

Final Document – Part TWO

Stakeholder Group Feedback

24 December 2008

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Project Background

The approach to gaining feedback on the four objectives identified as a way forward for the coaching and mentoring supervision project was to invite people to become members of 5 stakeholder groups. The work produced by the stakeholder groups has been substantial and to retain this valuable contribution, this document has been produced to include the total outputs received.

Stakeholder group membership:

- The aim for stakeholder group membership was to be inclusive of representatives reflecting the group title.
- The purpose was to encourage individuals with relevant knowledge and experience to contribute to the project dialogue.
- The process was to approach individuals within professional bodies and other known contacts.
- Expressions of interest were also welcomed from individuals volunteering to participate in the project.
- Final group membership was self selecting on the basis of volunteers identifying where their motivation to contribute was focused.

Overview of document

This document contains summaries and the full responses to the project objectives:

- 1. Define the meaning and benefits of 'supervision' for coaching and mentoring in relation to stakeholders' perspectives on CPD for a professional coach and mentor.**
- 2. Consider alternative 'titles' for the process of 'supervision' ('coaching and mentoring supervision' was a working title)**
- 3. Consider levels of practise for 'Supervision' for Coaching and Mentoring.**
- 4. Define the competencies for 'Supervision' for Coaching and Mentoring.**

Note:

In keeping consistency throughout the project we continue to use our working title 'Coaching and Mentoring' throughout the document. We acknowledge the diversity of different names used within the stakeholder groups and the value they add within the overall discussion.

Five stakeholder groups 'met' to answer the above. The groups are:

- Providers of Coach & Mentoring training
- Purchasers
- Independent Supervisors
- Coaches/Mentors
- Ethics

The groups consisted of members of the Association of Coaching (AC), Association of Professional Executive Coaches (APECS), European Mentoring & Coaching Council (EMCC) & International Coaching Federation (ICF).

The responses from the 5 groups have been consolidated by the project's Strategic Steering Group (SSG) which is formed of one representative from each professional body (details below).

The SSG formed in December 2007, with endorsement from each coaching professional body, and has 'met' via conference call once/twice a month for an hour since the project started.

Association of Coaching (AC) – Benita Treanor

Association for Professional Executive Coaching & Supervision (APECS) – Jeremy Ridge

European Mentoring & Coaching Council (EMCC) – Lise Lewis

International Coaching Federation (ICF) – Claire Palmer

Contributors

The groups were made up of people from each organisation who demonstrated an interest in the subject matter. Each group operated with a high level of commitment and cooperation which enabled a sharing of ideas, knowledge, experiences which led to the completion of the four objectives. The groups met via telephone conferencing facilities.

Once the group had been initiated they managed themselves in a self-generating culture. They appointed their own 'initiating facilitator' who reminded them of the purpose of coming together and the outputs required. The amount of learning and information generated is a strong testimony to the participatory approach adapted by its members.

Each group was asked to record their outputs. The following copy is the record of the depth, breadth and commitment offered in the service of developing coach and mentoring supervision.

The following people contributed to producing the outcomes for the four objectives:

APECS:

Michael Carroll

Association for Coaching:

Fiona Adamson

Linda Aspey

Paul Bennett

Jan Brause

Elsbeth Campbell

Campbell Ford

Liz Ford

Mary Forest-Hill

Edna Murdoch

Audrey Oliphant

Lynn Scott

Catherine Squire-Walsh
Hannah S Wilder
Joy Wootten

EMCC

Tatiana Bachkirova
Lesley Bluckert
Angelique du Toit
Claire Hack
Alison Hodge
Caroline Horner
Jackie Keddy
Liz McGivern
Steve Nicklen
Eric Parsloe
Alan Rogers
Gil Schwenk
Carol Whitaker

ICF:

Jackie Barnacle
Helen Caton-Hughes
Elizabeth Crosse
Jane Emmanuel
Elizabeth Ferguson
Ann Girling
Bob Hughes
Liz MaCann
Anji Marychurch
Carolyn Matheson
Cherry Potts
Jenny Teuton
Janet Wilson
Lisa Wynn

Not representing any Professional Coaching body: Vassilia Williams

Objectives 1 & 2 from Providers of Coach & Mentoring training

Introduction

Our small subgroup met by teleconference three times. Our remit was to review and discuss four main areas of coaching supervision (we widened the term to include mentoring). The four areas were:

- What is coaching and mentoring supervision?
- What are its benefits?
- Can we consider the name “supervision” and see if we can come up with a more appropriate title?
- What is the Return on Investment for coaching and mentoring supervision?

Our discussions ranged widely and we worked through a number of drafts to our final document (included here). We included ROI in the main body of the benefits of coaching and mentoring supervision rather than make it a section in its own.

Executive Summary

Question 1: What is coaching and mentoring supervision

Coaching/Mentoring supervision is a conversational process that helps coaches and mentors to manage their own learning and development in order to improve their ongoing practice. It can be described as a type of CPD. [See Appendix 1 for our fuller discussion and summary document on this.](#)

Question 2: What are its benefits?

Coaching/Mentoring supervision benefits all 7 stakeholder groups involved. [See Appendix 2 for our fuller discussion and summary document on this.](#)

Question 3: How should it be done?

There is no single correct way but there are general principles and standards that could act as professional “best practice” guidelines. [We felt that Phase 2 of our consultancy would tackle this question in more detail](#)

Question 4: What should it be called?

There is widespread agreement that it is desirable to find an alternative to “supervision, supervisee and supervisor”, if possible. There is also recognition that it may be very difficult to drop the terms completely. Our current suggestions ranged widely and included terms such as:

- Independent Professional Development (and the supervisor as facilitator of this)
- Independent Professional Development Supervisor
- Mentor Coach Supervisor
- Coach Mentor Supervisor
- Coach Mentor Reflective Supervisor
- Reflective practice supervisor

While our subgroup made no decision or final suggestion on the name given to the process of coach/mentor supervision, there was a feeling or a sense that Coach Mentor or Supervisor (Coach Mentor Supervision) was a preference.

