

Global Supervisors' Network

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Supervision in Europe

Dr Michel Moral



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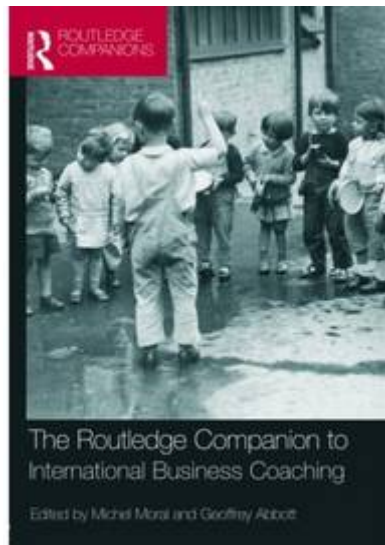


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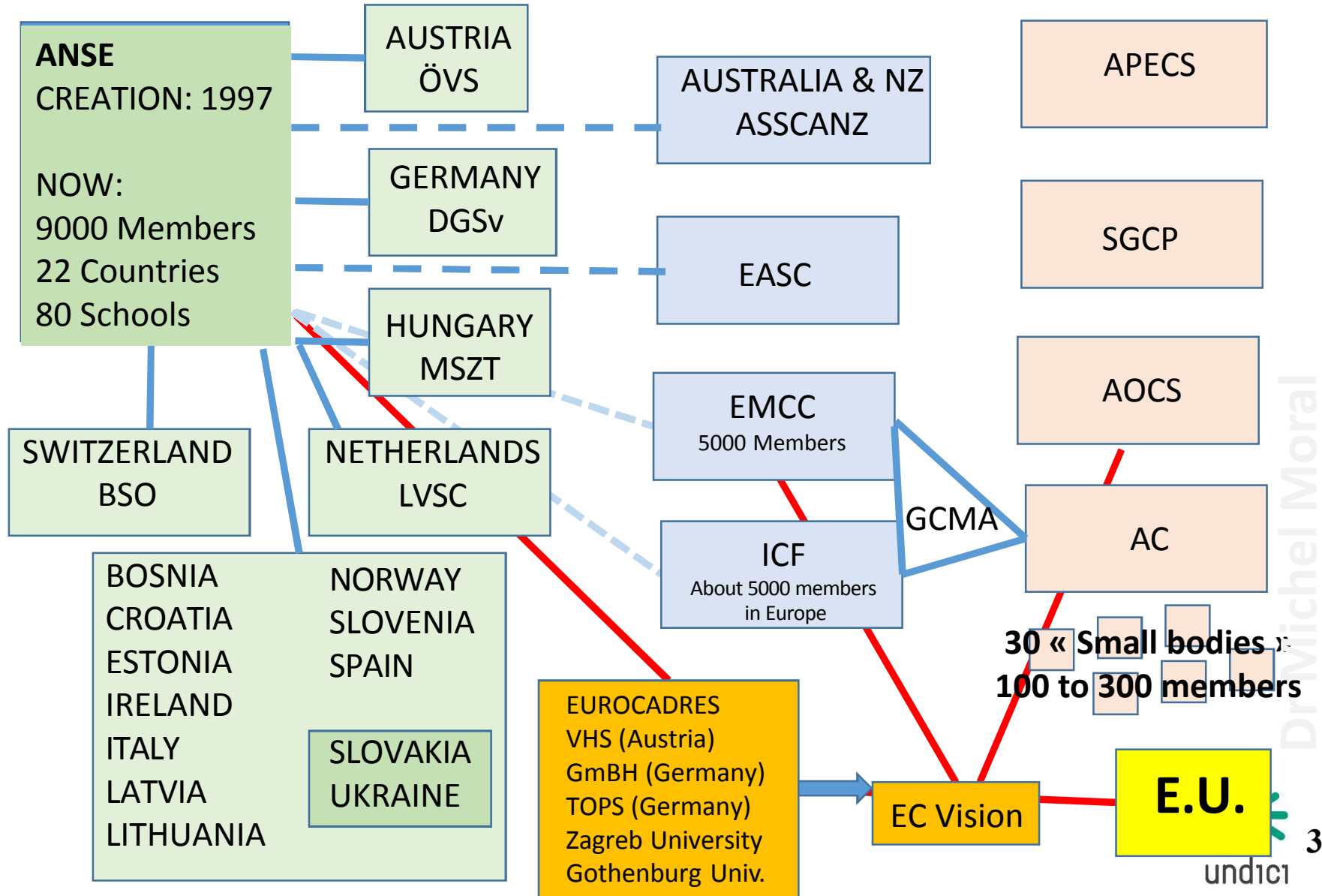
- International executive within IBM until 2003.
- Assignments (12 years total) in the USA, Germany and Austria.
- Specialised in cultures (geo and corporate), on executive team performance and on collective intelligence.
- Ten books published since 2004
- Trains coaches on « team coaching » at the University Paris VIII, at the University Cergy-Pontoise, and in the CRC of HEC Paris.
- Master's degree of engineering from the Ecole Centrale de Paris
- Doctorate in Clinical Psychology and Psychopathology.
- Coaches executives and executive teams (EIA Master)
- Supervises coaches (ESIA from EMCC).
- Trains coach supervisors (Training having ESQA from EMCC)
- In EMCC: ESQA Work Group member and ESIA Work Group leader



