ECVision. A European Glossary of Supervision and Coaching

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Preamble

The main challenge in today`s working environment is the continuous change of conditions and tasks and its increasing complexity in society. More and more, efficient cooperation is subject to professional communication: if people don't communicate effectively with one another, a lack of commitment and reliability would confuse working relationships and working processes, the goals ⇨ would be missed.

Therefore, the increasing attention and importance of Supervision, Coaching and other formats of consulting have become a priority in the world of work. By now, consulting covers a market with an enormous sales volume in Europe (*FEACO* refers to € 88 billion in 2008).

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

- There are national and European professional counseling associations such as:

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

These associations have set standards for vocational education and training of supervisors and/ or coaches. Their standards define the minimal formal criteria of

how to become a supervisor or coach. The regulations for membership and accreditation provide orientation although they differ in focus and scope.

Despite the policies of these big European professional counseling associations, there is no collective frame of comparability for Supervision and Coaching.

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

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

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

The glossary does not aim at harmonization of the various prevalent definitions and approaches. But it does aim at the transparency and comparability of different considerations, tasks and responsibilities and of professional standards.

There is a strong need for the latter due to a higher degree of professional mobility

and activities, which nowadays go beyond borders of countries and mother tongues.

The comparability in this glossary emerges from the transparent descriptions of core qualities, types and settings, methods, outcomes, and stakeholders in the field of counseling.

This glossary does not provide an outline of the very many formats of counseling, consulting, and training. While the structure of the glossary may serve as a model for other formats, too, this task will have to be an issue of further research. The project members have strictly only dealt with Supervision and Coaching.

The following graph shows how Supervision and Coaching is embedded in the bigger picture of counseling and consulting.
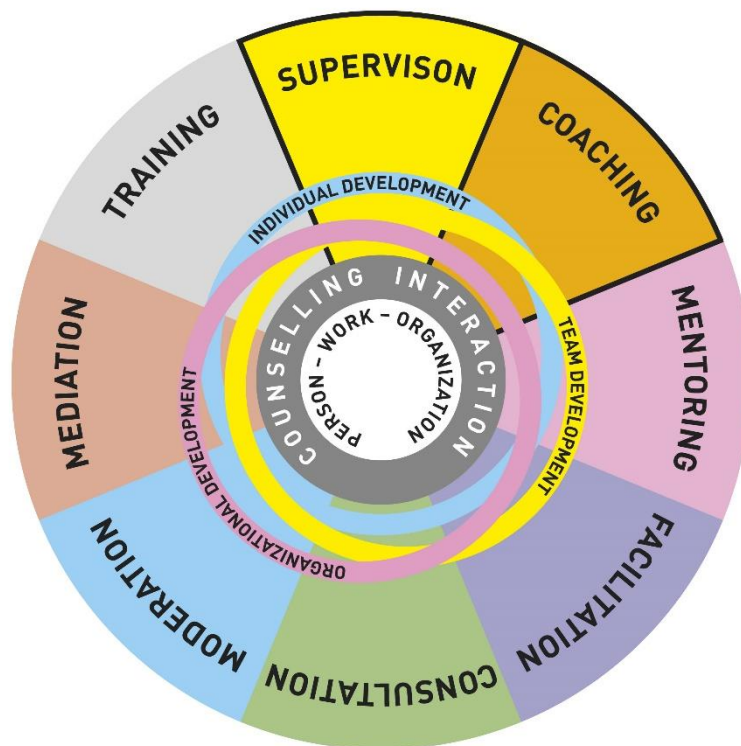
The project team members did not refer to specific counseling theories in the glossary. Supervision and Coaching intervene at the point of intersection, where human beings interact in their specific functional and social roles and their working environments. Supervision and Coaching aim at facilitating individual and organizational changes or at releasing tension or conflicts in daily work. To do so, Supervision and Coaching also refer to different theoretical orientations. Supervisors and coaches mainly follow humanistic, psychodynamic and systemic approaches, by creatively integrating methods and the core qualities of professional counselling.

