

EMCC

*European Mentoring &
Coaching Council*



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Global View of Supervision

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www.emccconference.org



Dr Lise Lewis

- HR professional until 2000
- Writing coach/mentoring/business book based on doctorate research on Feedback
- Trains Coaches/Mentors (EQA Practitioner + piloting Senior Practitioner) internationally
- Chartered Fellow CIPD
- MBA
- Doctorate in Executive Coaching
- Coach (EIA Master)
- Trains coach supervisors (ESQA)
- EMCC International President



Dr Michel Moral

- International executive until 2003.
- Ten books published since 2004
- Trains coaches on « team coaching » at the University Paris VIII, at the University Cergy-Pontoise, and in the CRC of HEC Paris.
- Master's degree of engineering
- Doctorate in Clinical Psychology
- Coach (EIA Master)
- Coach Supervisor (ESIA)
- Trains coach supervisors (ESQA)
- ESIA Work Group leader



AGENDA

EUROPE

USA

ASIA

AFRICA

SOUTH AMERICA

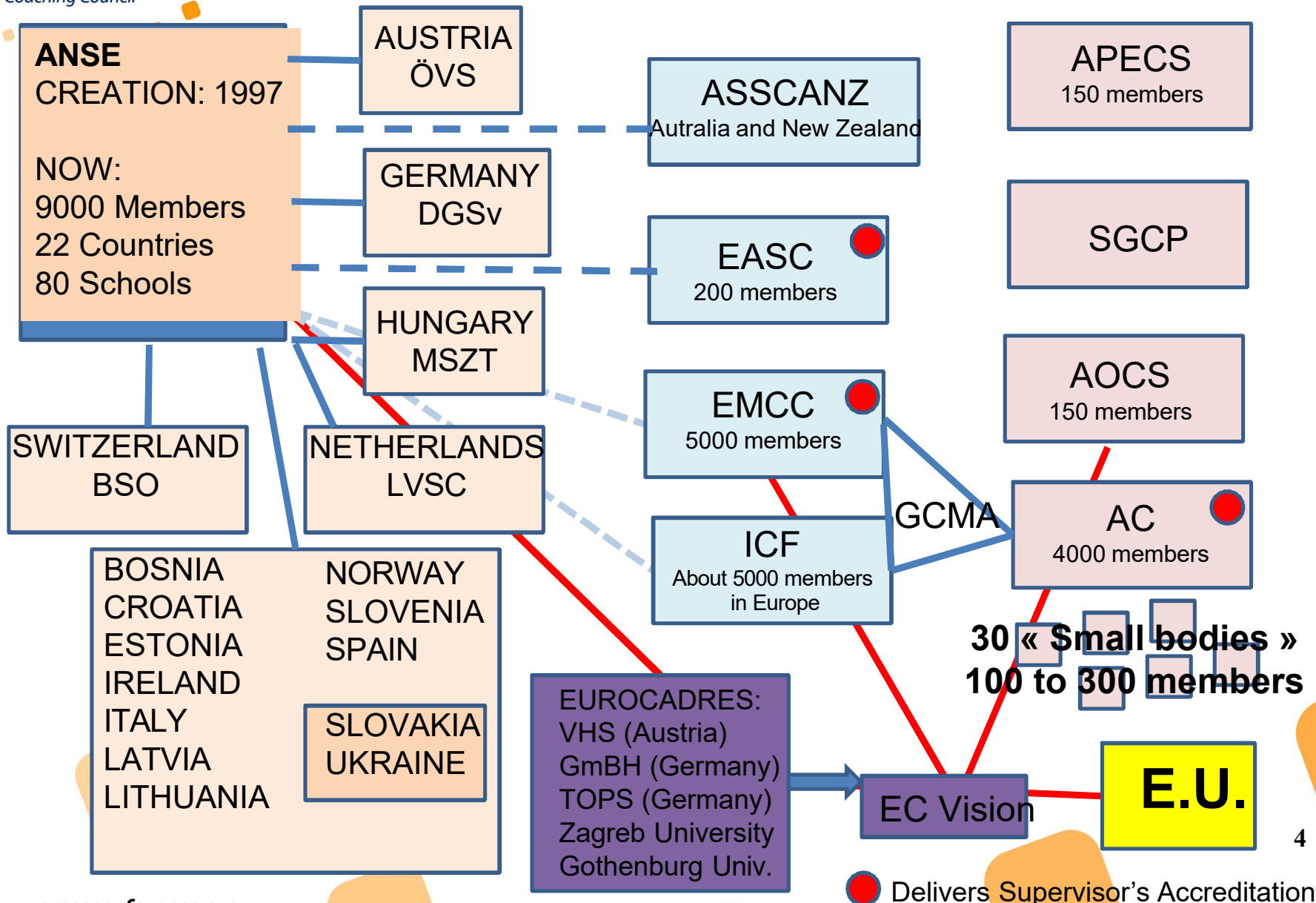
Differentiators and Trends

Many differences between countries and professional bodies:

- 1 – The CLIENT: Coach, Mentor, Supervisor, Psychotherapist, Mediator, Facilitator...
- 2 – Protection focus: supervisor, supervisee, client, sponsor, organisation
- 3 - Focus: intrapsychic, interpersonal, systemic, organisational, cultural
- 4 – Knowledge of actors: single framework, multiple framework, integrative, eclectic
- 5 – Layout: F2F, group supervision, intervision with rules, international intervision
- 6 – TOOLS:

EUROPE

Supervision in Europe: Professional bodies involved



ROLE OF EUROPEAN UNION

Several processes will impact the coaching and supervision industry on the long term:

Bologna Process: comparability of standards/quality of high qualifications.