Appendix 1: What is Coaching Supervision? (See Question 4 above for our discussion on the name)

This document explores a way of describing Coaching and Mentoring Supervision (CMS) and offers some comment on one of its **central components – CMS as a relational practice**; this might help us to get at what supervision means in coaching and mentoring. For now, we will use the term ‘supervision’ in order to highlight these processes; it is helpful when thinking about the meaning of CMS, to use the term which is widely known in current coaching literature and to use the concepts which describe what coaching supervision is and how it goes about its business.

We have already highlighted some of the central features of CMS:

- the central focus is on the work
- the observation of practice
- development of skills and interventions
- practitioner development
- adherence to ethics
- maintenance of standards
- developing competencies
- exploring critical moments in coaching
- celebration of good practice – and much more.

Becoming clearer about CMS and finding some agreement together about its meaning, may usefully prepare us for the next stage of our enquiry – ‘levels of practice in the discipline’ and ‘competencies for the coach supervisor/mentor’.

CMS as Reflection, Insight and Support.

One way of identifying what supervision does is to think of it as a process of **Reflection, Insight and Support**. This way of understanding CMS underlines the fact that supervision enhances ‘seeing’, the seeing into one’s practice, the illumination of subtle processes in coaching conversations and of blind spots in oneself and in one’s thinking. Supervision through reflection is then something that I, the coach, take away with me – an enhanced view, a super-vision of my practice.

‘**Reflection and Insight**’ also point to the level of learning which emerges as a result of sustained, supervisory focus on a piece of coaching. The ‘**Insight**’ is often collaboratively unearthed and it facilitates coaches’ thinking about their work. Insight may also be in the form of information or teaching on a relevant coaching theme. It will be useful later on, perhaps, to identify all the different ways in which we encourage reflection and insight.

The ‘**Support**’ of CMS can be undervalued. Coaches in supervision often refer to the relief of having time and space to think about particular aspects of their work and especially to think/reflect with a trusted colleague who will microscopically explore practice with them and contribute to their understanding. This support enables the coach to contain and resolve some of the more challenging parts of their work e.g. their frustrations with coachees, their concern that they are not doing enough, the difficulty of keeping to a coaching contract when the coaching ‘flow’ is going off piste, the undue influence of the organisation (often implicit) or of key stakeholders which might reduce coach effectiveness (power/disempowerment), unexpected emotional material either within the coach or in the coachee, ‘ruptures’ in the coaching relationship. This level of CPD has obvious benefits for all stakeholders.

We will probably address the details regarding the tools and models of CMS at a later time, when we explore competencies and levels of practice. So for now, it might be more useful to say something about a core aspect of CMS that often is overlooked and which is central to its benefits.

CMS is a relational practice.

CMS understands that while the observable business of coaching is going on – meetings, contracting, outlining coaching programmes, coaching sessions – it is people who do the talking and thus, who and how we are in the conversation, affects outcomes. This ‘who and how we are’ piece is mostly unobservable from the outside, but can have significant impact on effectiveness. A process of reflection with a CMS helps the coach to become aware of relevant strengths and weaknesses and to become stronger and more confident across a range of conversations. **Personal awareness and development** – indeed all aspects of EQ - are therefore key ingredients in relating well and in holding successful professional conversations.

CMS explores and clarifies what goes on in these **relationships and conversations** and enables coaches to be intelligent about creating effective conversation in every ‘coaching moment’ – conversations with organisations, coaches, sponsors and stakeholders, between coach and coachee and within the coach. There are several models that can guide these explorations and that are useful in gathering data about what subtly and powerfully influences conversation so that the coach - the main instrument of their work - is as ‘clean’ and ‘clear’ as possible and so that they can have appropriate impact in their professional relationships.

The exploration of the various relationships and conversations, develops clear thinking, appropriate powerfulness, leads to contracts which are clear and well defined. It is the means to better **understanding of systems** so that there is alignment between coach, coachee and the commissioning organisation. Developing the ability to think systemically is an important part of the supervisory process. Through CMS, the coach learns more about the interplay between self and the whole system, whatever that system is. The result is the creation of effective, robust working alliances and an increase in the ability to keeping professional boundaries. Coaches also have more awareness that they are not responsible for the whole outcome of a coaching programme and they will have access to more ways of thinking about people and the systems in which they find themselves.

Tasks of CMS

It seems appropriate to list some of the Tasks of the CMS.

- Clear Contracting – multi-party contracting where appropriate.
- Ensuring that standards and ethics are maintained.
- Establishing good boundaries
- Enhancing reflectivity – working with content and process
- Attending to the Coach’s Personal Development.
- Creating the Working Alliance.
- Deepening Coaching Presence.
- Building the Internal Supervisor.
- Offering new perspectives to the coach.
- Increasing the coach’s interventions and tools.
- Being sensitive to the coach’s Learning and Coaching Style.
- Teaching about Coaching Psychology.
- Working with Parallel Process
- Developing systemic thinking

Giving constructive feedback.
Creating experiments through which the coach can learn.
Offering educative and restorative support to the coach.
Working systemically – with coach, client and the wider field.
Opening up new areas of competence for the coach.

Appendix 2

Why Coaching Supervision

Introduction

This document is a contribution to a wider project for establishing definitions and standards for what is currently termed 'coaching and mentoring supervision'.

This project is not aimed solely at the independent professional coach or mentor but at all coaches and mentors working in the Private, Public, Community, Education, Health and Voluntary Sectors who might all benefit from access to this activity.

There is agreement from members of our stakeholder group that there would be real benefits flowing from some of the practices and processes associated with 'supervision' as currently operating in the psychological, psychotherapeutic and counselling professions but we have deep reservations about using the term 'supervision' in the context of the coaching and mentoring profession and industry.

As will be understood from our subsequent descriptions of the potential benefits, we see this activity as basically a post qualification or post basic training requirement that relates to the ongoing professional development and practice of a coach or mentor to ensure that they continue to be competent and up to date with current developments and ideas of 'best practice' in the profession.