This glossary was created and compiled by the project team of the LEONARDO-Project ECVision. The team: Marina Ajdukovic (Croatia), Lilja Cajvert (Sweden), Michaela Judy (Austria), Wolfgang Knopf (EU/ Austria), Hubert Kuhn (Germany), Krisztina Madai (Hungary), and Mieke Voogd (The Netherlands).

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

To gain some deeper insight into this diversity, the esteemed reader will find historical outlines of the developments of the two professions in the project countries in the Annex, alongside with/ accompanied by short biographies of the project members. Additionally, there is an overview of the legal framework for Supervision and Coaching in the ANSE member countries.

Furthermore, ten experts provided professional feedback on the glossary:

- 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)

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

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

Beyond that, the authors do hope and are convinced that organizations as well as individuals assigning or undertaking Supervision or Coaching will find this glossary useful, helpful, and beneficial.

If so, then it was worth doing the job!

Supervision – Scope of Concept

These descriptions aim at giving an overview over the mainstream concepts of supervision in Europe today. According to the understanding of ANSE, the European Association for Supervision, this glossary covers the definitions given under 1 (1.1 – 1.4.).

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

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

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

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

1.1. Supervision for work with clients

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

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

1.2. Educational Supervision for trainees in professional training courses

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

1.3. Supervision as improvement of professional functioning

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

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

1.4. Organization supervision

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

2. Supervision as a managerial function

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

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

Coaching – Scope of Concept

Many definitions of coaching used in Europe can be reduced to some of the five different concepts mentioned below. International coaching associations such as ICF and EMCC use coaching in the sense of concept 1 ANSE covers concept 2. In this glossary, the concepts 1 – 3 are applied. Concepts 4 and 5 are beyond the present work that focusses on dealing with counseling the interaction between persons, work, and organization.

1. Coaching is a form of professional counseling that inspires the coachees to maximize their personal and professional potential. It aims on initiating a transformational process. Goals ⇨ and solutions are discovered along the way. Coach and coachee work together in a partnering relationship. The coachee is an expert on the content level; the coach is an expert in professional counseling.

2. Coaching primarily aims at managers, working with specific objectives, methodology and approach. Typical features are topic-specific support provided by a limited number of consultations, as well as the teaching of skills at short training intervals. This approach prevails in German-speaking countries.

3. Coaching is a form of professional guidance focusing on the professional and personal growth of the coachee. It is a structured and purposeful process whereby the coach encourages the effective behavior of the coachee. The coach is likely to use directive approaches to support the coachees to accomplish their goals.

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

4. Coaching is one of many competences that professionals such as managers, teachers or social workers have acquired.

5. Coaching is a synonym for training or mentoring in very different fields (e.g. health, dating, job coaching etc.).

Core qualities

Core qualities are necessary basic characteristics of professional work in supervision and coaching. A supervisor ⇨ / coach ⇨ needs a clear and reflected understanding of the following 18 core qualities.

1. Ambiguity Tolerance

Supervision   *Coaching*

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.

2. Change

Supervision   *Coaching*

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.

Focusing on one or all of a three-level change.
Level 1: a more complex understanding of the problem situation.
Level 2: a better understanding of personal responsibilities and action areas in solving the problem.
Level 3: finding a solution on the personal or system level.
It aims on developing the personality (based on self-awareness and self-esteem) and the system the individual is part of. The goal of coaching is to achieve change.

3. Context awareness

Supervision   **Coaching**

Reflecting the influence and the effects of the supervisee's ⇨ / coachee's ⇨ wider social interactions.

4. Contracting

Supervision   **Coaching**

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 the individual personally requests supervision –or a triangle - between the supervisees` ⇨ organization ⇨, the supervisee and the supervisor ⇨ in case of supervision that takes place in context ⇨ and on the request of the organization ⇨.

Identifying the participants' expectations and relating them to a contracted and thereby testable way of working in coaching.

The contracting may be dyadic - if the individual personally asks for coaching or triangle - between the coachees` ⇨ organization ⇨, the coachee and the coach ⇨ in case of coaching that takes place in context ⇨ and on the request of the organization ⇨.

Coaching always has a certain duration, the defined goal and results are measurable.

