kellheim, A & Weide, B. (2013). Coachande handledning – en metodbok för ledarutveckling och professionellt klientarbete. Liber. Stockholm.
- Wikberg, E. (2010). Organisering av en ny marknad. En studie av den svenska coachingsmarknaden. Scores rapportserie 2010:6. Stockholms centrum för forskning om offentlig sektor. Stockholm.
- <http://www.psykologiguident.se/www/pages/?ID=234&Psykologilexikon> [last accessed 21 January 2014]
- <http://www.coachfederation.org> [last accessed 21 January 2014]
- <http://www.akademiskacoacher.se/> [last accessed 21 January 2014]

The Project Team – Biographies

Marina Ajduković, Zagreb, Croatia

Ph.D. psychologist, university professor at the Department of Social Work, Faculty of Law, University of Zagreb, family therapist and licensed supervisor. She has developed the first 120 ECTS Postgraduate master programs in Supervision that is continually carrying out from 2006. Author and Editor of numerous books and articles, former president of the Croatian Association for Supervision and Organizational Development

Lilja Cajvert, Gothenburg, Sweden

Social worker, licensed psychotherapist, supervisor in psychosocial work and in family therapy. Senior lecturer in social work at the Department of Social Work at the University of Gothenburg, Coordinator of the training course "Supervised Field Work", meta supervisor of the supervision training program at the Department of Social Work, University of Gothenburg.

Initiator, teacher, supervisor and consultant of the first education for supervisors in Bosnia and Herzegovina. She has developed her own model- working with unconscious processes in supervision - which she has described in articles and textbooks. Former president of the Swedish Association for Supervisors for four years.

Erik de Haan, Ashridge, Great Britain

MSc, PhD, MA, Director of Ashridge's Centre for Coaching with over twenty years of experience in organizational and personal development and professor of Organization Development at the VU University Amsterdam. He is a British Psychoanalytic Council registered psychodynamic psychotherapist with an MA in psychotherapy from the Tavistock Clinic, has co-authored more than 150 articles and 10 books, and sits on the editorial board of three journals.

He has worked with universities, hospitals and multinational companies. He is an Ashridge accredited coach and supervisor and is qualified to deliver a range of psychometric instruments.

Michaela Judy, Vienna, Austria

Ph.D., group dynamics trainer, accredited supervisor and coach (ÖVS). For more than 20 years, manager of an adult education center (Volkshochschule Ottakring, Vienna). At present, she works as a HRM consultant and project manager at Die Wiener Volkshochschulen GmbH, and as a freelance trainer, supervisor and coach.

Lectureships at universities as well as at adult education institutions. Course director of the post-graduate course "Systemic Supervision" of ASYS.

She has edited two books and has published several articles.

Wolfgang Knopf, Vienna, Austria/EU

Ph.D. in Social Sciences, Pedagogics and Psychology, Trainer in Group-Dynamics, Sexual Therapy, Supervision and Counseling, Organizational Development, Systemic Counseling.

Lecturer at the Universities of Graz, Vienna, Linz, Krems, College of Higher Education for Social Work Vienna for pedagogics, didactics, communication, group dynamics, civic education and counseling.

Since 1994 he is a freelance Supervisor, Coach and Management-Trainer, and co-leader of the postgraduate program 'Supervision and Coaching' at the University of Vienna.

Former President of the Austrian Association for Supervision (ÖVS) and of the European Association for Supervision (ANSE).

Hubert Kuhn, Munich, Germany

Certified economist (Diplom-Volkswirt), Trainer for group dynamics (DAGG), Coach and Supervisor (DGSv), Systemic therapist and consultant (Institute for Systemic Therapy and Organizational-Consulting), Organizational Consultant.

Independent Organizational Consultant, Supervisor, Management Coach and -Trainer both in national and international context. Associated with TOPS München-Berlin e.V.

Krisztina Madai, Budapest, Hungary

MBA in economic sciences and MA in applied psychology and gender studies, ICF credentialed coach and licensed supervisor. Co-founder and leader of the internationally accredited coach training program 'CoachAkademia' in Hungary, lecturer at the Supervision Training Program at Karoli University and at several other private coach training programs in Hungary. Co-author of the book 'Methodological handbook for coaches II' and several articles.