Thus there is a need to agree an alternative and more appropriate term than 'supervision'. Our contribution to this debate is to suggest either the term 'mentor coaching' or 'independent professional development facilitation'.

For the remainder of this paper we will therefore use the terms 'mentor coach', 'deliverer', 'receiver' and 'provider' rather than coach, coachee, mentor, mentee, supervisor and supervisee.

Benefits to stakeholders

A key question asked by all stakeholders is: What benefits does the activity of mentor coaching offer the various players in the field? This short summary will organise answers to that question around the seven stakeholder groups involved. These are:

- Benefits to the 'deliverer' of coaching and mentoring services
- Benefits to the 'receiver' of coaching and mentoring services
- Benefits to the providing organisation (which sells 'coaching and / or mentoring' provision and employs 'deliverers')
- Benefits to the purchasing organisation (whose individuals are receiving 'coaching and / or mentoring' and who pay for it, ROI)
- Benefits to the Coaching and Mentoring Profession (professional bodies to which 'delivers' belong to and who validate qualifications and basic training in coaching and mentoring)
- Benefits to the wider system (development and use of talent and potential)
- Benefits to the mentor coach (the person delivering the activity)

Benefits to the 'deliverer' of coaching and mentoring

Mentor coaching is set up to facilitate the ongoing learning and continuous improvement of coaches and mentors. A form of CPD, it focuses on the actual practice/work of 'deliverers' using experiential learning as the vehicle for collaboratively generated insights. In a relationship that offers both challenge and support, 'deliverers' "step back" from practice and identify blind spots, deaf spots and dumb spots in their work. They also celebrate their good work in mentor coaching. 'Deliverers' use mentor coaching to continue learning how they can work more effectively and ethically with individuals and organisations, with critical moments and impasses. They return to their work refreshed and with an extending range of interventions. Reflection is used as the main tool of learning where the mentor coach facilitates open and honest reflection and the 'deliverer' presents and reflects on their work in a transparent manner. Mentor coaching also helps 'delivers' be aware of the impact of their work on their own wellbeing and development.

Benefits to the 'receiver' of coaching and mentoring

Mentor coaching offers protection to 'receivers' and ensures, insofar as is possible, that they get the best service possible from their coaching and /or mentoring relationship. The focus of mentor coaching is always on increasing the quality of the service 'receivers' obtain.

Benefits to the coaching and mentoring provider organisation

Mentor coaching assures stakeholders in general and employers of coaches and mentors in particular that their 'deliverers' are working ethically, competently and open to their ongoing learning and development. It provides a forum of accountability for quality work.

Benefits to the purchasing organisation (that employs the services of 'deliverers')

Mentor coaching benefits organisations that use 'deliverers' by helping them to maximise the potential of their investment. It does this through accountability, ethical awareness and by helping 'deliverers' apply their service more profoundly toward organisational goals.

Mentor coaching will ensure a ROI by ensuring that 'deliverers' are working with: organisational as well as personal/professional learning and development, transformational change, developing their own quality of service, involving managers in the process arrangements and using both external and internal 'deliverers'.

Benefits to the Profession

Mentor coaches feel responsibility for upholding professional standards and in monitoring ethical and boundary sensitivities (e.g., ensuring that 'deliverers' subscribe to a Code of Ethics, have Indemnity Insurance for their work, maintain professional boundaries etc). They see themselves as "gatekeepers" of the profession with a deep awareness of better quality service for individual and organizational clients.

Benefits to the wider system

Mentor coaches invest in the advantages of their service to the wider system, in supporting 'deliverers' to think more expansively about their work and its contribution to the development of potential and talent. In facilitating reflection in wider circles, 'deliverers' and mentor coaches see their contribution to the development of better and more effective systems.

Benefits to the Mentor coach

Mentor coaches benefit from the activity by learning from 'deliverers' and the work they do. By mentor coaching professional 'deliverers' through the service (experienced practitioners, internal and external coaches and mentors, in life and organisational settings), mentor coaches extend their own level of experience and learning.

Overall Benefits of Mentor coaching

The overall benefit of mentor coaching is to maximise the potential of coaching and mentoring by enhancing all that is good about the service and working to diminish what is poor about the service.

28th May 2008

Subgroup: Joy Wotton, Jane Emmanuel, Lesley Bluckert, Lisa Wynn, Elizabeth Ferguson, Alan Rogers, Michael Carroll, Eric Parsloe, Edna Murdoch, Caroline Horner, Tatiana Bachkirova, Gil Schwenk

Objectives 1 & 2 from Coaches/Mentors Group

Lynn Scott, Mary Forrest-Hill, Liz McGivern, Claire Hack, Cherry Potts, Janet Wilson, Carolyn Matheson

Objective One

Define the meaning and benefits of 'supervision' for coaching and mentoring in relation to stakeholders' perspectives on CPD for a professional coach and mentor.

Background

This document has been written from our collective and individual perspectives as a group of coaches/mentors.

- All of the members of this group describe themselves as coaches or coach mentors.
- Three of the group members also supervise other coaches/mentors
- Most of us have supervision as part of our coach/mentor practices
- We have chosen our supervisors for different reasons based on our experience, the nature of our respective coaching practices and 'best fit' in terms of the supervisor meeting our needs. Two of the group see two different supervisors, with different coaching or psychotherapy backgrounds and training, to help them with different aspects of their coaching practice.

Our Findings

This group came up with many definitions; some of them our own, some of them from known writers in the field; but to simplify the process we have tried to capture the generic essence of what supervision is and does.

Our document attempts to capture the different benefits of supervision and whilst we have identified some generic benefits we have identified quite clearly that one size does not fit all. Here are some of the things that we have found to be important considerations:-

- The three main bodies (ICF,EMCC, AC) are not consistent in how they describe supervision or in their recommendations for supervision. They are trying to reflect the needs of their members. We hope this project will help to outline a consistent approach whilst bearing in mind that one size does not fit all, as mentioned above.
- A life coach, personal coach, executive coach, mentor and internal coach may all require different things from supervision. Similarly, a newly trained coach may require different things from his/her supervisor than a highly experienced executive coach.
- Do we need to differentiate types of supervision. E.g. 1-2-1; Group; Peer.
- A coach/mentor may benefit from different types of supervision at different stages of their career/development
 - For example;
 - An inexperienced coach may benefit more from a 1-2-1 mentoring style of supervision, where ideas and experience of the 'supervisor' are shared.
 - A very experienced coach may find peer supervision groups more beneficial
- Can one supervisor meet all of the diverse needs of different client groups?
- Can supervision guard ethical standards, ensure best practice, point out when a coach may be breaking professional standards AND contribute to the coach's learning and growth?