5. Experience Orientation

Supervision   **Coaching**

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

6. Function and Role

Supervision   ***Coaching***

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

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

7. Goal and Need Orientation

Supervision

Double function ⇨ of supervision, being both bound to contracted ⇨ goals ⇨ as well as to the supervisee`s ⇨ needs.

Requires a space of freedom and creativity of supervisor ⇨ and supervisee ⇨ to individually agree upon how the supervisee will pursue his/ her goals and how s/he will meet his/her own developmental needs ⇨.

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

Coaching

Primary focus on creating actionable strategies for achieving specific goals ⇨ in one's work or personal life. The emphasis in a coaching relationship is on action, accountability and follow-through.

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

8. Integration of theory and practice

Supervision

Exploring the supervisee's ⇨ 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 supervisee's situation and assumptions and supports the application of a theory for deeper understanding.

Coaching

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

9. Interactive Process

Supervision   **Coaching**

An interactive process 'happens' in supervision/ coaching between the supervisee ⇨ / coachee ⇨ 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 supervisee/ coachee.

10. Leadership and Management

Supervision   **Coaching**

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

11. Learning Process

Supervision   ***Coaching***

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

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

- ✓ Experiential learning. Learning from personal experience ⇨. Initiating from the practical experience ⇨ of the individual and connecting it with the effects of a certain attitude or approach.

- ✓ Reflective learning. Plays an important role in the cycle of experiential learning. The concept of reflection in learning as an active persistence and careful consideration of any belief or form of knowledge in light of the data that support them and lead to new conclusions.

- ✓ Integrated learning. The learning process by which the integration ⇨ of professional, personal and methodological knowledge and skills are enabled.

- ✓ Individualized learning. Process in which the supervisee ⇨ is unique in his/her knowledge, beliefs, abilities and learning styles.

- ✓ Dialogic learning. The central didactic device of learning in supervision is the dialogue: The supervisor ⇨/coach ⇨ and supervisee ⇨ /coachee ⇨ affirm and improve their relationship and conversational exchanges by which the supervisor/coach joins the supervisee/coachee by listening, checking what is heard and giving very specific feedback.

- ✓ Double loop learning: by reflecting an experience ⇨ a supervisee/ coachee is 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 supervisee/ coachee experiences an attitude of the supervisor/coach and integrates parts of that attitude into his/her own behavior.

12. Organization

Supervision   **Coaching**

Taking into account not only the dyadic relationship between supervisor   ⇨ /coach ⇨ and supervisee ⇨ /coachee ⇨, 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 a supervisee/coachee 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 supervisee/coachee base their thinking and reflecting.

13. Performance

Supervision   **Coaching**

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

Making the coachee's ⇨ actions more effective both on a personal and professional level.

14. Professional Exploration

Supervision   **Coaching**

Increasing the professionalism of the supervisee ⇨/ coachee ⇨ by discussing certain experiences ⇨ and issues such as beliefs, attitudes, ways of behaviour, aims and visions. This requires a safe space for the very personal exploration of one's work with regard to obstacles, hindrances, successes, and dilemmas.

15. Reciprocity

Supervision   **_Coaching_**

Factoring in and reflecting the supervisee's ⇨ /coachee`s ⇨ 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 own 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.

16. Reflection

Supervision   **_Coaching_**

Observing and articulating own experiences ⇨, thoughts, and beliefs. By doing so the present attitudes are connected both with their origins in the past, and with the future attitudes the supervisee ⇨ /coachee ⇨ wants to adopt.

Reflection needs a stance taken towards the social patterns human beings are co-creating when communicating.

Certain techniques support the supervisee/coachee 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 ⇨, and draw one's own conclusions about the 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.

17. Resource Orientation

Supervision

Focusing on resources, knowledge, skills, and competences of a supervisee ⇨ and supporting the supervisee by bringing them in as effectively as possible.

Coaching

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

18. Responsibility and Accountability

Supervision

The motivation and ability of a person, group ⇨ or team ⇨ to follow their goals ⇨ and use the supervisor's ⇨ support to reach them. Furthermore, the supervisees ⇨ are held responsible for transferring the outcomes of the supervision to their daily practices.