Heidi Möller, Kassel, Germany

Dr., Dipl.-Psych., Professor of Theory and Methodology of Counselling, Department of Psychology, University of Kassel, former Professor and Dean of the Faculty of Education, University of Innsbruck. Numerous guest lecturer activities and publications. Strong focus on competence development and evaluation of psychotherapy as well as supervision and coaching.

Licensed Psychotherapist, Clinical Psychologist, and Health Psychologist, qualified Psychoanalyst

Guest-lecturer of the post-graduate courses in "Higher Education Management" and "Leadership Development and Mediation" Masters programmes, Donau University Krems, Austria, former Director of the continuing education courses "Personnel and Organizational Development", "Counselling and Coaching" and "Organizational Development".

Mieke Voogd, Eelde, Netherlands

Organizational psychologist, consultant, supervisor and coach in various profit and non-profit organizations. Owner of Coachkwadraat, a network company for coaching, supervision and organizational development in the north of Holland.

Chairwoman of the scientific committee as well as meta-supervisor of the Dutch association of supervision and coaching (LVSC)

Reference list

- Abdul-Hussain, S. (2012): Genderkompetenz in Supervision und Coaching, VS Verlag Wiesbaden
- Ajduković, M. & Cajvert, L. (2004). Supervizija u psihosocijalnom radu./ Supervision in psychosocial work. Zagreb: Društvo za psihološku pomoć. (University textbook, pp. 383)
- Ajduković, M., Cajvert, Lj., Kobolt, Žižak, A. (2012). Obilježja metasupervizora iz perspektive supervizanta i metasupervizora. 3. Hrvatska konferencija o superviziji. Postignuća i izazovi razvoja supervizije. Opatija, 18. do 20. travanja 2012. Knjiga sažetaka, 26.
- Ajduković, M., Urbanc, K. (2010). Supervision as a safety net. In: Van Hess, G., Geissler-Pilitz, B. (Eds.) Supervision meets education. Supervision in the Bachelor of Social Work in Europe. Maastricht: CERST Research Centre Social Integration, Faculty of Social Studies/Zuyd University of Applied Science, 114-133.
- Ambruš-Kiš, R., Cimperman, R., Fajdetić, M., Kazija, M., Listeš, S., Marunčić, S., Miletić, L., Milić, V., Ništ, M., Ozorlić-Dominić, R., Petljak-Jakunić, B., Požnjak-Malobabić, A., Skelac & M., Vidović, T. (2009). Integrativna supervizija u odgoju i obrazovanju./ Integrative supervision in educational system. Zagreb: Agencija za odgoj i obrazovanje.
- Andersen, T. (1996): Das Reflektierende Team. Dialoge und Dialoge über die Dialoge. Verlag Modernes Lernen
- Bastaić, Lj. (2007). Supervizija i interpersonalna neurobiologija- kako supervizijski odnos mijenja supervizora i supervizanta/ Supervision and interpersonal neurobiology- how the supervisory relationship changes the supervisor and supervisees. Ljetopis socijalnog rada/Annual of Social Work, 14 (2), 453-463
- Belardi, N. (2009). Supervision. Grundlagen, Techniken, Perspektiven, München: C.H. Beck, 3. Ed.
- Berg, E M, (2004/2012) Coaching – att hjälpa ledare och medarbetare att lyckas. 2a uppl. Lund: Studentlitteratur.
- Bergknapp, A. (2009): Supervision und Organization – Zur Logik von Beratungssystemen. Wien: facultas.wuv
- Bernler, G & Johnsson, L. (1985/2000). Handledning i psykosocialt arbete. Stockholm: Natur och Kultur.
- Bezić, I. (2007). Supervizija kao način razvijanja samopouzdanja i sposobnosti podnošenja konfrontacije/ Supervision as a way to develop self-confidence and the ability to cope with confrontation. Ljetopis socijalnog rada/Annual of Social Work, 14 (2), 443-452.
- Boalt Boéthius, S & Ögren, M-L (2000). Grupphandledning Den lilla gruppen som forum för lärande. Lund: Studentlitteratur.
- Boalt Boéthius, S. & Ögren, M-L. (2012): Möjligheter och utmaningar i grupphandledning. Teori och verklighet. Lund: Studentlitteratur.
- Cajvert, L. (2009). Nesvjesni procesi u superviziji terapijskog rada. In: Ajdukovic, M. (Ed.) Reflection about supervision: International perspective. Zagreb: Faculty of Law. Department of Social Work, 67-89.
- Cajvert, L. (1998). Behandlarens kreativa rum. Om handledning. Lund: Studentlitteratur.
- Curriculum Chr. Rauen Coaching, <http://www.rauen.de/christopher-rauen.htm>, 30.05.2012