- One key point to remember is that supervision is not only in the service of us as coaches but it is also in service of our clients and the client's organisation (if applicable) and the profession. Supervision should serve all of these stakeholders.
- Can we differentiate what we 'take' to a coach and what we 'take' to supervision? How can we clarify the difference between coaching and supervision so that it is absolutely clear to the buyer?
- Does a supervisor need to have a psychological background and/or a business background – again, it would depend on the need of the supervisee and the type of coaching work he/she is undertaking. Whilst a psychologically trained supervisor may help us identify transference/counter transference issues, for example, a supervisor who is not trained in this area may be unaware of how these issues affect our coaching relationships. Similarly a supervisor without a business background may not be able to help us understand organisational culture, strategy, vision etc which may also be important in some types of supervision. Some group members did not feel that a psychological background OR a business background was a pre-requisite but that experience in coaching was more important. Some group members thought it was important that their supervisor did have a psychological background and indeed had chosen their supervisor for that specific reason.
- The group agreed that there was some benefit in working with a supervisor who is trained in different models to one's own. For example, two NLP trained coaches in this group did not necessarily need a supervisor who has an NLP background – there is some validity in being supervised by somebody trained in different models etc to challenge our thinking and give us other tools to use.

Taking all of the above into consideration, we outline below a summary of the generic and essential aspects of the definition and benefits of supervision.

Recommended Definitions from this Group

The aim is to ensure/maintain excellent standards within the coaching industry, to develop the coach/mentors' skills and practice and therefore give greater benefit and protection to the client

- Standards of performance / competence against agreed standards are assessed. ('Standards' will be those defined by the membership body)
- Support is given to help the coach develop their professional skills and enhance their coaching work (The coach retains responsibility for their own development)
- It's a reflective process which facilitates the learning of the coach
- The supervisor offers support and challenge

Benefits (to the coach/mentor)

NB As our task was to focus on the benefits of supervision to us as coaches/mentors, we have not made reference specifically to benefits to the client/coachee, the client's organisation or the wider profession.

- Encourages ongoing development therefore improving practice and helps the coach reflect on their theories and assumptions in practice
- Support to deal with challenges/difficulties for example when the coach feels “stuck” or the client is “stuck”
- Prevents isolation and burnout
- Builds confidence and is affirming
- Provides objective feedback on practice and helps coach understand better both the client system and themselves as part of the client-coach system
- Creates a learning environment for sharing, **and keeping up to date with**, best practice
- Stimulates the opportunity for change and transformation in the coach
- Builds credibility of the individual coach and therefore the profession as a whole
- Identification of key coaching strengths as well as blind spots and areas for development
- Facilitates/encourages reflective practice
- More marketable (professional approach to maintaining standards of excellence)
- Enhances referral possibilities – many organisations specify that they want to use external coaches who have supervision.
- Other perspectives (Group & Peer Supervision only)
- Possible reduced cost (Group & Peer Supervision only)
- Development of support network (Group & Peer Supervision only)

Objective Two

Consider alternative ‘titles’ for the process

Our group felt overwhelmingly that there was no real benefit in looking for another title – ‘supervision’ was completely acceptable to all our group members although we did like the idea of ‘super-vision’ which is a process of helping you step back, metaphorically, from your work in order to take a broader view of your coaching practice. We understand that the word supervision when used in an organisational context can have negative connotations - some coaches/mentors may be cynical, scared, thinking that supervision is a line management type process – i.e. being monitored/judged/appraised/performance managed. We feel that our role as coaching professionals is to educate coaches, mentors and organisations about what supervision is and is not rather than look for an alternative name for the process.

Objectives 1 & 2 Ethics Group

	Topic	Action	Person	Date
1	Date: Wednesday 14th May 2008, 11:45-12:45			
2	Participants: Hannah Wilder – Host Liz Ford – Chair Anji Marychurch Apologies: Alison Hodge Steve Nicklen Helen Caton-Hughes Linda Aspey			
3	What do we mean by supervision? <ul style="list-style-type: none"> ▪ A process by which a coach ensures their practice is meeting their clients’ needs (individual and organisational). ▪ A dynamic, reflective, collaborative process resulting in multifaceted learning for both coach and supervisor. ▪ A professional relationship which provides a contained, safe space for the coach to reflect on their practice and their “use of self” – what they bring to, how they contribute to, and how they are affected by the coaching relationship. ▪ It focuses on client, organisation (where applicable) and coach needs and the context in which the coaching is being delivered ▪ The relationship has a clear intent to maintain personal and professional confidentiality as far as is possible within legal and political constraints concerning privacy. ▪ It is based on trust and the development of an emotionally safe environment. ▪ It is accepting of diversity 			
4	What are the benefits of supervision? For the coach <ul style="list-style-type: none"> ▪ An opportunity to stand back and look afresh at situations ▪ Gaining from another’s perspective of their work ▪ Continuing personal and professional development ▪ A place to recognise, discuss and address ethical issues / dilemmas ▪ Keeps us honest and courageous by being held accountable to our integrity ▪ Increased self-awareness ▪ Being open to learning in a mutually safe and trusting environment resulting in growth ▪ Support with boundary management ▪ Increased competence, confidence, creativity and capability For the coachee/client <ul style="list-style-type: none"> ▪ Quality improvement of coaching provision ▪ More effective coaching ▪ A role model for self-awareness and best practice ▪ Gets as professional a coaching experience as possible For the sponsor / organisation <ul style="list-style-type: none"> ▪ Quality assurance of coaching provision ▪ Organisational learning as a result of being aware of collective themes emerging 			