Coaching

The motivation of the coachee ⇨ to reach his/ her goals ⇨ is crucial in coaching. During the whole process, the coach ⇨ focuses on keeping the coachee connected with his/her goals ⇨ and taking action towards attaining them.

Types

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

1. Business Coaching

Supervision	Coaching
	Coaching within an organisational context ⇨. The coach ⇨ does not have to be a member of the organisation. The questions that are tackled in coaching arise from the work context ⇨.

2. Career Coaching

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

3. Case Supervision

Supervision   **Coaching**

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

There are two different perspectives on case supervision:

1. The supervisor ⇨ is an expert in the work field of the supervisees, because the supervision focuses on how to apply professional competences, Sometimes also referred to as consultation.

2. The supervisor is an expert on leading the process and thereby opens to the supervisees new perspectives on the cases.

4. Clinical Supervision

Supervision   **Coaching**

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

5. Coaching Supervision / Coach the Coach

Supervision

Quality assurance for coaches ⇨, assessing competence and supporting professional development. It has a normative, formative and supportive function ⇨.

Coaching

This type is used for experienced coaches ⇨ after their training program as a form of quality assurance and for their professional development.

6. Educational Supervision/ Educational Coaching

Supervision

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

Related terms:

✓ Learning supervision: The aim of this type of supervision is to master specific methods, skills or approaches to the anticipated outcome of competent professionals. It guides supervision trainees through their learning supervision; also called supervision in education.

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

Coaching

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

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7. Group Supervision/ Group Coaching

Supervision

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

There are two main approaches to group supervision: In the first approach, the groups are small (a supervision group may not exceed four, sometimes six participants) in order to give each participant the opportunity to supply on their own topics. The second approach aims at working with the group process and the group resources ⇨, which allows work with bigger groups.

Coaching

Coaching with participants who are not in any formal professional or organizational ⇨ contact.

The participants may come from similar or different professions and professional fields.

8. Internal/ External Supervision/ Coaching

Supervision

Internal supervision: supervision within an organization ⇨ / by a member of the organization.

External supervision: supervision by an independent supervisor ⇨ not responsible for the work of the supervisee ⇨ and nor taking a monitoring function ⇨ on the work of the supervisee.

Coaching

Internal coaching: coaching within an organisation ⇨ / by a member of the organization.

External coaching: coaching by an independent coach not responsible for the work of the coachee ⇨ nor taking a monitoring function ⇨ on the work of the coachee.

9. Intervision/ Peer Coaching

Supervision

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

Synonyms are: "Peer Supervision" or "Collegial Coaching".

Coaching

This type refers to a specific form of coaching carried out among colleagues. The members of the group ⇨ take turns in adopting the role ⇨ of coach ⇨ and thus provide coaching to each other. All members are responsible for the coaching process.

Synonyms are: "Intervision", "Collegial Coaching".

10. Leadership Supervision/ Leadership Coaching

Supervision

1. Supervising the special tasks a leading function/role ⇨ requires in the public and the non-profit sector. It focuses on leadership ⇨ performance ⇨ and attitudes. It is recommended that the supervisor ⇨ has some personal experience ⇨ and knowledge in organization ⇨ and management ⇨.

2. Another approach applied in the public, the non-profit and the profit sector uses the term coaching which is more common.

Coaching

Leadership ⇨ coaching can be understood in three different ways:

Coaching on the subject of leadership ⇨

Coaching of professionals with managerial tasks in the hierarchy of organizations

Coaching of higher management or board members. This is called (Top) "Executive Coaching".

3. Other approaches have leaders as a special target group, but the format is conceptualized as individual or group ⇨ supervision.

4. The various approaches overlap according to supervisees` ⇨ needs ⇨ as well as to national or methodological concepts of supervision/ coaching.

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

11. Meta-Supervision

Supervision

A form of supervison the supervisor ⇨ uses for developing his/ her skills and for having his/ her own space for reflection ⇨ on his/ her own work as a supervisor.

Synonym: supervison of supervision.

Coaching

12. Organizational Supervision/ Organizational Coaching

Supervision

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

Related types:

✓ Organizational consulting is the generic term for all professional guidance interventions which are aimed at organizations, or parts of them, in order to sustainably change ⇨, develop and stabilize them.. Its focus is - in contrast to supervision and coaching – on the organization with their structures and communication, less on persons.

