



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

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Preamble

The ECVision competence framework with the attached Competence Matrix is the second key product of the Project ECVision. A European System of Comparability and Validation of Supervisory Competences, funded by Leonardo - Development of Innovation

In the first product, the ECVision Glossary, we have identified the terms characterising supervision and coaching in accordance with the literature available. Furthermore, we proceeded from defining these key concepts into learning outcome-based descriptions. The aim is/ was to understand the learning steps a person must have mastered, in order to be considered a qualified supervisor/ coach.

We have defined learning outcomes in accordance with EQF criteria as a prerequisite for students' acquired knowledge, understanding, and skills by the end of a learning process. (Cf. *CEDEFOP: USING LEARNING OUTCOMES*; European Qualifications Framework Series: Note 4; www.cedefop.europa.eu%2Ffiles%2FUsing_learning_outcomes.pdf9; p.12)

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

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

The glossary describes “communication as a core quality” as “any act of exchanging verbal and/ or nonverbal signs. Communication as a core quality means a conscious and reflected approach to this ongoing exchange.”

This conscious and reflected approach was also a personal and professional challenge for the project team– Marina Ajdukovic, Lilja Cajvert, Michaela Judy, Wolfgang Knopf, Hubert Kuhn, Krisztina Madai, and Mieke Voogd.

After all, the task was to co-create a common framework of understanding for the profession Supervision & Coaching that led to:

- the ECVision-Glossary and
- the ECVision Competence Framework.

Sincere thanks are given to the ten experts for supporting the competence framework with their professional recommendations. They are: Guido Baumgartner (CH), Hans Björkman (SE), Elisabeth Brugger (AT), Susanne Ehmer (DE/ AT), Erik de Haan (UK/ NL), Tone Haugs (NO), Louis van Kessel (NL), Helga Messel (SE), Heidi Möller (DE), Heidemarie Müller-Riedlhuber (AT).

Last but not least: the Steering Committee – Barbara Gogala, Eva Nemes, Gerald Musger, Andreas Paula – guided us through the various tasks and challenges, monitoring and supporting both the process and the content level of the project.

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:

Initially, we based the contents of this glossary on the research of available literature concerning supervision and coaching in Sweden, Germany, Austria, Hungary, Croatia, and the Netherlands. We then agreed upon the following main categories to describe supervision and coaching: stakeholders, participants, core qualities, settings, methods and outcomes.

We also discussed different perceptions and comprehension of terms and concepts, partly due to the different national backgrounds, to the fields of activity and the various client systems. These discussions took place within the project team, with ten external experts and with the professional community at the first conference in Brussels. Ultimately, a common description of supervision and coaching was created, including a few deviating opinions.

Concerning the competence framework, 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 - highlighted as hyperlinks in some of the paragraphs.

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 behaviours 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, recognise, 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 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 which 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%2Ffiles%2FUsing_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.

The attached Competence Matrix allocates the learning outcomes to the levels 6 - 8 of the EQF:

- **Level 6** designates the performance that qualified supervisors/ coaches should provide in any case. They are able to handle professional counselling activities. They take responsibility for decision-making in the unpredictability of process-oriented working contexts; and they assume a high level of responsibility for managing both the personal and professional development of individuals, teams and groups.
- **Level 7** has been assigned to practitioners who have achieved work experience in various fields. They undergo permanent further education and have reached a level of mastery of their profession which allows them to "... manage complex professional activities, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups." (descriptors defining levels in the European Qualifications Framework (EQF) <http://ec.europa.eu/ploteus/en/content/descriptors-page>)
- **Level 8** has been applied to those who are involved in supervision and coaching as researchers and teachers. They ... manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/ or for reviewing the strategic performance of teams." (ibid.)

By using the EQF structure the ECVision Competence Framework supports different players in the professional community in various ways:

National associations for Supervision and Coaching can describe their standards in terms of learning outcomes. In the long term, learning-outcomes-oriented standards facilitate the integration of Supervision and Coaching into the different National Qualification Frameworks (NQF).

VET providers for Supervision and Coaching are supported when describing their curricula in learning outcomes, too. It provides a grounding for comparison between training programs offered by universities and those offered by private VET-providers.

On a European level, the Competence Framework can also be used to create a European Professional Card. for supervisors and coaches.