Michel's books (Some are or will be translated in Portugese, Chinese, Korean)



Supervision in Europe: Professional bodies involved



SOME LOCAL COACHING/SUPERVISION ASSOCIATIONS

- About 30 to 50 local coaching/mentoring/supervision associations in Europe
- Examples:
 - SF Coach (Société Française de Coaching), **France**, 200 members
 - SR Coach (Société Romane de Coaching), **Switzerland**, 100 members
 - AICP, **Italy**, 310 members
 - SGCP (Special Group in Coaching Psychology), **UK Italy**, members?
 - FFC Pro (Fédération Francophone de Coachs Professionnels), **France Belgium Luxemburg Switzerland**, 90 members
 - Professional Supervision Federation, **France**, 40 members
 - Cako (Czech Association od Coaches), **Czech Republic**, members?
- Presence in one or more countries
- Own supervision competence framework
- Own accreditation system for supervisors

EASC (European Association for Supervision and Coaching)

Founded in 1994 as EAS by supervisors and supervision trainers

EACS in 2010

Objective: create a supra-regional European association that stands for the highest quality.

Located in Berlin

Represented in Spain, Czech Republic and Switzerland

200 members.

As coaching became more and more professionalized many members started offering coaching too. The association then developed quality standards for coaching and training in coaching based on the quality standards for supervision. EASC distinguishes between the two autonomous professions of coach (and master coach) and supervisor.

An example:

Position of the SF Coach (France) on supervision (extracts)

*« For the SFCoach and its members, the **différence between the coach and the supervisor is essentially that the client is different.***

....

It is the coaches, by selecting the supervisor, who creates the legitimacy of the supervisor who, himself or herself, accepts this position... »

So:

No need for training (nice to have?)

No need for accreditation

See the full text (in French):

<http://www.myrhline.com/actualite-rh/la-sfcoach-presente-sa-position-officielle-sur-la-question-de-l-exercice-de-la-supervision-individuelle-ou-collective.html#>

ROLE OF EUROPEAN UNION

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

Bologna Process: aims at ensuring comparability in the standards and quality of higher education qualifications.

Lifelong Learning Programme (LLP): Designed to enable people to take part in developing education and training at any time in their life.

Leonardo da Vinci programme: Part of LLP focused on the teaching and training needs of those involved in *vocational education and training* (VET).

Copenhagen process (2002): Helps to improve the performance, quality and attractiveness of *vocational education and training* (VET).

European Qualifications Framework (EQF):

- Common way of describing qualifications across Europe
- Helps to facilitate 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 on medium and long term.