✓ Organizational development is a specific form of organization consulting which involves the stakeholders and employees in the process of development.

Coaching

Means an integral coaching approach. It aims at a change ⇨ related to organizations as complex systems. This approach was recently developed. The characteristics are: demand-driven and an on-the-job method of organizational development; the coach ⇨ has a facilitating role ⇨ and begins with the client (system); it is an interactive and action oriented approach. In individual- and team-coaching ⇨, there is a strong focus on the organization as the dominant system in which the coachee ⇨ functions.

13. Team Supervision/ Team Coaching

Supervision

Supervision with teams. A team comprises a group ⇨ of people linked by a common purpose. Teams are especially appropriate for conducting tasks that are highly complex and have many inter-dependent subtasks.

Supervision focuses on team relation-ships, communication boundaries, team roles ⇨, power relations and competition, the atmosphere in the team etc.

In the Anglo-Saxon or Dutch approach, the term "Organization Consulting" is used.

Coaching

Coaching with teams. A team comprises a group ⇨ of people linked by a common purpose. Teams are especially appropriate to conduct tasks that are highly complex and have many inter-dependent subtasks. The overall goal is the improved functioning and performance ⇨ of the team.

Triangle acquisition and triangle contracting ⇨ are of special importance. Teamcoaching can vary from one day to many sessions during a longer period.

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Settings

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

1. Face to face

Supervision   **Coaching**

Face to face presence of supervisor ⇨ and supervisee ⇨, coach ⇨ and coachee ⇨.

2. 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 ⇨ /coaches ⇨, the frequency, and the interval and number of sessions.

3. 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 are involved has to be decided during the process with regard to the contracted ⇨ goals ⇨.

4. Remote/ online/ new media/ telephone

Supervision

Using new media to perform a (part of a) process.

Coaching

Using new media to perform a (part of a) process, mainly a coaching process.

5. Single

Supervision

Dyadic form of supervision, one supervisor ⇨ and one supervisee ⇨.

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

Coaching

Dyadic form of coaching, one coach ⇨ and one coachee ⇨.

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

6. Team

Supervision   **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.

Methods

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

1. Building a stable working relationship

Supervision   **Coaching**

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.

2. Contracting

Supervision   **Coaching**

Contracting means decision-making before starting a supervision/ coaching process. It is agreed upon between the relevant participants (supervisor ⇨ / coach ⇨, supervisee/ coachee ⇨, 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.

3. Dialogue

Supervision   **Coaching**

Dialogue is a narrative conception of reflection ⇨ in which language plays a central role. It is the conversation of two equal participants: between the supervisor ⇨ /coach ⇨ and the supervisee ⇨ / coachee ⇨, 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 supervisee/ coachee to comprehend the situation in which she/ he has found herself/ himself. Questions support the taking on of responsibility ⇨ and the start problem solving.

Different creative techniques can facilitate the dialogue.

4. Evaluation of process

Supervision   **Coaching**

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.

5. Expanding theoretical knowledge

Supervision   **Coaching**

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

6. Feedback

Supervision   **Coaching**

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 the intention 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.

7. Focusing problems

Supervision   **Coaching**

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

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

8. Measurement of effects

Supervision   **Coaching**

See evaluation.

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

9. Meta-communication

Supervision   **Coaching**

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

Synonyms: second order communication, communication on communication.

10. Meta-reflection

Supervision   **Coaching**

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

Meta-reflection (reflection ⇨ on the reflection process, the relationship and the outcome) is an important competence for coaches ⇨. It is not explicitly and regularly used as a methodological device.

11. Moderating the process

Supervision   **Coaching**

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

12. Reflecting

Supervision

Reflection ⇨ is the basic method of learning and developing in supervision. Reflecting on one's own thoughts, needs ⇨ and feelings can contribute to the strengthening of the supervisory relationship.

See also supervision key qualities under term reflection ⇨.