These additional outcomes have not been direct goals of the present project. Instead, 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.

The present ECVision Competence Framework is not a “biblical canon”, but it is an important European contribution in a rapidly changing world of work. It provides the further development of the theory and practice of Supervision and Coaching in Europe by making its issues and outcomes more transparent and comparable.

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

<i>Competence</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Performance</i>
<u>Reflectivity</u>	<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>

<u>Integrating Theory and Practice</u>	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.	Estimating theory as systematically applied descriptions of experience. ("The map isn't the landscape.") 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.
		Understanding the difference between theory and methods/ techniques.	Setting up interventions according to theoretical and methodological reflection. Using techniques from various theoretical approaches by clearly distinguishing the theoretical (epistemological) foundations.

<p><u>Ambiguity Tolerance</u></p>	<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>
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Ethics

<i>Competence</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Performance</i>
<p><u>Ethical Conduct</u></p>	<p>Knowledge about</p> <ul style="list-style-type: none"> • The Codes of Ethics of the national and European professional organisations. • The national and European legal framework. 	<p>Following the Codes of Ethics of the national and European professional organisations.</p> <p>Considering ethical dilemmas related to supervisees/ coachees, their organisations 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

<i>Competence</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Performance</i>
<u>Ascertaining Continuous Professional Development</u>	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><u>Ascertaining Continuous Personal Development</u></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 biophysical 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 biophysical reactions and hypothesising about them as a source of information about ongoing processes.</p>
<p><u>Contributing to Professional Standards and Development</u></p>	<p>Knowledge of general developments in</p> <ul style="list-style-type: none"> • society, • organisational theory and practice, • professional discourses. 	<p>Assessing the impact level of one's work on supervisees/ coachees, organisations 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 Organisation

<i>Competence</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Performance</i>
<p><u>Relating to Different Personal, Professional and Organisational Values and Cultures</u></p>	<p>Knowledge about</p> <ul style="list-style-type: none"> • different types of organisations and their legal and environmental implications. • different concepts of organisational analysis. • various counselling formats within organisations and the function of supervision/ coaching within them. • parallel processes in organisations. 	<p>Recognising types of organisations.</p> <p>Recognising conflicts between personal and organisational values.</p> <p>Dealing with conflicts of values.</p> <p>Applying concepts of organisational analysis.</p> <p>Recognising organisational/ professional cultures.</p> <p>Recognising parallel processes in organisations.</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 organisational values.</p> <p>Designing supervision/ coaching proposals according to the type of organisation, its environment and needs.</p> <p>Adapting concepts of organisational analysis to the existing situation and the needs of the supervisees/ coachees, their organisations and workplaces.</p> <p>Supporting managerial staff to perform analysis of the organisational 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><u>Dealing with Function, Role and Status within an Organisation</u></p>	<p>Knowledge about the formal activities that members of organisations 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, organisational 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 organisational hierarchy.</p> <p>Exploring the impact of the formal position and the role, supporting conscious decisions in this context.</p>
<p><u>Focussing on Leadership Issues</u></p>	<p>Knowledge about theories of leadership and management.</p>	<p>Assessing organisational aspects such as authority, subservience and competition.</p> <p>Recognising the supervisees'/ coachees' personal behavioural patterns and style of leadership.</p>	<p>Recognising organisational 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

<i>Competence</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Performance</i>
<u>Contracting</u>	<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 organisational 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>

<p><u>Structuring the Process</u></p>	<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.
		Ending the professional relationship by <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. 	Identifying expressions and patterns of separation dynamics and handling them. Facilitating summarization and evaluation of both the process and the supervisees' / coachees' professional development.

<p><u>Evaluation</u></p>	<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

<i>Competence</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Performance</i>
<u>Facilitating Professional Development</u>	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 organisation 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' organisational field.	Focussing on procedures and dynamics in the supervisees'/ coachees' organisation.	<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><u>Facilitating Change</u></p>	<p>Basic knowledge of definitions of change in learning theories and theories of organisational development.</p>	<p>Focussing on possible changes concerning a supervisee/ coachee/ a team/ an organisation 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><u>Facilitating Learning</u></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