	<ul style="list-style-type: none"> ▪ Reassurance that coach is working to ethical guidelines and being reviewed ▪ Assured that its interests are being taken into account 			
5	<p>What else could we call it?</p> <p>Possibilities include:</p> <ul style="list-style-type: none"> ▪ Consultative support ▪ Senior reflective consultation ▪ Facilitated reflective practice ▪ Mentoring ▪ Coaching ▪ Meta coaching ▪ Supervision <p>Some members of the group support staying with the term supervision to avoid confusion and limit the emergence of sub-standard alternative processes.</p> <p>However other members do not like the term supervision because:</p> <ol style="list-style-type: none"> 1. They agree with an ICF statement that the term is not universally understood and accepted worldwide across cultures in the coaching profession 2. Of its mental health image 3. The need and desire to distinguish our profession from others and not adopt the terminology of fields that may not have a positive image in the corporate world <p>These members would prefer to move away from this term and its psychological association towards something more like facilitative reflective practice or consultative reflective practice.</p> <p>No firm agreement reached but a keen willingness to keep talking and an openness to see what emerges.</p>			

Objectives 1 & 2 from Independent Supervisors Group

First Stage Outcomes are outlined below.

a. **Professional Coaching Supervision - we agreed to proceed with this**
as a title.

b. Process of coaching supervision.

i. Agreed to use following definition: (Bachkirova, Stevens & Willis
2005)

'Coaching supervision is the formal process of professional support, which ensures continuing development of the coach and effectiveness of his/her coaching practice through interactive reflection, interpretative evaluation and sharing of expertise.'

c. **Benefits of coaching supervision are as follows:**

i. Continues the development of coaches and coaching profession.

ii. Sustaining and developing coaching cultures, and an important source of organization learning.

iii. Maintains consistency, competency and professional standards.

iv. Ensures ethical practice.

v. Ensures needs of the whole client system are met.

vi. Develops coaching skills.

d. Target Audience:

i. Coaching Community generally

ii. Specific 'groups' particularly business and major corporations.

Objectives 1 & 2 from Purchasers Group

Benefits

Paul – The client’s experience. The quality of the work that coach is able to do with client, significantly enhanced by supervision framework. Invites questions about their own practice that otherwise would not arise. Could be considered “safer” as a practitioner.

Jackie – Assurance of ethics and standards; wellbeing of coaching community (ie with focus on each coach as individual); raising the bar in ensuring we get the most out of our coaching investment (time, money, corporate budget, personal efforts/sacrifice); “the right to practice” – over time, a coach is maintaining the “right to practice” internally as a coach.

Alternative titles

Campbell – Mentoring. Period! Supervision just smacks of micro-management or even of remedial action. Academic connotation (Dissertation Supervisor – infers that not real world). Who or what is the audience of this discipline, are we trying to define a title for their benefit?

Jackie – neither Mentoring nor Supervision ticks the box. Seeking a term to combine the whole essence of both delivery of expertise and quality assurance.

Bob – also has dislike of term “Supervision”, perhaps driven by the specific jargon brought from therapeutic professions. Some conjoining like “Coach Mentor” may be more accurate but still comes across as clumsy. All about getting away from psychotherapy generally.

Jackie – comfortable with “Coach Mentoring”.

“I’m being supervised” – “so you’re just a learner then?” or “you can’t be trusted to do it on your own?!”

Overall reflections on this first call

Useful start, comfortable flow, and some tangible outcomes.

Objectives 3 & 4 from Providers Group

Coach/Mentor Supervisor competencies v2

Introduction

The following is a list of the key activities/tasks, characteristic behaviours and knowledge areas required for supervisors of coaches and mentors. It has been drawn from a number of sources and backgrounds. It assumes that those coming to coach/mentor supervisory training already have met articulated competencies for coaching/mentoring practice through their coaching/mentoring qualification (for example those articulated in the document shared by Lisa for the Master Certified Coach level of the competencies from ICF) and a minimum of 3 years coaching experience and/or a set number of coaching hours

The Key Activities/Tasks (and sub tasks) proposed are

a) Setting up and Contracting the Supervisory relationship

- a. To establish a clear contract for the supervisory relationship considering the boundary of confidentiality and its variation in a supervisory relationship with respect to the supervisor's responsibility to ensure ethical practice
- b. Identifying the learning needs of the supervisee
- c. To negotiate a working agreement with supervisee/s
- d. To establish 3-way, 4-way and group contracts where relevant
- e. Agreeing and planning the flow of the supervisory session and providing the structure to enable the supervisee to work effectively
- f. To establish appropriate criteria for supervisee and supervision evaluation and set up opportunities to engage in evaluation

b) Managing and Maintaining the Supervisory Process

- a. Monitors and reviews with the supervisee, the relationship between the supervisor and supervisee to ensure there is an effective working alliance
- b. Monitoring the supervisory process and shifting blocks where possible in the learning or the supervisory relationship
- c. Review and renegotiate the working contract when required
- d. Awareness of the developmental stages through which supervisees and supervisors travel and being able to match supervisory interventions to supervisee levels of development
- e. To encourage supervisee confidence through active support and encouragement
- f. To recommend further interventions for the supervisee if needed (e.g. training, counselling etc)
- g. Give constructive feedback to facilitate supervisee learning

- h. To deal with issues of transference in the supervisory relationship
- i. For group supervision to be aware of group process and when and how to intervene appropriately
- j. Write reports when required (for training or other institutions as agreed in contracting with supervisee)

c) Facilitating Learning to ensure enhanced efficacy in coaching/mentoring practice

- a. Facilitating experiential learning to support the supervisee to develop
 - i. Insight and awareness
 - ii. Reflective skills
 - iii. Self coaching / learning to learn skills
 - iv. Giving and Receiving feedback skills
 - v. Realistic self assessment
 - vi. Emotional Intelligence
- b. Creation of a safe reflective space
- c. Encourages creativity, experimentation
- d. Challenges appropriately
- e. Introduces new learning models, frameworks, ideas and tools where appropriate for supervisee to consider

d) Facilitating Effective Ethical Awareness and sensitivity including boundary management to ensure effective and ethical coaching/mentoring practice