Coaching

Reflection ⇨ is one among many methods of learning and development in coaching. Reflecting on one's`s own thoughts, needs and feelings can contribute to the strengthening of the coaching relationship. To stimulate reflection and self-analysis, certain tools can be used, e.g., personality-inventories, 360°-feed-back and learning style-inventory.

13. The use of Empathy

Supervision

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

Coaching

Empathy is a way of recognizing the emotional state of the coachee ⇨ from within. It aims at seeing the coachee`s world from his/ her point of view.

14. The use of Group Process

Supervision

The extent of using the group process in supervision depends on the theoretical approach of the supervisor ⇨. Supervision groups are important for the learning processes and the self-awareness of supervisees ⇨ through group feedback, both on the content - and the relational level. The supervisor can use the group process to discover and highlight the "parallel process" in the supervisory relationship "here-and-now" that is mirroring the relationship between supervisee and her/ his clients.

Coaching

The extent of using the group process in coaching depends on the theoretical approach of the coach ⇨. Coaching groups are important for the learning processes and self-awareness of coaches ⇨ by means of group feedback, both on the content and the relational level.

15. The use of Hypothesis

Supervision   **Coaching**

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

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

Outcomes

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

1. Better professional performance

Supervision

It implies a change ⇨ in thinking and practice of a supervisee ⇨ which has effects also on the supervisee`s professional, sometimes even personal surroundings. The result of supervision should be a new, creative element, which will enrich and direct the work of a supervisee. Awareness of new demands may appear.

Coaching

It implies that the coachee ⇨ engages in new action or behavior successfully. It has an effect on the coachee`s professional, sometimes even personal, surroundings. Awareness of new demands and suggestions for change ⇨ may appear.

2. Clarification of roles and functions in organizations

Supervision

Clarification of the formal activities (functions) ⇨ negotiated and communicated on an organizational ⇨ level. Clarification of roles ⇨ in the sense of behavioral patterns in social systems between persons.

Coaching

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

3. Effective handling of conflictual tensions and contradictions

Supervision

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

Coaching

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

4. Learning

Supervision

In supervision, learning is the result of a self-organized process during which the supervisee ⇨ creates a reflective space for him/ herself, thereby understanding more about the complexity of an actual situation, understanding organizational ⇨ issues and including them into his/ her personal goals ⇨ and developing increasing competences in building decisions on self-reflection ⇨.

Coaching

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

5. New insights

Supervision

Supervision leads a supervisee ⇨ towards new perspectives on thinking about work relevant situations, his/ her capabilities, options and responsibilities. It encourages the supervisee to search for a changed understanding of professional

Coaching

The coach ⇨ fosters shifts in thinking that reveal fresh perspectives. The development of new insights is an important outcome of coaching. A distinction is made between insight into external conditions and context ⇨,

relationships and processes and behavior   insight into others and into oneself.
consistent with this understanding.

6. Prevention and reduction of stress

Supervision   **Coaching**

Supervision/Coaching provides personal and professional help and support that enables empowerment. This prevents and reduces the risk of discomfort and stress. Therby resilience in the professional context ⇨ can be enhanced.

7. Professional development

Supervision   **Coaching**

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

8. Quality management

Supervision   **Coaching**

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

9. Self awareness

Supervision

It indicates the supervisees` ⇨ developing an awareness of themselves, their attitudes and aspirations in order to work professionally. Self awareness is achieved by continuous enhancement of self-reflective skills.

Coaching

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

10. Wellbeing/ Health

Supervision

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

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

Coaching

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

Wellbeing is related to: wholeness, strength, skills and potential, inner wisdom, personal and professional development and responsibility ⇨. Coaching can aim at maximizing the coachee's ⇨ personal and professional potential by achieving transformations on the level of beliefs, values, personality and identity.

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Stakeholders

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

1. Clients

Supervision

Coaching

Clients of the supervisees ⇨ being the fourth party in the supervision process though not physically present.

Coaching literature uses client as a synonym for coachee ⇨.

Related concept: client system.

2. Contractual partner

Supervision

Coaching

Is the responsible manager in an organization who orders, finances and evaluates supervision. S/he is involved in the selection of the supervisor ⇨ and in the contracting ⇨ process.

This involvement may cover a power of veto up to even a direct personal selection.