- Curriculum Katholische Stiftungsfachhochschule Munich,
<http://www.ksfh.de/weiterbildung>, 30.05.2012
- Curriculum Tops Munich-Berlin e.V., www.tops-ev.de; 30.05.2012
- Curriculum Trainingsprogramma Coaching Alba Academie (2013)
- Curriculum Trainingsprogramma Coaching Hanze Hogeschool Groningen (2013)
- Curriculum Trainingsprogramma Supervisiekunde Hanze hogeschool Groningen (2008).
- Curriculum, Lehrgang: Systemische Supervision (2013), Arbeitskreis für Systemische Sozialarbeit,
 Beratung und Supervision(ASYS)
- Čačinović Vogrinčić. G. (2009). Supervizija u socijalnom radu: su-stvaranje supervizije kroz suradni odnos.
 In: Ajdukovic, M. (Ed.) Refleksije o superviziji: Međunarodna perspektiva/ Reflection about
 supervision: International perspective. Zagreb: Faculty of Law. Department of Social Work, 67-89.
- DBVC, <http://www.dbvc.de>, 30.05.2012
- DGSF, www.dgsf.de, 30.05.2012
- DGSv, www.dgsv.de, 30.05.2012
- Doppler, K., Lauterburg, Ch.(2007): Change Management. Campus
- DVC, <http://www.coachingverband.org>, 30.05.2012
- Edding, C./Schattenhofer, K. (Hg) (2009): Handbuch: Alles über Gruppen, Weinheim/Basel
- Fatzer, G., Rappe-Geiseke, K., Looss, W.: Qualität und Leistung von Beratung (Supervision, Coaching,
 Organisationsentwicklung). Edition Humanistische Psychologie (1999)
- Fagerström, K., Karvinen-Niinikoski, S.(2013): What makes social work “systemic”?
 In: STEP-Manual,
- Geissler, Karlheinz, A. (1996): Szupervízió a modernben – modern szupervízió.
 In: Norbert Lippenheimer (szerk.): Tanulmányok a szupervízió köréből. Supervisio Hungarica
- Gjerde, S. (2007/2012). Coaching vad – varför – hur. Lund: Studentlitteraturen.
- Göncz, K. (2003): ELTE TTK szupervizor szakirányú továbbképzésének szakindítási kérelme
- Gordan, K. (1992). Psykoterapihandledning inom utbildning, i kliniskt arbete och på institution.
 Stockholm: Natur och Kultur. Stockholm
- Gotthardt-Lorenz, A. (2000): Die Methode Supervision – eine Skizze. In Pühl, H. (Hrsg.), Supervision und
 Organisationsentwicklung. (S. 55 – 69). Opladen: Leske und Budrich
- Gotthardt-Lorenz, A. (2009): Organisationssupervision – Raum für wachsende Anforderungen.
 In Pühl, H. (Hrsg.), Supervision und Organisationsentwicklung. Wiesbaden: VS Verlag
- Gotthardt-Lorenz, A.; Hausinger, B.; Sauer, J. (2009): Die supervisorische Forschungskompetenz.
 In Pühl, H. (Hrsg.), Handbuch der Supervision 3. Berlin: Ulrich Leutner Verlag
- Gotthardt, Lorenz, A. (1994 und 2000): „Organisationssupervision“, Rollen und Interventionen.
 In Pühl, H. (Hrsg.), Handbuch der Supervision 2 (S. 365-379). Berlin: Edition Marhold.
- Greif, S. (2008). Coaching und ergebnisorientierte Selbstreflexion: Theorie, Forschung und Praxis des
 Einzel- und Gruppencoachings, Göttingen: Hogrefe,