ECVision

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>

ECVision list of activities and types of supervision

Supervision as a counseling profession: focus on interactions

Supervision for work with clients

Educational supervision for trainees in professional training courses

Supervision as improvement of professional functioning

Organisational supervision

Supervision as a managérial function

Types of supervision

Case supervision

Clinical supervision

Coaching supervision, coaching the coach

Educational supervision

Group supervision

Internal supervision

Intervision

Leadership supervision

Meta-Supervision

Organisational supervision

Team supervision



EC Vision Competence Framework: COMPETENCE 12

COMPETENCE 12	KNOWLEDGE	SKILLS	PERFORMANCE
STRUCTURING THE PROCESS	Mastering different theories of: <ul style="list-style-type: none"> - Social psychology - Relational theories and models of intervention - Context and power dimensions Knowledge about: <ul style="list-style-type: none"> - Components of supervision/coaching contracts - Characteristics of the supervisory relationship - Concepts on phases of the supervisory relationship - How the subconscious and parallel process may influence relationships within the process of supervision - Specific difficulties and barriers in supervision/coaching relationships 	Establishing a professional relationship by: <ul style="list-style-type: none"> - Observing and reflecting the initial stage of the supervision/coaching - Basing the relationship on a clear contract - Clarifying which elements within the professional relationship need negotiation. - Forming a working alliance and clarifying goals, limits and responsibilities of all parties. 	Assessing how both supervisor/coach and supervisee/coachee present themselves at the initial stage. Building trust, encouraging openness and self-revelation by fostering accountability, recognising the supervisees/coachees needs and establishing an appropriate method of feedback Applying appropriate methods according to the specific issues of the supervision/coaching relationship. In group supervision establishing relationships with both individuals and the group as a whole.
		Maintaining and developing the relationship by: <ul style="list-style-type: none"> - Creating a dynamic learning process. - Supporting supervisees/coaches needs and encouraging development/ 	Continuously assessing the interpersonal connection with the supervisees/coaches. Creating a safe environment by accepting mistakes and vulnerabilities as learning opportunities.
		Giving and receiving feedback	Offering opportunities to express needs and feelings and to give and receive feedback
		Containing and accurately responding to emotions of the supervisees/coaches within subconscious and parallel process	Identifying attachment patterns, transference dynamics and handling them as a relational mechanism. Recognising the feelings of others and responding in an empathic way.
		Managing relationship conflicts and alliance breaking	Dealing with the importance of individual similarities and differences in a supervisory relationship. Providing an appropriate balance of challenge and support. Addressing processes of competition and rivalry and supporting the supervisees/coaches in dealing with them.
		Handling reciprocity	Taking into account the impact of the observer of an action on this action Observing the impact of one's own action. Intervening according to this observation.
		Ending the professional relationship by: <ul style="list-style-type: none"> - Planning and preparing the termination of a supervision/coaching relationship - Managing issues arising from the termination of the relationship 	Identifying expressions and patterns of separation dynamics and handling them. Facilitating summarization and evaluation of both the process and the supervised/coaches professional development

EC Vision Competence Framework: Tentative comparison with EMCC, AC, ICF

	Equivalence ICF	Equivalence EMCC	Equivalence AC
PROFESSIONAL IDENTITY			
Professional Attitude			
1 – Reflectivity	-	C	C, S
2 – Integrating Theory and Practice	-	C	Implicit
3 – Ambiguity tolerance	-	C, S	C
Ethics			
4 – Ethical Conduct	C	Acc, S	Acc, S
Quality Development			
5 – Ascertaining Continuous Professional Development	C, S	C, S	C, S
6 – Ensuring Continuous Personal Development	Cert	C, S	C, S
7 – Contributing to Professional Standards and Development	C	C	S
Perspective on Person, Work and Organisation			
8 – Relating to Different Personal, Professional and Organisational Values and Cultures	C	C	C
9 – Dealing with Function, Role and Status within an Organisation	-	-	-
10 – Focussing on Leadership Issues	-	-	-
PROFESSIONAL CONDUCT			
Building a Professional Relationship			
11 – Contracting	C, S	C, S	C, S
12 – Structuring the Process	C, S	C, S	C, S
13 – Evaluation	-	C	C
Facilitating Outcomes			
14 – Facilitating Professional Development	C	C, S	C, S
15 – Facilitating Change	C	C, S	C, S
16 – Facilitating Learning	C	C, S	C, S
Performing Advanced Communication			
17 – Using One’s Own Communication Style Professionally	C, S	C, S	C, S
18 – Managing the Communication Process	C	C, S	C, S
19 – Managing the Person – Work – Organisation – Communication	-	S	S
20 – Managing Tensions, Disruptions and Conflicts	-	-	-
Handling Diversity			
21 – Diversity Awareness	-	Acc, S	S
22 – Managing Power, Hierarchy and Discrimination	-	S	S
Mastering Settings, Techniques and Methods			
23 – Performing in Different Settings	-	S	S

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Discussion with participants

Major differentiators between different types of supervision, countries, professions?

Protection: supervisor, supervisee, client, sponsor, organisation

Focus: intrapsychic, interpersonal, system, organisation

Framework(s) of the supervisee: single, multiple, integrative, eclectic

Layout: F2F, group, intervision, intervision rules, tools

Major effects in supervision?

Traditional research: quality of relationship

Modern research: « externality »

Bed metaphor

Fish metaphor

« JOTS » (Jump out of the system)

Why more system in modern supervision?

Better understanding of human behaviors (influence of the system)

Identity conflicts (person-system)