- a) Supporting supervisee to explore ethical challenges, boundaries between their work and other professions/disciplines and make ethical decisions
- b) Build capacity in the supervisee to reflect on their ethical stance to support their ability to consider ethical dilemmas in the moment during coaching and act appropriately
- c) To encourage supervisees to be part of a professional body, have indemnity insurance, participate in regular CPD and subscribe to an ethical code
- d) To increase awareness in the supervisee of the congruence between their actions and their articulated professional practice
- e) To support the supervisee to consider systemic/contextual/organisational issues and the impact of these issues on their work and themselves
- f) To intervene appropriately where ethical issues are at stake (who to contact, when to contact etc)
- g) To support supervisees to consider cultural, gender, race, sexual orientation and other areas of individual difference which may impact on their work and themselves.
- h) Awareness of the legal and moral responsibilities of a supervisor

e) Characteristic Behaviours required to effectively perform the above activities

- a) Models respect, acceptance of difference, openness and curiosity towards supervisee
- b) Builds trust whilst also creating a challenging and developmental learning environment
- c) Comfortable in establishing and maintaining effective boundaries within the supervisory relationship

- d) Open to feedback and acts on feedback where appropriate
- e) Demonstrates a commitment to Supervision and CPD of their own practice
- f) Actively reflects on the impact of their values, knowledge, experience and assumptions on themselves as coach/mentor and as supervisor

f) Knowledge base beyond that of a coach/mentor

- a) Knowledge of multiple theories of supervision
- b) Knowledge of Systems Theory (e.g. organisation, family etc)
- c) Knowledge of models of coaching and mentoring
- d) Knowledge of learning theory and its application to supervision
- e) Knowledge of Human Behaviour
- f) Knowledge of legal frameworks for the field

Objectives 3 & 4 from Purchasers Group

Levels of Practice

The group discussion is summarised as

There should be an agreed entry criteria for the training which combined with agreed requirements for Coach Supervision Training qualifies an individual to be a “Coach Supervisor/Mentor”. Formal qualification is sufficient.

As purchasers we do not need feel it necessary or beneficial to have any further levels of coaching supervision practice

Competencies

An idea generating session was held and the following is the output:

Initial assumptions:

- A Coach Supervisor would be a qualified/accredited Coach
- A Coach Supervisor would have additionally qualified separately in Coaching Supervision
- A Coach Supervisor already demonstrates the competencies of a qualified coach

Objectives 3 & 4 from Supervisors Group

Objective 3 - Consider levels of practice in the discipline

Supervisors would need all the qualities that make for excellent coaches plus more and that they should be classified in 3 categories 1) Practitioner 2) Advanced 3) Mastery.

Prerequisite for Supervision Practice

- A) Qualified and experienced coach. At least 2 years coaching practice experience.
- B) Supervision qualification(that includes supervised practice with volunteers over probably 6 months)

1) Practitioner level –Newly qualified supervisor. Need to grow into the role. Less able to encompass models other than their own models. Higher level of support required.

Stoltenburg & Delworth Level 1 developmental stage of supervisor growth and development

2) Advanced Level- Experienced and confident in role. Developing new skills and understanding .More comfortable in role and with a greater array of skills.

Stoltenburg & Delworth Level 2

3) Mastery Level- Highly experienced. Demonstrates an ability to integrate a wide skill base and can meet a multiplicity of client requirements.

Stoltenburg & Delworth Level 3 and 4 stage

We considered the above as reflecting levels of maturity and the stages reflecting “a maturing process’ necessary to develop to next level. We used the term ‘Overlapping Competencies’ to describe building on and integrating further training. A determinant of a supervisor’s level of practice includes level of coaching experience, supervision training (ideally ‘coach’ supervision) and actual supervision apprenticeship.

Objective 4 - Consider the competences for coaching supervision.

Key Supervisor Attributes

Key personal and professional attributes necessary for good supervision are

- Not attached to own model. Able to follow clients model and make provision for differences in training, experience, culture etc
- Holds a reflective space reflective practise
- Ability to self supervise
- Ability to contextualise
- Ability to hold the whole system not just own system i.e. a systemic view
- Demonstrates good judgement and understanding
- Ability to uphold standards and core values of the profession
- Sense of humour
- Mental and emotional robustness

Objectives 3 & 4 from Coach Mentor Group

Objective 3:

Consider levels of practice in the discipline (ideas and thoughts on how much coaching practice a supervisor might need to have and what sort of practice makes for a supervisor? Can anybody be a supervisor or do they need to be practising coaches?)

Area to be considered	Thoughts, ideas, concerns, considerations
Qualifications as coach?	The group had mixed views: Some of us felt a coaching <i>accreditation</i> or qualification was essential and the qualification should be a recognised by accrediting bodies (e.g. ICF, EMCC,AC, Coaching Academy)

	<p>Whilst some experience also indicates that good supervisors may come from related fields without Coaching quals (Psychotherapy). Supervision experience is important along with an understanding of coaching context, organisational context (where relevant) and coaching competencies.</p>
<p>Qualifications as supervisor?</p> <p>Are they needed, if so at what level?</p>	<p>Clear agreement that a supervisor should be qualified.</p> <p>As there are clear differences between coaching and supervision, coach training alone may not be enough.</p> <p>At this stage of the development of the industry, it may not yet be clear what would constitute an appropriate qualification, but it would include those areas detailed on objective 4</p> <p>In terms of levels, thoughts included, being at post graduate level, being at least at same level as coach that is being supervised</p>
<p>Supervision experience:</p> <ul style="list-style-type: none"> • Time period as supervisor? • Hours as supervisor with clients? • Range/type/number of clients? 	<p>We have outlined what the minimum requirements and have considered Peter Bluckert's work:-</p> <ul style="list-style-type: none"> • At least 1000 hours of coaching experience • Professional standards and ethical behaviours • Advanced level coaching skills • Significant knowledge of coaching theory • psychological mindedness • Significant experience of receiving supervision in 1-1 sessions (and group supervision if delivering group supervision) <p>Time period as supervisor is less relevant. Hours as a supervisor and range of clients are more important</p>

