EMCC Supervision Competence Framework

June 2019

A Note on Competence Frameworks

EMCC supports the use of competence frameworks as part of a broader approach to the training, development and assessment of coaches, mentors and supervisors. The EMCC Supervision Competence Framework describes the skills and behaviours we believe to be associated with good practice in supervision.

EMCC also recognises that competence frameworks have limitations and that there are some qualities of an effective supervisor that are difficult to define. Supervision is, essentially, a relational process. Please bear this in mind when working with this document.

The capability indicators listed below each competence are for guidance only.

They are intended to stimulate dialogue and enable reflection; they are not a checklist of specific requirements for effective supervision.

Overview and Explanation

The first competence relates to contracting in the supervision relationship.

This part of the framework explores and clarifies the frame for the supervision relationship.

Competence 1	Manages the Supervision Contract and Process

Establishes and maintains a working contract with the supervisee (and relevant stakeholders) and manages the supervision process effectively.

The next three competences relate to the functions of supervision.

This is a reference to the developmental, qualitative and supportive functions of supervision.

The developmental function of supervision is concerned with developing the competence and capability of the coach / mentor.

Competence 2	Facilities Development

Enables the supervisee to improve the standard of their practice through a process of facilitated reflection.

The supportive function of supervision is concerned with providing a supportive space for the coach / mentor.

Competence 3	Provides support

Provides a supportive space for the supervisee to process the experiences they have with clients and to prioritise their wellbeing as a coach or mentor.

The qualitative function of supervision is concerned with encouraging professional practice related to quality standards and ethics.

Competence 4	Promotes Professional Standards

Supports high standards relating to professional, ethical and reflective practice, in coaching, mentoring and supervision.

The next three competences relate to supervisor capacity.

The term 'capacity' relates more to how a person is being than what they are doing. In this framework, the capacities we refer to describe levels of awareness that enable the supervisor to carry out the other competences.

Competence 5	Self-Awareness

Consciously uses and develops the 'self' in service of the supervision relationship and process.

Competence 6	Relationship Awareness

Understands and works with the layers of relationship that exist in the supervision process.

Competence 7	Systemic Awareness

Is able to recognise and work with the dynamics of human systems.

The final competence relates to working with groups.

This concerns the unique dynamics of group supervision.

Competence 8	Facilities Group Supervision

Skilfully handles supervision group dynamics.

Eight Supervision Competences

Competence 1	Manages the Supervision Contract and Process

Establishes and maintains a working contract with the supervisee (and relevant stakeholders) and manages the supervision process effectively.

i.   Invites exploration of the purpose of supervision and how it differs from coaching / mentoring

ii.   Is familiar with a range of supervision theories and describes the frameworks that underpin their supervision practice

iii.   Agrees and reviews the practical, professional and relational aspects of the supervision process with the supervisee and other stakeholders, as appropriate

    a)   Practicalities may include duration, frequency, cost and location

    b)   Professional expectations may include roles, responsibilities, boundaries and power dynamics within the supervisor/supervisee relationship

    c)   Relational aspects concern creating the right conditions for the relationship, e.g. openness, authenticity and confidentiality

iv.   Maintains an informal, oral contract which evolves with the supervision relationship

v.   Uses a formal, written contract, where appropriate

vi.   Works with the supervisee to evaluate the supervision and determine the process for ending the relationship

Competence 2	Facilitates Development

Enables the supervisee to improve the standard of their practice through a process of facilitated reflection.

i.   Supports and challenges the supervisee to develop their coaching / mentoring knowledge, skills and behaviours

ii.   Offers interventions that challenge and disrupt the supervisee's existing perspectives, assumptions and paradigms

iii.   Engages the supervisee in a process of critical reflection regarding their practice and supports them to develop their own reflective capability

iv.   Encourages the supervisee to explore and use different frameworks, tools, techniques and perspectives

v.   Employs a range of models, theories and frameworks as a supervisor in order to support and develop the supervisee

vi.   Shares personal and professional experience, as well as additional resources, appropriately, in service of the supervision process

vii.   Supports the supervisee to develop their understanding of diversity and apply an inclusive approach in their practice

