

How do we describe what we are doing? Supervision & Coaching in the context of European competence orientation

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Policy background

Fundamental social and economic changes:

- shift from industrial to knowledge society
- expansive globalisation
- the economic crisis in 2008
- demographic changes (ageing society)
- ...

>> Efforts of European policy to ensure economic growth and the availability of a labour force that has the „right“ qualifications and skills for a knowledge-driven and increasingly competitive labour market.

Main EU policy objectives I

Increasing the mobility of learners and workers by

- more comparability/transferability of qualifications (EQF, NQFs, ECTS/ECVET, PLOTEUS, Diploma/Certificate Supplements...)
- more comparability/transferability of jobs and better matching of labour market supply and demand (ESCO, EURES, Europass CV...)

Bringing/keeping labour force in the market by

- Youth Guarantees
- Increased retirement age...

Main EU policy objectives II

Calling for an adaptation of education and training

- Demanding more labour market orientation in education and training
- Encouraging short-term „fit for the market“ education and training

Making efforts to secure the flexibility of labour force

- Promoting lifelong learning (LLL initiative)
- Supporting lifelong guidance (LLG)

Lifelong Guidance

The Council Resolution 2008 defines LLG as a

„continuous process that enables citizens at any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used.“

LLG covers

„a range of individual & collective activities relating to information-giving, counselling, competence assessment, support, and the teaching of decision-making & career management skills.

LLG and Supervision & Coaching

Austrian Organisation for Supervision & Coaching, AOS:

„Supervision is the consulting method for all professional challenges facing individuals, teams, groups and organisations /.../ aims to simulate professional environments and to enable the participants involved to cope with the problems and challenges involved, to resolve conflicts and actively manage periods of structural change.“

Austrian Coaching Council, ACC:

Coaching is an interactive individual-related consulting and guidance process that is targeted and temporarily restricted and takes place in a professional context. The consulting of individuals, groups or teams is focused on professional-objective and/or psychological-sociodynamic problems in working environment. /translation HMR/

Challenge: professional profiling

- Different definitions of Supervision & Coaching from different practitioners and professional networks at national & EU level
 - At the same time: Supervision & Coaching are mentioned in the same breath and used almost synonymously
 - Some researchers see the demarcation of both counseling forms disappearing, others interpret Supervision & Coaching as different phases of a counseling process
 - Some refer to the necessity of supervision for coaching, others promote professional coaching for supervisors
- >> These discussions have also been reflected in the process of creating the European Glossary of Supervision & Coaching

ECVision: Supervision

- Supervision: *a counseling profession focusing on the interaction of persons, professional tasks and organisations*
 - serving the development of individuals, teams, organisations
 - providing space to reflect professional functioning
 - focusing on ensuring & developing the quality of communication and methods of cooperation among staff members
 - offering support in different reflection and decision making processes and in challenging professional situations
 - supporting clarification & processing of tasks, functions, roles
 - assisting in the handling of processes of change & in finding innovative solutions for new challenges

ECVision: Coaching

Many definitions in Europe > Can be summarized as follows

- *a form of professional counseling inspiring coachees to maximize their personal & professional potential*; aims on initiating a transformational process. Coach & coachee work together in a partnering relationship. Coachee: content, coach: counseling
- primarily aiming at managers, working with specific objectives, methodology & approach. Typical features are topic-specific support provided by a limited number of consultations, and the teaching of skills at short training intervals (GESpeak. countries)
- *a form of professional guidance focusing on professional & personal growth of coachees*; structured, purposeful process: coach encourages effective behavior of coachee, directive approach to support coachee to accomplish his/her goals

Job – occupation – profession

Job: „a set of tasks and duties performed, or meant to be performed, by one person, including for an employer or in selfemployment“ (ILO 2012, ISCO-08 Vol I, 11)

Occupation: „a set of jobs whose main tasks and duties are characterised by a high degree of similarity. A person may be associated with an occupation through the main job currently held, a second job, a future job or a job previously held.“ (ILO 2012, ISCO-08 Vol I, 11)