Area to be considered	Thoughts, ideas, concerns, considerations
<p>Coaching experience:</p> <ul style="list-style-type: none"> • Time period as coach? • Hours as coach with clients? • Range/type/number of clients? 	<p>If we agree that if a supervisor needs to be a coach then the experience should include;</p> <p>Around 1000 hours client contact/coaching hours</p> <p>The time period was seen as less important</p> <p>A minimum number of clients would need to be defined.</p> <p>We defined a range/type of clients as being clients seeking coaching in different ways: life coaching, executive, transition, career etc, and coaching into different types of organisations, to people at different levels of responsibility. We felt that except where a coach had a very narrow range of clients themselves (and perhaps even then) they would expect their supervisor to have as wide a range of experience as possible to get a good match in understanding likely issues, but also in having other experience to draw on. We did not think that a lack of range automatically precluded someone from supervision, but that it would severely limit the supervisors likely client base.</p>

Objective Four the competences for coach/mentor supervision

We, the coaches and mentors group, have linked this list of competences to our agreed definition of supervision, i.e:-

The aim of supervision is to ensure/maintain excellent standards within the coaching industry, to develop the coach/mentors skills and practice, and therefore, give greater benefit and protection to the client.

Standards of performance / competence against agreed standards are assessed.

(‘Standards’ will be those defined by the membership body.)

Support is given to help the coach develop their professional skills and enhance their coaching work. (The coach retains responsibility for their own development)

It’s a reflective process which facilitates the learning of the coach.

The supervisor offers support and challenge.

We have used the EMCC competence Standards and the ICF core competences as guideline for this work (and we have sometimes used their wording in this document and referenced accordingly). We have also made reference to Coaching, Mentoring and Organisational Consultancy (Hawkins and Smith) to help us define some of the competencies.

This document highlights the competences that we feel are specifically relevant for a coach mentor/supervisor but ***we would expect, as a given, coach mentors/supervisors to demonstrate competence/excellence in the core coaching competencies outlined by the ICF/EMCC/AC.***

COMPETENCE – Ability to:	DEMONSTRATED BY:-
Establish a supervision contract/agreement	<ul style="list-style-type: none"> • Ability to explain what supervision is and how it differs from coaching and mentoring in content, focus and boundaries (Hawkins and Smith). • A clear understanding of the purpose/framework and boundaries of coaching and coaching ethics. • A clear agreement between supervisor and supervisee(s) on the guidelines and specific parameters of the supervision relationship • Clarity of understanding between Supervisor and supervisee(s) about what is appropriate in the supervision relationship and what is not • Clarity of understanding between supervisor and supervisee(s) about what is the supervisor’s and what is the coach’s responsibility in the supervision relationship • A clear understanding and application of a rigorous code of ethics; knowing what

	<p>action to take if the supervisee is breaking his/her code of ethics</p> <ul style="list-style-type: none"> • Explicitly agreeing levels of confidentiality
Manage Boundaries	<ul style="list-style-type: none"> • Operating within the limits of his/her own competence and referring the supervisee on to another professional if his/her competence has the potential to be exceeded. • Ensuring that the expectations of the client and the sponsor (where applicable) are understood and agreed
Work with emotions	<ul style="list-style-type: none"> • Confidence in working with strong emotions, ability to self-manage and not be overpowered or enmeshed by supervisee's emotions (ICF) • The capacity to manage and contain anxiety (their own and that of the supervisee (Hawkins and Smith). • Offer emotional support
Be open to learning and self development	<ul style="list-style-type: none"> • Reflection on own personal practice (through CPD, supervision on supervision, reflective learning log etc) • Understanding of how change takes place in self and others • Open-ness to 'not knowing', to taking risks (ICF) and to be open to getting it wrong as well as getting it right • Open-ness to experimentation with new possibilities for own action (ICF) • Open-ness to feedback from supervisee(s) about what is and is not helpful in the supervision relationship
Give Feedback	<ul style="list-style-type: none"> • Ability to observe and give feedback with fearless compassion (Hawkins) and to give feedback in the 'here and now' of the supervision session • Ability to give feedback to supervisee(s) – to listen to a piece of coaching work and evaluate it against agreed criteria if requested. • Ensure quality control and ensure high standards are maintained in the coaching profession
Demonstrate advanced communication skills	<ul style="list-style-type: none"> • Willingness to challenge the supervisee(s) and help him/her/them work outside their comfort zone by creating a safe environment for the supervision sessions

	<ul style="list-style-type: none"> • Ability to ask powerful questions that evoke discovery, insight, commitment or action (ICF) • Listening to what is being said as well as what is not being said.
<p>Move between theoretical concepts and a wide variety of interventions, models and methods</p>	<p>Ability to practically apply a wide range of supervision models such as the seven eyed model (but not to be over reliant on models at the expense of other competences)</p> <p>Support skill development</p>
<p>Create and raise Awareness</p>	<ul style="list-style-type: none"> • Ability to ask tough and powerful questions rather than skirt round key issues (i.e. not avoiding elephants in the room!) and to be open to getting it wrong • Helping supervisees to discover how their thoughts, beliefs, perceptions, emotions etc impact on their coaching practice. • Ability to be curious and to use his/her own internal responses to help the supervisee(s) be curious about, and gain additional information on, what might be happening in the supervisor/supervisee/coachee relationships. • Ability to recognise and work with parallel process, to notice blind spots and behaviour patterns in self and supervisee(s) and to use these observations to enhance the supervisee(s)' coaching practice • Ability to work with intuition and 'gut feel' • Awareness of self – aware of how his/her own culture, background, assumptions, values, beliefs, mindsets, experiences and prejudices impact on the supervision relationship and can use this knowledge creatively to raise awareness and improve the supervisee'(s) coaching practice. Able to raise awareness of same in supervisee(s) and help supervisee understand how these issues may impact on his/her coaching relationships.