Most often public bodies or organizations have internal regulations for supervision and lists of recommended/authorized supervisors.

3. National Organization

Supervision

Coaching

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

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

4. Supervisee/ Coachee

Supervision

The supervisee assumes responsibility ⇨ for his/ her part of the conditions and cooperation; for his/ her process of development and learning; for the transformation of new insights gained into his/ her professional situation.

Coaching

The coachee is responsible for his/ her process of development. S/heis supposed to be open, bring in his/ her experiences ⇨, thoughts and feelings, be on time, and keep appointments. The coachee is responsible for defining the goals ⇨ he/ she wants to work on as well as progressing according to steps set by him-/ herself.

5. Supervisor/ Coach

Supervision

✓ Is a trained professional according to an approved curriculum - following ANSE standards and national regulations

✓ Is a (post)-graduate trained professional with more than three years of work experience ⇨,

✓ Is responsible for creating a viable space which supports the supervisees in pursuing their goals ⇨.

Coaching

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

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

6. Training Provider

Supervision

Coaching

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

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The Project Team – Biographies

Marina Ajduković, Zagreb, Croatia

Marina Ajduković (Department of Social Work, Faculty of Law, University of Zagreb) is Ph.D. psychologist, university professor, family therapist and licensed supervisor. She is a head of the Chair for social work and the head of Doctoral program in social work and social policy. Her main teaching and research focus are critical social work, child abuse and neglect, intimate partner violence, group work and supervision.

Regarding Supervision, she significantly contributed to development and sustainability of supervision in Croatia. Marina Ajdukovic led the first education for supervisors from the 2001 to 2004. She has developed the first 120 ECTS Postgraduate master programs in Supervision that is continually carrying out from 2006. She is co-editor with L. Cajvert of the first university textbooks on Supervision in Croatian language and author of numerous articles on Supervision. As an editor of the Croatian journal, "Social Work Annual" she has prepared two thematic issues dealing with supervision (2007 and 2011). She has organized four national conferences about supervision with international participation (2004, 2006, 2008, and 2012).

Marina Ajduković was president of the Croatian Association for Supervision and Organizational Development from 2004 to 2012.

http://www.unizg.hr/homepage/.

Lilja Cajvert, Gothenburg, Sweden

Lilja Cajvert (Department of Social Work at the University of Gothenburg) is a senior lecturer in social work, social worker, licensed psychotherapist, supervisor in psychosocial work and supervisor in family therapy. She is coordinator of the training course "Supervised Field Work", meta supervisor of the supervision training program at the Department of Social Work, University of Gothenburg.

She initiated and led the first education for supervisors in Bosnia and Herzegovina (Tuzla and Sarajevo, 1998–2000). From 2001 to 2004 she was teacher, supervisor and consultant in the first education for supervisors "Introducing supervision in the social welfare system in Croatia". From 2005 to 2009 she was the project leader of two postgraduate master programs in Bosnia and Herzegovina – "Supervision in Psychosocial Work" and "Management in Social Work".

Lilja Cajvert has developed her own model of supervision – working with unconscious processes in supervision - that she has described in articles and textbooks in Swedish, English, Croatian and Slovenian.

Lilja Cajvert was president of the Swedish Association for Supervisors for four years.

http://www.socwork.gu.se/kontaktaoss/Personlig_hemsida/Lilja_Cajvert/

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Michaela Judy, Vienna, Austria

Michaela Judy studied literature, cultural management and educational management. Additionally she is trainer and instructor of group dynamics, supervisor (ÖVS) and coach.

For more than 20 years, she was manager of an adult education center (Volkshochschule Ottakring, Vienna). At present, she is personel developer and project manager at die Wiener Volkshochschulen GmbH.

Additionally she works as a freelance trainer, supervisor and coach with a focus on management in Non-profit-Organisations, systemic approach and (Managing) Gender & Diversity.

Lectureships at universities as well as at adult education institutions.

Member of ASYS (Arbeitskreis für systemische Sozialarbeit, Beratung und Supervision), course director of the post-graduate course "Systemic Supervision" of ASYS.