<i>Competence</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Performance</i>
<p><u>Using One's Own Communication Style Professionally</u></p>	<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><u>Managing the Communication Process</u></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'/ coachees' 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'/ coachees' in becoming aware of their own communication skills and styles.</p> <p>Supporting supervisees/ coachees 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/ coachees.</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/ coachees.</p> <p>Meta-communicating about the communication process in a supervision/ coaching relationship.</p>

<p><u>Managing the Person - Work - Organisation - Communication</u></p>	<p>Knowledge about</p> <ul style="list-style-type: none"> • Function, characteristics and barriers of efficient communication within organisations. • Formal and informal communication channels in organisations. 	<p>Analysing formal and informal communication processes within organisations.</p> <p>Analysing communication within person – work - organization interaction.</p>	<p>Handling communication issues focussing on the interaction of person – work - organisation.</p> <p>Supporting supervisees/ coachees in analysing their own communication styles and patterns within their organisational context.</p> <p>Supporting supervisees/ coachees in applying their communication skills within their working context.</p>
<p><u>Managing Tensions, Disruptions and Conflicts</u></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 - organisation 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 - organisation interaction.</p> <p>Fostering the supervisees’/ coachees’ awareness of sources and related communication patterns while working on tensions and conflicts.</p>

Handling Diversity

<i>Competence</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Performance</i>
<u>Diversity Awareness</u>	<p>Knowledge about</p> <ul style="list-style-type: none"> • how values and assumptions guide human action generally. • own values and assumptions. 	<p>Sensitivity for differences and their impact.</p>	<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>	<p>Ability to tackle socio –cultural attribution practices and their effects.</p>	<p>Knowledge and mastering of interventions that question retracted perspectives and behaviours.</p> <p>Challenging stereotyping attributions in personal and professional interactions.</p>
<u>Managing Power, Hierarchy and Discrimination</u>	<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

<i>Competence</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Performance</i>
<u>Performing in Different Settings</u>	<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, organisation development, organisational 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 organisational processes.</p> <p>Building blended learning.</p>	<p>Analysing whether the supervisees'/ teams'/ organisations' 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>
		<u>Performing in dyadic settings</u>	<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>
		<u>Performing in group settings</u>	<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><u>Performing in team settings</u></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 organisation and considering them.</p> <p>Deciding on team-supervision with or without a team-leader according to the contracted goals.</p>
		<p><u>Performing in an organisational context</u></p>	<p>Integrating organisational aspects into the process, especially those issues that most frequently arise, such as authority, subservience and competition.</p>
		<p><u>Performing blended learning</u></p>	<p>Using new media and face-to-face settings in a purposeful way.</p>
<p><u>Using Methods and Techniques</u></p>	<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><u>Giving professional feedback</u></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><u>Focussing problems</u></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><u>Moderating the process of supervision/ coaching</u></p>	<p>Purposefully using all methods with regard to structuring the process to achieve the contracted goals.</p>
		<p><u>Stimulating reflection</u></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><u>Using empathy</u></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><u>Applying professional dialogue</u></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>

Definition of Competences

(Referring to the ECVision Glossary for Supervision & Coaching)

Achieving Organizational Benefits

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.

Ambiguity Tolerance

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.

Better Professional Performance

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.

Building a Stable Working Relationship

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.

Change

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.

Communication

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.

Conflict Management

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

Contracting

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/coaching - or triangle - between the supervisees/coachees' organization, the supervisees/coachees and the supervisor/coach in case of supervision/coaching taking place in context and on request of the organization.

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.

Dialogue

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.

Diversity Awareness

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.

Ethics

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.

Evaluation

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.

Feedback

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.

Focussing Problems

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,

Function and Role

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 clarify both the formal activities (functions) negotiated and communicated on an organisational level, and the roles in the sense of behavioral patterns of those holding the functions.

Group Supervision/Coaching

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.

Interactive Process

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.

Integration of Theory and Practice

Exploring the supervisees'/coachees' 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. New behavior becomes part of the identity of the person.

Leadership and Management

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

Learning

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.

Methods and Techniques

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.

Moderating the Process

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

Organization

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.

Organization Supervision/Coaching

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 goals.

Professional Development

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

Quality Development

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.

Reciprocity

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.

Reflection

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.

New Media Supervision/Coaching

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

Settings

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

Single Supervision/Coaching

Dyadic form of supervision/coaching, one supervisor/coach and one supervisee/coachee. 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.

Team Supervision/Coaching

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.

Use of Empathy

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.