Competence 3	Provides Support

Provides a supportive space for the supervisee to process the experiences they have with clients and to prioritise their wellbeing as a coach or mentor.

i.   Creates a safe, reflective space for the supervisee

ii.   Demonstrates belief in the supervisee's potential and resourcefulness

iii.   Offers support, where appropriate, for example

      a)   Recognises signs of stress and voices these concerns, as appropriate

      b)   Supports the supervisee to maintain their well-being, safety and resilience

      c)   Works with the supervisee on difficult coach/mentoring cases

      d)   Shares ideas regarding practice development, business challenges and professional goals

iv.   Explores options for additional support, when necessary

v.   Supports the development of the supervisee's professional identity

Competence 4	Promotes Professional Standards

Supports high standards relating to professional, ethical and reflective practice, in coaching, mentoring and supervision.

A.   Professional Practice

i.   Recommends membership of a relevant professional body and adherence to a formal code of ethics

ii.   Encourages the supervisee to have the appropriate insurance and awareness of legal and professional requirements for the country in which they practice

iii.   Ensures own supervision records are compliant with local data protection regulations

iv.   Is familiar with current debates and issues in the supervision profession

B.   Ethical Practice

i.   Abides by a relevant code of ethics as a supervisor

ii.   Is aware of the limits of their competence as a supervisor

iii.   Encourages the supervisee to find alternative professional support, as appropriate

iv.   Focuses on continuously developing ethical maturity as a supervisor

v.   Works with the supervisee in managing and resolving ethical dilemmas

vi.   Demonstrates an inclusive approach which acknowledges and respects difference

C.   Reflective Practice

i.   Is committed to participating in their own Continuing Professional Development and developing their reflective practice as a supervisor

ii.   Seeks and reflects on feedback from the supervisee

iii.   Receives regular supervision on their work and growth as a supervisor

iv.   Uses a variety of methods to engage in regular reflective practice

Competence 5	Self-Awareness

Consciously uses and develops their 'self' in service of the supervision relationship and process.

i.   Acknowledges the limitations of their individual perspective as a supervisor

ii.   Demonstrates a willingness to work at their learning edge as a supervisor

iii.   Makes appropriate use of 'self as instrument' in their supervision practice

iv.   Is willing to work with ambiguity, uncertainty and complexity as a supervisor

v.   Develops their knowledge, understanding and awareness in relation to their self as a supervisor

Competence 6	Relationship Awareness

Understands and works with the layers of relationship that exist in the supervision process.

i.   Treats supervision as a non-judgmental, collaborative, learning relationship

ii.   Establishes and maintains effective boundaries in the supervision relationship

iii.   Adapts style and structure of supervision to the unique needs of the supervisee

iv.   Identifies and addresses difficulties in the supervision relationship

v.   Attends to issues relating to power within the supervision relationship

vi.   Identifies and can work with parallel process

Competence 7	Systemic Awareness

Is able to recognise and work with the dynamics of human systems.

i. Is alert to the impact of systems on the supervisee and supervision relationship

ii. Is familiar and can work with 'systems thinking' frameworks

iii. Takes a helicopter view in order to see alternative perspectives

iv. Raises the supervisee's awareness of

    a) the systems in which they are operating

    b) the effects of power, influence and relationship within the system/s

    c) the influence of culture within the system/s

v. Where appropriate, develops the supervisee's organisational awareness, for example

    d) dynamics associated with leadership; including authority, subservience and competition

    e) relevant organisational dynamics, e.g. formal and informal roles, networks and coalitions

Competence 8	Facilitates Supervision Groups

Skilfully handles supervision group dynamics.

i. Contracts with the supervision group to create a safe space for all members

ii. Works in service of the group as a whole as well as the individuals within it

iii. Supports the supervision group through the stages of its development

iv. Adapts supervision process according to group dynamics

v. Elicits individual contributions

vi. Notices and draws attention to the effect of 'parallel process' within the group

vii. Effectively manages time throughout the session