- Grundel, U. (red) Arvas, A.: Resa in i ett samtal. Coachning på gestaltiskt vis.
- Haan, E. de (2004). Coachen met collega's. Assen: Van Gorkum
- Haan, E. de (2008). Relational coaching. Chichester West Sussex: John Wiley & Sons.
- Hamreby, M. (2004) Tankar om det sårbara förståndet och att försöka bevara förståndet.
I Wrangsjö, B. (red). (2004). Utforska tillsammans. Handledande förhållningssätt.
Stockholm: Mareld.
- Hamreby, M. (2004). Tankar om det sårbara förståndet och att försöka bevara förståndet.
I Wrangsjö, B. (red). (2004). Utforska tillsammans. Handledande förhållningssätt.
Stockholm: Mareld.
- Hartmann, G. und Judy, M. (Hg.): Unterschiede machen. Managing Gender & Diversity in Organisationen und Gesellschaft, Edition Volkshochschule (2005)
- Hausinger, B. (2007): Zur Wirkungsforschung in der Supervision.
In: Supervision, 1.2007, S. 50-54
- Hausinger, B. (2008): Wirken und Nutzen von Supervision. Verzeichnis von Evaluationen und wissenschaftlicher Arbeiten. Hrsg: DGsv. 2. überarbeitete Auflage, kassel university press
- Hilmansson, H T, (2012) Coachingtrappan, en handbok i att coacha och motivera resultat.
Lund: Studentlitteratur.
- Hofsten, G. & Sundberg, E M. (2004). Handledning – ett möte mellan professionella.
I Wrangsjö, B. (red). (2004). Utforska tillsammans. Handledande förhållningssätt.
Stockholm:Mareld.
- Hofsten, G. & Sundberg, E M. (2004). Handledning – ett möte mellan professionella.
I Wrangsjö, B. (red). (2004). Utforska tillsammans. Handledande förhållningssätt.
Stockholm: Mareld.
- Höjer, S, &Beijer, E &Wissö, T. (2007). Varför handledning? Handledning som professionellt projekt och organisatoriskt verktyg inom handikappomsorg och individ och familjeomsorg.
Göteborg: FoU/Väst Rapport 1:2007.
- http://coachszele.hu/media/Lapszamok/MC_2013_1.pdf, March 2, 2013
- <http://szupervizio.webs.com>, Febr 20, 2013
- <http://www.coachutbildning.se/Coachetik.html>
- <http://www.emccouncil.org/> Date of visit: 16th of May 2013
- <http://www.szupervizio.eoldal.hu>, Febr 20, 2013
- <https://nl.wikipedia.org/wiki/Coaching> Date of visit: 16th of May 2013
- Judy, M.: Tango tanzen. Psychoanalytische und systemische Konzepte zu Übertragung & Gegenübertragung. In: Brush up your Tools.
- Knopf,W.(2008) Life Long Learning: Eine politische und praktische Chance für Supervision und Coaching. BSO Journal (2008)1:21-22.Bern
- Knopf,W./I.Walther (Hg.)(2010) Beratung mit Hirn.Neurowissenschaftliche Erkenntnisse für die Praxis von Supervision und Coaching. Wien: Falcultas