Michaela Judy has edited two books and has published several articles.

http://members.aon.at/mjudy/judy.htm

Wolfgang Knopf, Vienna, Austria/EU

Studied Social Sciences at the University of Vienna and Innsbruck finished 1983 with Ph.D.(Pedagogics/Psychology) Group-Dynamic (1998-99), Sexual Therapy (1990-92), Supervision and Counseling (1992-95), Organizational Development (2001), Systemic Counseling (1999-2001)

Assistant Professor at University of Graz (1984-1994) at the Department for Further Education; Lector at University of Klagenfurt (1983 - 1984; 1998-2005), Interuniversity Institute for Interdisciplinary Studies at the University of Graz, Innsbruck, Klagenfurt and Vienna (1994 – 1998), University of Graz (1984 -1993), University of Vienna (1993 – 1994; 2004; 2006 – 2011), University of Technology Vienna (1996 – 2001, 2006), University of Innsbruck (1998 – 2003), University of Linz (2010 – 2011), University Krems (2006), College of Higher Education for Social Work Vienna (2001 – 2006) and Academy of Social Work Vienna (1994 – 2002) for subjects: pedagogic, didactic, communication, group dynamic, civic education, counseling etc. .

Since 1994 he is a freelance Supervisor, Coach and Management-Trainer.
Responsible for design and management courses for trainers in different work fields on national and international level and for Supervisors and Coaches.
Together with K. Steinhardt he is leading the postgraduate program 'Supervision and Coaching' at the University of Vienna.

Wolfgang Knopf was President of the Austrian Association for Supervision (ÖVS) from 2004 to 2010 and President of the European Association for Supervision (ANSE) from 2006 to 2014.

www.systeam.at/personen/vKnopf.htm

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Hubert Kuhn, Munich, Germany

Born in 1963, Bavaria, Germany
 Married, two children

Independent Organizational Consultant, Supervisor, Management Coach and -Trainer both in national and international context, main focus team diversity, group dynamics and conflict solving since 2000 numerous publications. Associated with TOPS München-Berlin e.V. since 2000.

Qualifications:
- ✓ Diplom-Volkswirt
- ✓ Trainer for group dynamics (DAGG), Leading and Consulting of Groups, 6 years advanced training, DAGG, German Association of Group Psychotherapy and Group Dynamics,
- ✓ Coach/ Supervisor, German Association of Coaching/ Supervision; DGSv, since 2008 Senior Coach DGSv for three vocational training institutes for supervision,
- ✓ Systemic therapist and consultant, Institute for Systemic Therapy and Organizational-Consulting,
- ✓ Organizational consulting, Change Management; Mediation, Nonviolent Communication; Transaction Analysis and other methods.

www.hubertkuhn.de

Krisztina Madai, Budapest, Hungary

Krisztina Madai (self-employed) is ICF credentialed coach and licensed supervisor. Her first degrees are MBA in economic sciences and MA in applied psychology and gender studies. She is the co-founder and leader of the internationally accredited coach training program 'CoachAkademia' in Hungary. She is a lecturer at the Supervision Training Program at Karoli University and at several other private coach training programs in Hungary. Her main teaching and research foci are contracting, coach-client relationship, organisational context in coaching and supervision and gender issues in organisations.

Krisztina Madai is co-autor of the book 'Methodological handbook for coaches II' and her articles on coaching and supervision appear in the Hungarian online coaching journal 'Magyar Coachszemle'. Her mission is to work on the quality assurance of coaching in Hungary, first of all by introducing the importance of supervision for coaches and organising workshops with the leading of master coaches from around the world. She was co-organisor of the first Hungarian coaching conference in Hungary.

http://www.coachakademia.hu

Mieke Voogd, Eelde, Netherlands

Mieke Voogd (1965) is owner of Coachkwadraat, a network company for coaching, supervision and organizational development in the north of Holland. This company was established in 2006.

Mieke is trained as an organisational psychologist and has worked as a consultant for nearly 20 years in various profit and non-profit organisations.
During that period she trained and registered as a supervisor. Mieke has a strong interest for research on coaching en supervision.

Since 2009 she is chairwoman of the scientific committee of the Dutch association of supervision and coaching (LVSC).

http://www.coachkwadraat.nl/