Lifelong Learning Programme (LLP): training at any time of life.

Leonardo da Vinci programme: Part of LLP for those involved in VET

Vocational education and training (VET)

Copenhagen process (2002): improve the performance of VET.

European Qualifications Framework (EQF):

- Common way of describing qualifications across Europe
- Facilitates the lifelong learning of professionals
- Common European reference framework
- Uses two validation systems called ECTS and ECVET.

Some coaching and supervision bodies (ANSE, EMCC) plan to comply with the EQF on medium and long term.

2011: Steering Committee formed with VHS, GmbH, ANSE, and EUROCADRES to apply to the Leonardo programme “Development of Innovation”.

2012: ECVision project selected by the European Commission to develop a *European System of Comparability and Validation of Supervisory Competences*.

2014/2015: several products published:

- A **glossary** of Supervision and coaching,
- A **competence framework** of Supervision and Coaching
 - using the EQF principles
 - consisting in 24 competences
 - focused on *interaction of persons, professional tasks and organisations*.
- A **competence validation system** using ECTS and ECVET.

Except ANSE, the European bodies (EMCC, ICF, AC, AOCS, APECS) have not yet decided what to do with this piece of work

At the same time several international companies and institutions are starting to include in their tenders the competences related to *leadership* and *organisational understanding*.

See <http://www.anse.eu/ecvision/products.html>

USA

SUPERVISION in USA

High resistance due to (*):

- Linguistic ambiguity in US: Supervisor = Boss
- Coaching away from psychology in US
- Coach mastery → no need for supervision
- In case there is a need:
 - Coaching of coach
 - Mastering of coach
- Strong value in US: INDEPENDENCE
- Regulatory exposure (Control by US Health Public System)

(*): Supervision in the USA (Keynote) in *4th International Conference on Coaching Supervision*, Ashridge, June 27th, 2014)

ASIA

Supervision in ASIA

- Asian Countries **mainly** focusing on Executive Coaching – CS has a long journey to catch up!
- **Singapore:** Training about 3 years ago = maximum 30 Coach Supervisors available in the marketplace
- **Hong Kong:** Training about 2 years ago
- **Independent / Business Coaches:**
 - Demand low – most coaches do not appreciate value of CS: not enhancing or sharpening coaching skills and not will to pay for perceived unnecessary expense
 - Need for education on the benefits
 - Few coaches will have CS unless their clients insist they want proof – rare as clients not aware of CS
- **Trained Independent Coach Supervisors:**
 - Not practicing - demand is much greater for Executive Coaching which generates better revenue than CS
 - ROI on CS is difficult to measure
- **Organisational coaching:**
 - Companies with internal coaches use CS as a quality check
- **CS training provider:** 1 known to operate - 1 x annual programme
- **Professional organisation providing standards/membership facilities :** none appear to exist

AAOS

The Australasian Association of Supervision

AAOS aims to:

- **Support the development of Supervision amongst and across the professions of counselling, psychotherapy, psychology, coaching, social work and other related professions.**
- Seeks to promote a broader understanding of Supervision and provide support for practitioners to obtain professional development in the field of Supervision.
- Seeks to enhance the quality of supervision amongst the various professions.

AAOS has developed specific criteria to support training of supervisors and recognises supervision training courses and programs that meet these criteria.

AAOS Definition of Supervision

AAOS defines supervision as a contractual, relational, collaborative process, which facilitates the ethical and professional practice of the supervisee.

AAOS defines supervision as a professional contracted relationship between a trained supervisor and a practitioner. Supervision is an opportunity for the supervisee to reflect on their practice to gain a broader perspective, opening up the space to undertake new opportunities for personal and professional growth.

The supervisor provides a space to ensure the supervisee is accountable to the personal and professional standards of their profession.

AFRICA

Coaches and Mentors of South Africa

Created in April 2006 for individual and corporate providers, buyers and trainers of coaching and mentoring services.

Professional supervision is viewed by COMENSA as a means by which practitioners can ensure that they keep abreast of best practice, remain accountable to professional standards and defined competencies, and receive psychological support. Supervision offers quality management for the coach, the client and the organization.

COMENSA Registered Coaching Supervisor (Register in Development) needs to:

- have met the professional requirements of a **recognized coach qualification**;
- have at least **5 years of coaching experience** and be actively coaching;
- have **a qualification as a coach supervisor**, with a minimum of 28 hours of coaching supervision given and a minimum of 20 hours supervision received in the previous two years.
- Or, if not formally trained, demonstrates appropriate experience as a supervisor with a minimum of 28 hours of supervision experience and evidence of being supervised for the requisite 20 hours in the previous two years.

The supervisor will be bound by the requirements of confidentiality referred to in the COMENSA Code of Ethics.

Plans for registering with South African Qualifications Authority by setting standards and designations (levels) for supervision

SOUTH AMERICA

Supervision in SOUTH AMERICA

- Supervision not widely promoted in Coaching education institutions.
- 90 % of Coach Education in Latam is Ontological Coaching.
- Due to the roots and foundations of the Ontological approach, Coaches tend to see it more as an art, as an evolutionary and developmental field of practice.
- This may generate doubts in potential users, about the need or the effectiveness of supervision.
- Some initiatives introducing Supervision are more about the need to comply with credentialing than by deep interest in Supervision itself
- Therefore Supervision may be studied but not used or taken seriously