- Knopf, W./Roos, S. de (2009) *The Advancement of Supervisory Learning. Science, Profession or Practical Wisdom. A dialogue between Wolfgang Knopf and Sijtze de Roos.* Supervision (2009)1:23-28. Weinheim: Beltz
- Kobolt, A., Žižak, A. (2007). *Timski rad i supervizija timova/ Teamwork and supervision of teams.* Ljetopis socijalnog rada/Annual of Social Work, 14 (2), 367-386.
- Korman, J. (2002). *Lösningssfokus i handledning.* I Söderquist, M. (red) (2002) *Möjligheter handledning och konsultation i systemteoretiskt perspektiv.* Stockholm. Mareld.
- Korman, J. (2002). *Lösningssfokus i handledning.* I Söderquist, M. (red) (2002) *Möjligheter handledning och konsultation i systemteoretiskt perspektiv.* Stockholm: Mareld.
- Kouwenhoven, M. (2007). *Het handboek strategisch coachen.* Amsterdam: Boom Nelissen
- Lingsma, M. (2005). *Aan de slag met teamcoaching.* Soest: Uitgeverij Nelissen
- Luif I. (Hrsg.), *Supervision in Österreich.* Wien: Orac
- Matić, V. (2011). *Razvoj odnosa u superviziji psihosocijalnog rada/ Developing a relationship in supervision of psychosocial work.* Ljetopis socijalnog rada/Annual of Social Work, 18 (2), 217-244.
- Michels, H. und Looss, W. (2006): *Unter vier Augen. Coaching für Manager.* EHP – Organization
- Migge, B.(2005). *Handbuch Coaching und Beratung,* Weinheim: Beltz.
- Milowiz, W. (2009): *Teufelskreis und Lebensweg - Systemisch denken im sozialen Feld.* Vandenhoeck & Ruprecht
- Mohr, G. (2006): *Systemische Organisationsanalyse.* EHP (2009)
- Möller, H: *Was ist gute Supervision?* Klett-Cotta (2001)
- Möller, H., Hausinger, B.: *Quo Vadis Beratungswissenschaft?* VS Verlag für Sozialwissenschaften (2009)
- Moltke, H. V. och Molly, A (red). (2011). *Systemisk coaching en grundbok.* Lund: Studentlitteratur.
- Münch, W. (2011): *Tiefenhermeneutische Beratung und Supervision: Konzeptualisierung und Praxisreflexion,* Brandes und Apses
- Näslund, J. & Ögren, M-L. (ed).(2010). *Grupphandledning. Forskning och erfarenheter från olika verksamhetsområden.* Lund. Studentlitteratur.
- Neuberger, O. : *Mikropolitik und Moral in Organisationen.* Herausforderung der Ordnung, UTB (2006)
- Olson, H. & Arnoldsson, Ch. (2010). *Samtal kring handledning. Erfarenheter och reflektioner.* Lund: Studentlitteratur.
- Pechtl, W. (1995): *Zwischen Organismus und Organization, Wegweiser und Modelle für Berater und Führungskräfte,* Veritas, 1995, zit. nach Tippe/Jakob, oe263, 2012, unveröffentlichtes Manuskript
- Pertoft, M & Larsen, B (2003). *Grupphandledning med yrkesverksamma i människovård.* Stockholm: Liber.
- Petitt, B. (2002). *Reflektion.* I Söderquist, M. (red). (2002). *Möjligheter handledning och konsultation i systemteoretiskt perspektiv:* Stockholm. Mareld.