Work with a multi/meta perspective and take a helicopter view	<ul style="list-style-type: none"> • Being able to see the same situation from a variety of angles and to switch focus between:- <ol style="list-style-type: none"> 1. The client that the supervisee is describing 2. The supervisee and his/her process 3. The supervisor and his/her process 4. The client's wider context or organisational context
Work with difference in all its forms	<ul style="list-style-type: none"> • Showing respect for diversity in its many forms
Create a 'Shift in the Room' (Hawkins and Smith)	<ul style="list-style-type: none"> • Helps, the supervisee(s) to 'do it now*' during the supervision session providing immediate support and challenge and encouraging the supervisee to be accountable and to take action • *'do it now' means to practise saying what they are going to say/do in the supervision session rather than just thinking about it
Work effectively with groups (for group supervisors)	<ul style="list-style-type: none"> • Competence in handling and understanding group dynamics; awareness of the stages that the supervision group may go through and ability to facilitate the group's development. • Willingness to notice and name what is happening in the group and explore how that might be impacting on the supervision process, group members and other stakeholders

Objectives 3 & 4 from Ethics Group

Notes of Collaborative Supervision Project – Ethics Stakeholder Group

Levels of Practice

- We discussed membership categories for coaches in each of our professional bodies (AC, EMCC, ICF)
- It was suggested that in the future a similar structure could be developed for supervisors but that at this time we might need to concentrate on a minimum level of entry to supervisor status

- Broadly we agreed that this would involve:
- A certain level of specific recognised training
- A certain level of experience shown by number of coaching and supervision hours
- Evidence of undergoing supervision / mentoring of supervision practice
- It was suggested that ideally the training and experience should be coach/coaching specific in order to aid assurance of coaching ethical codes, understanding organisational contexts and managing coaching boundaries. i.e. not just therapy related
- It was also felt that the training should include psychological dimensions
- Liz and Helen spoke from personal experience and stated that coaching hours and level of supervision experience matter and may need to be matched to the coach being supervised
- We discussed whether a new coach needs a more experienced supervisor – we think so

Required Competencies

- It is recommended that a framework be developed. This might be per professional body or, if all are in agreement, a common framework
- We started to generate ideas for this – see attached and invite the rest of the group to add to this over the next few weeks

Other Discussions

- We felt it important that coach supervisors belonged to a coach specific professional body and be bound by relevant ethical guidelines
- We discussed the role of the supervisor and their responsibility for the process of supervision
- We also debated the role of the supervisor in challenging unethical behaviour in a coach
- We clarified that by coaching we meant a broad umbrella that covers:
 - Life coaching
 - Mentoring
 - Business & executive coaching
 - Organisational coaching

Selecting a Coaching Supervisor

- Knowledge and experience of the process of different types of coaching and mentoring in different contexts
- A 'Catholic' appreciation and awareness of different models and theories underpinning diverse coaching approaches
- An understanding of individual, group and organisational change and the skills to facilitate change in others

- The skills to teach/coach and give feedback
- A good grounding in psychology, or an appreciation of different psychological models and theories
- Solid professional coaching experience
- Post Graduate qualifications – ability to draw on and refer to appropriate literature
- Involvement in the industry, presenting papers, running workshops, training people to coach
- A delight in the process of supervision and a passion for its value; an appreciation of how it differs from coaching
- Ability to recognise adverse behavioural issues, either in supervisees or their clients and refer on
- An understanding of learning and learning to learn
- Organisational structures, cultures, politics to capture nuances in client systems
- Appreciation of and ability to work with ethical and boundary issues
- An integrated personal model of supervision that is transparent and appropriate to the coaches
- Sound personal awareness at a physical, mental, emotional and spiritual level
- Understanding of the phenomena of projection, projective identification, transference, parallel process, the relational unconscious
- Understanding of mental health and well-being and how to recognise dissonance with knowledge and ability to re-direct
- Advanced interpersonal skills such as listening, questioning, rapport-building, feedback – giving and receiving, curiosity
- Willingness to learn

Guiding Ethical Principles for Coach Supervision

These principles refer to all the stakeholder relationships impacting on the coach supervision process including:

- Coach Supervisor – supervisee
- Coach Supervisor – professional body / coaching profession
- Coach – coachee
- Coach – client / organisation
- Coach – professional body / coaching profession / the public at large

1. Do no harm

Ensuring no harm is done to anyone. If it is believed harm is being done, or is likely to occur action should be taken even if it overrides other considerations.

Coaches and supervisors have a responsibility to ensure they are competent to practice and are committed to continuing professional development.

2. Ensure your client is best served

Ensuring the coach-client receives the service most appropriate to their needs. Consideration should be given to:

- The coach supervision service
- The coach supervisor
- The coach client
- The approach
- The process
- Coachees' readiness, willingness and ability to engage and participate fully
- Organisational needs

Referral to a more appropriate person / service may be necessary to better serve the coachee-client.

3. Transparency

Practicing with openness and honesty and clearly articulating how you are working and why. It will involve thorough explanations of:

- Approaches
- Processes
- Methods

4. Professionalism

Balancing the professional / personal focus of coach supervision

Personal

- Being accountable for your actions
- Acting with integrity
- Being aware of one's own abilities and limitations and working within them
- Being mindful and fully present
- Suspending expertness and practicing with confident humility.

Professional

- Managing expectations - what can be achieved and what can't
- Setting boundaries – what you will and what you won't do
- Being clear about responsibilities – who is responsible for what
- Being clear about agreements – initially and throughout the process
- Being faithful to promises made

5. Justice

Ensuring all parties are treated with respect and fairness with regards to areas of difference, gender, age, ethnic origin, faith, disability, sexual orientation or social status.

It is particularly important for a coach supervisor to be able to balance the needs of the coach with that of the other stakeholders e.g. coachee / client / organisation

6. Autonomy

Promoting and supporting autonomy, independence and self-reliance.

Enabling both parties in the supervisory relationship to learn and grow through reflective and pre-emptive practice.