Profession: used almost synonymously to occupation, but often with a stronger emphasize on connotations such as professionalism/expertise or vocation (cf. GE *Beruf*: occupation/profession and *Berufung*: vocation/mission)

>> ***Jobs and occupations/professions require qualifications***

Describing qualifications (EQF)

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as <i>theoretical and/or factual</i> .	In the context of EQF, skills are described as <i>cognitive</i> (involving the use of logical, intuitive and creative thinking), and <i>practical</i> (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of <i>responsibility and autonomy</i> .
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy

Coaching Tasks and Skills

The executive coaching process can be divided into six phases: **Building and Maintaining Coaching Relationships**, **Contracting**; **Assessment**; **Development Planning**; **Facilitating Development and Change**; and **Ending Formal Coaching and Transitioning to Long-term Development**. Each of these phases, as outlined below, has a set of tasks. Many of these tasks can also be viewed as specific skills that an executive coach can develop and hone.

Building and Maintaining Coaching Relationships

Basic

- Build and sustain trust
- Hold the coachee, his/her boss, and HR accountable
- Identify and manage resistance and conflict
- Influence with and without authority
- Maintain confidentiality on sensitive organizational and individual issues
- Hold multiple perspectives
- Solicit feedback on one's own performance as the coach

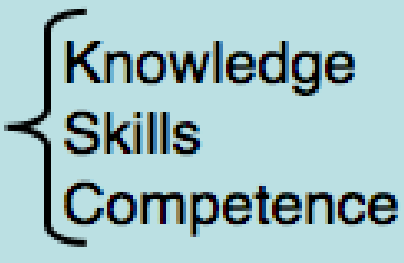
Advanced

- Provide guidance on diverse cultures and cross-cultural issues
- Use earned trust to challenge values, assumptions, and business practices
- Work with a diverse group of clients and stakeholders (cultures, races, genders, styles, ethnicity, etc.)

Source: The Executive Coaching Forum 2008: The Executive Coaching Handbook. Principles and Guidelines for a Successful Coaching Partnership, p 80; Download: <http://www.instituteofcoaching.org/images/pdfs/ExecutiveCoachingHandbook.pdf>