- Petitt, B. (2002). Reflektion. I Söderquist, M. (red). (2002). *Möjligheter handledning och konsultation i systemteoretiskt perspektiv*. Stockholm: Mareld.
- Petzold, H. (2005): *Supervision in der Altenarbeit*. Junfermann, Paderborn
- Petzold, H. (2005): „Beratung“ als Disziplin und Praxeologie zum Umgang mit subjektiven Theorien.
- Petzold, H. (1998): *Integrative Supervision, Meta-Consulting, Organisationsentwicklung: Ein Handbuch für Modelle und Methoden reflexiver Praxis*, Junfermann Paderborn
- Pol, I.G.M. van (2012). *Coachen als professie*. Den Haag: Boom Lemma Uitgevers
- Praag-van Asperen, H.M. van en Praag, Ph.H. van (2000). *Handboek supervisie en intervisie*. Leusden: De Tijdstroom
- Pühl, H.: *Handbuch der Supervision 3*. Wissenschaftsverlag Spiess (2012)
- Pühl, H. (Hg.) (2012): *Supervision und Organisationsentwicklung*. Handbuch, 3. Leske u. B., Vlg., L.
- Rappe-Giesecke, K. (2009). *Supervision für Gruppen und Teams*, Heidelberg: Springer, 4.ed.
- Rappe-Giesecke, K. (1999): *Supervision – Veränderung durch soziale Selbstreflexion*.
In: Fatzer, Gerhard u. a.: *Qualität und Leistung von Beratung (Supervision, Coaching, Organisationsentwicklung)*. Edition Humanistische Psychologie
- Rittershausen, K. (2010). *Coaching, empowerment and health A literature review* Examensarbete i Folkhälsovetenskap, C- nivå, 15 hp VT 2010 Högskolan i Skövde: Institutionen för vård och natur
- Sárvári, Gy. (1996): *Az európai és az angolszász szupervíziós gyakorlat néhány eltérése a szupervízió folyamattanulásának tükrében*. In: Louis van Kessel, Sárvári György (szerk.): *Tanulmányok a szupervízió köréből*. Supervisio Hungarica
- Schattenhofer, K. (2009): *Was ist eine Gruppe? Verschiedene Sichtweisen und Unterscheidungen*, in: Edding/Schattenhofer (Hg) (2009): *Handbuch: Alles über Gruppen*, Weinheim/Basel
- Siegers, F. (2002). *Handboek supervisiekunde*. Houten/Mechelen: Bohn Stafleu Van Loghum
- Söderquist, M. (red). (2002). *Möjligheter handledning och konsultation i systemteoretiskt perspektiv*. Stockholm: Mareld.
- Söderquist, M. (red). (2002). *Möjligheter. Handledning och konsultation i systemteoretiskt perspektiv*. Stockholm: Mareld.
- Ståhl, F. (2004). *Det personliga ställningstagandet*. I Wrangsjö, B. (red). (2004). *Utforska tillsammans. Handledande förhållningssätt*. Stockholm: Mareld.
- Ståhl, F. (2004). *Det personliga ställningstagandet*. I Wrangsjö, B. (red). (2004). *Utforska tillsammans. Handledande förhållningssätt*. Stockholm: Mareld.
- Steinhardt, K. (2005): *Psychoanalytisch orientierte Supervision. Auf dem Weg zu einer Profession? Zur historischen, professionstheoretischen und empirischen Fundierung von psychoanalytisch orientierter Supervision*, Psychosozialer Verlag Gießen
- Stiwne, D (red). (1993). *Perspektiv på handledning i psykoterapi och avgränsade områden*. Stockholm: Natur & Kultur
- Stumpf, S. / Thomas, A. (Hrsg.) (2003): *Teamarbeit und Teamentwicklung*, Hogrefe.

- Tatschl, S (2009). Reflektiranje – ključna kompetencija u superviziji. In: Ajdukovic, M. (Ed.) Reflection about supervision: International perspective. Zagreb: Faculty of Law. Department of Social Work, 49-66
- Tatschl, S. (1997): Organizationssupervision und Organisationskompetenz als Antwort auf Herausforderungen des Wandels von Sozialen Organisationen. In: Luif I. (Hrsg.), Supervision in Österreich. Wien: Orac
- Tippe, A. 2008: Veränderung stabilisieren. Strategische Teamentwicklung als Führungsaufgabe zur Stabilisierung von Organisationsentwicklungsprozessen. Carl-Auer-Verlag
- Tomić, V. (2011). Razine odgovornosti u supervizijskim odnosima/ Levels of responsibilities in supervision relationships. Ljetopis socijalnog rada/Annual of Social Work, 18 (2), 245-280.
- Tuđa Družinec, Lj. (2011). Utjecaj profesionalnog iskustva supervizora i konteksta na supervizijski proces u pomažućim profesijama/ Influence of professional experience of supervisor and context to the supervision process to helping professions. Ljetopis socijalnog rada/Annual of Social Work, 18 (2), 333-363.
- Tveiten, S. (2010). Yrkesmässig handledning – mer än ord. Lund: Studentlitteratur. Lund.
- Vad är coaching? http://www.coachstjarnan.se/vad_ar_coaching.php
- van Kessel, L. (2007) Coaching, a field for professional supervisors. Ljetopis socijalnog rada/Annual of Social Work, 14 (2), 387-431.
- van Kessel, L./ Fellermann, J. (2000): Supervision and Coaching in a European Perspective. Proceedings of the ANSE-Conference 2000, www.anse.eu, June 2013
- Vandamme, R. (2003). Handboek ontwikkelingsgericht coachen. Soest: Uitgeverij Nelissen
- Vizek Vidović, V., Vlahović Štetić, V. (2007). Modeli učenja odraslih i profesionalni razvoj/ Models of adult learning and professional development. Ljetopis socijalnog rada/Annual of Social Work, 14 (2), 283- 310.
- Watzlawick, P., Beavin, J., Jackson, D. (2011): Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies, and Paradoxes. W.W. Norton & Co.
- Weigand, W. (2012): Beitrag der Zeitschriften zur Professionalisierung von Supervision – Felderkundungen, in: Forum Supervision, Heft 40, Oktober 2012
- Weigand, W. (2011): Organization verstehen, in: Supervision, 01/2011
- Weigand, W. (2009): Methodenfetischismus und Angstabwehr, in: Harald Pühl (Hrsg), Handbuch der Supervision 3, Berlin 2009
- Weigand, W. (2006): Neue Herausforderungen an die Profession Supervision, in: Supervision 01/2006
- Wendel, B.; <http://keycoaching.net/coach/om-coaching/>
- Wikberg, E.: Organisering av en ny Marknad- en studie av den Svenska coachningsmarknaden. Score; Stockholm: Stockholm centre for organizational research.
- Wikipedia.de: "Supervision", <http://de.wikipedia.org/wiki/Supervision>, 30.05.2012
- Wikipedia: "Coaching", <http://de.wikipedia.org/wiki/Coaching>, 30.05.2012

Wimmer, R. (2004): Organization und Beratung. Systemtheoretische Perspektiven für die Praxis. Carl-Auer-Systeme

Wirtberg, I. (2002). Att ge och ta emot handledning. I Söderquist, M. (red) (2002) Möjligheter handledning och konsultation i systemteoretiskt perspektiv. Stockholm: Mareld.

Wirtberg, I. (2002). Att ge och ta emot handledning. I Söderquist, M. (red). (2002). Möjligheter handledning och konsultation i systemteoretiskt perspektiv. Stockholm: Mareld.

Wrangsjö, B. (red). (2004). Utforska tillsammans. Handledande förhållningssätt. Stockholm: Mareld.

Wrangsjö, B. (red). (2004). Att utforska tillsammans. Handledande förhållningssätt. Stockholm: Mareld.

www.ageracoaching.se

www.anse.eu

www.assp.sk

www.bso.ch

www.coachfederation.org

www.coachfederation.org, May 14, 2013

www.dgsv.de

www.drustvozasupervizijo.si

www.hdsor.hr

www.hrcafe.eu/temakor/szupervizio, Febr 20, 2013

www.ispa-supervision.org

www.lfi.hu/coaching-vs-szupervizio.html, Febr 20, 2013

www.lvsc.eu

www.lvsc.eu Date of visit: 16th of May 2013

www.nobco.nl Date of visit: 16th of May 2013

www.nosco.no

www.oevs.or.at

www.sai.ir

www.supervision-coaching.it

www.supervizare.com

www.supervizija.lv

www.szupervizio.lap.hu, Febr 20, 2013

www.szupervizorok.hu, Febr 20, 2013

www.wikipedia.hu, Jan 21, 2013

Žižak, A., Vizek Vidović, V., Ajduković, M.(2012). Interpersonalna komunikacija u profesionalnom kontekstu/Interpersonal communication in professional context. Zagreb: Edukacijsko-rehabilitacijski fakultet.

Žorga, S. (2009). Specifičnosti učenja u superviziji. In: Ajdukovic, M. (Ed.) Refleksije o superviziji: Međunarodna perspektiva./Reflection about supervision: International perspective. Zagreb: Faculty of Law. Department of Social Work, 49-66.



**ECVision.
Supervision and Coaching in Europe:
Concepts and Competences**

September 2015