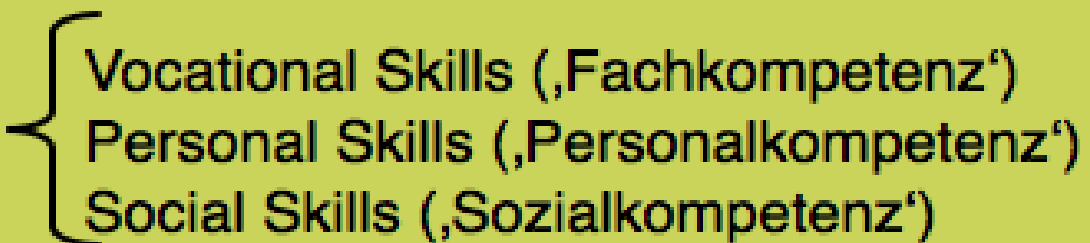
Different skills/competence typologies

European
Qualifications
Framework



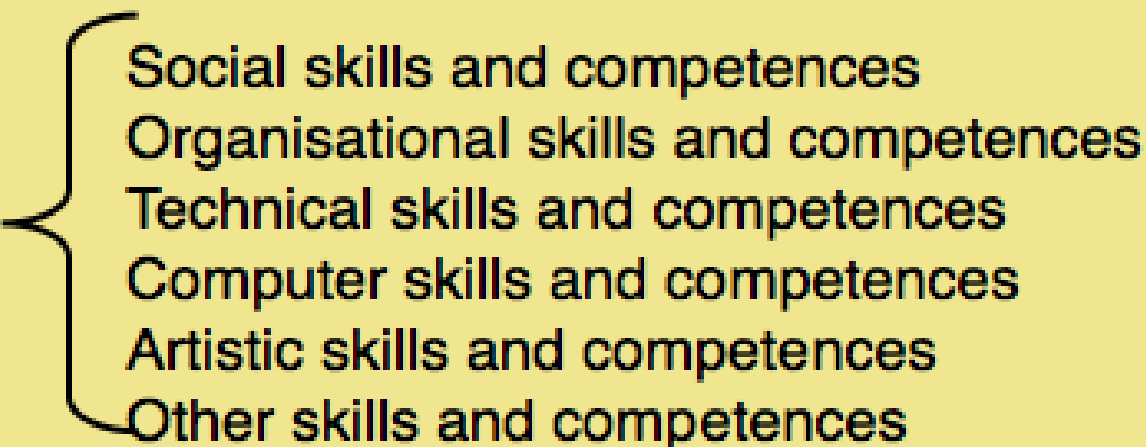
Knowledge
Skills
Competence

German Curricula
(dual system)



Vocational Skills (,Fachkompetenz‘)
Personal Skills (,Personalkompetenz‘)
Social Skills (,Sozialkompetenz‘)

European
CV



Social skills and competences
Organisational skills and competences
Technical skills and competences
Computer skills and competences
Artistic skills and competences
Other skills and competences

Different understandings of „competence“

Key **competency** definition of the OECD-project DeSeCo (Definition and Selection of key Competencies):

„A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. “

This definition differs from EQF/ESCO **competence** definition:

„The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. “

„Competence“ in supervision & coaching context

Coaching and Supervision will be in favour of a „competence“ concept that takes into consideration the nature of supervision and coaching processes:

- focus on reflection & situational, resource-based decision making in challenging situations
- focus on maximizing personal and professional potential & problem-solving capacities in work environment
- autonomy- and performance-orientation

>> This is largely in line with the DeSeCo definition of key competency.

Sharpening the profile I

...by defining a competence matrix that represents in a structured way

- the competences in relation to the key tasks (competence areas) in a specific professional field
- the levels of competence proficiency

The competence matrix will be used

- as a reference framework and
- to define the requirements for professionalism

Professional Identity

Professional Attitude

Reflectivity	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Observing and articulating own experiences, thoughts and beliefs.	✓	✓	✓
Challenging and questioning observations.	✓	✓	✓
Gaining insight from questioning.	✓	✓	✓
Observing the impact of own actions and deciding whether and how to change such actions.		✓	✓
Deciding whether the expression of own insights is contextually appropriate.	✓	✓	✓
Recognising indications of unconscious processes and dealing with them.		✓	✓
Using indicators to encourage a shift in perspective.		✓	✓
Integrating Theory and Practice	<i>Level 6</i>	<i>Level 7</i>	<i>Level 8</i>
Articulating own beliefs and implicit theories.	✓	✓	✓
Reflecting upon their impacts on supervision/ coaching processes in a given situation.	✓	✓	✓

Source: *ECVision competence matrix of Supervision and Coaching, 2015, p 4*; Download: http://www.anse.eu/tl_files/ecvision/dokuments/ECVision_Competence_Matrix220315.pdf

Sharpening the profile II

...by formulating learning outcomes unambiguously in terms of knowledge, skills and competences and defining units of learning outcomes that can be assessed

...by defining validation and assessment criteria for units of learning outcomes (partial qualifications)

This will allow for

- specifying qualifications or education & training offers based on the learning outcomes defined
- describing jobs and occupations based on the learning outcomes and competence levels defined in the competence matrix

Conclusions

- „Competence“ is well-established and acknowledged at EU policy level for describing qualifications and professions
- Lifelong Guidance is strongly emphasized by the EC and has some striking similarities in approaches and methods with Supervision & Coaching. The latter are however not very well positioned in this context and could play a more important role.
- Supervision & Coaching must sharpen their professional profiles and clarify differences/similarities with other forms of counseling and between each other.
- ANSE has started an important discussion and definition process about required competences for supervision & coaching (ECVision project, definition of competence matrix)

Thank you for your attention!

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