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# ECVision. A European Glossary of Supervision and Coaching

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## Preamble

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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.

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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.

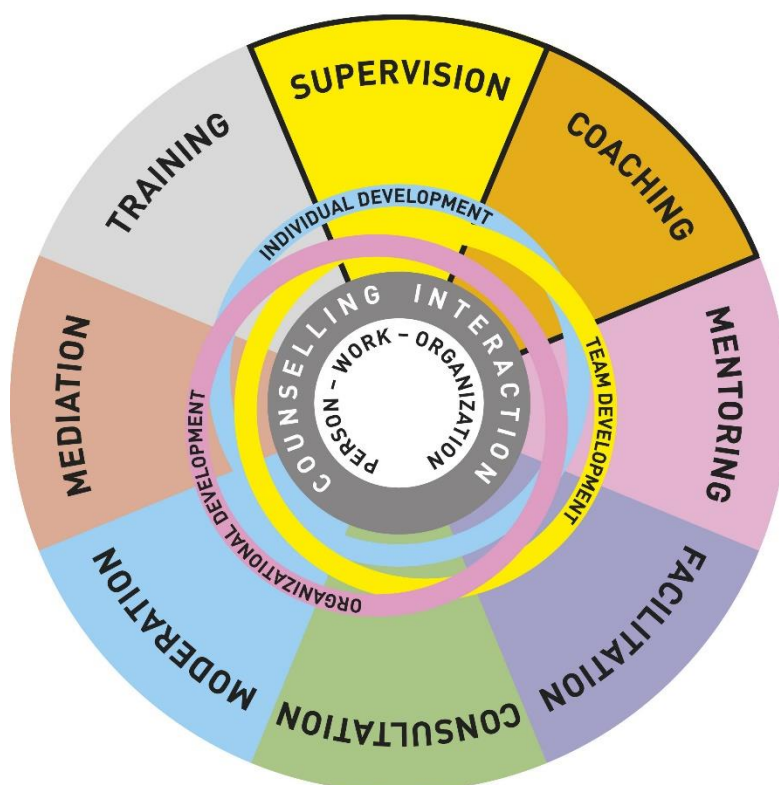
The glossary does not aim at harmonization of the various prevalent definitions and approaches. But it does aim at the transparency and comparability of different considerations, tasks and responsibilities and of professional standards.

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).

The 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.

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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 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!

## The Making-of the Glossary

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To create the glossary, the project team had four meetings of three days each in Vienna (November 2012), Gothenburg (March 2013), Munich (June 2013), and Vienna (November 2013).

Following a recommendation of Heidemarie Müller-Riedlhuber who was the project coordinator of DISCO ("Dictionary of Skills and Competences, [www.disco-tool.eu](http://www.disco-tool.eu)), we first of all defined the domain of the glossary: *"counselling the interaction between individuals, work and organization"*.

Within this domain, we focussed on supervision and coaching. The glossary is not only a dictionary but also an outline of the European diversity of supervision and coaching. The main goal of the glossary is to step forward in the development of a competence profile for supervision and coaching.

Initially, we based the contents of this glossary on a research of the literature available concerning supervision and coaching in Sweden, Germany, Austria, Hungary, Croatia, and the Netherlands. Each project team member focussed on relevant books, articles, and research reports used in the participating institutions and at those universities and colleges in the countries providing training in supervision and / or coaching. We also collected relevant terms which are characteristic for supervision and coaching. Some listed terms we excluded after discussing them because they did not seem appropriate according our domain.

This basic material was circulated among the project team members and then considered in different work processes, comprising individual work, email correspondence and group negotiations.

At the second meeting certain terms were selected as relevant according to the definitions used in each country. We discussed and agreed upon the following main categories to describe supervision and coaching: stakeholders, core qualities, types, settings, methods and outcomes. Finally we agreed to describe in more detail the selected terms by using the previously identified main literature in their respective countries. If a concept or term was not defined, it was left open for further discussion.

At the third meeting we were strongly confronted with our different perceptions and comprehension of words and concepts, partly caused by the different national backgrounds, partly by the fields of activity. In the end, a common description of supervision and coaching was created, including a few deviating opinions. The basic characteristics of professional work in supervision and coaching we called “core qualities”. Sometimes, the descriptions were quite similar, and sometimes, different approaches were discovered and described.

The completed glossary draft was then sent to the experts of the project to be reflected and commented. After that, the project coordinator compiled everything in one single document which was considered and negotiated at the fourth meeting in Vienna. In sub-groups we revised and amended the glossary according to the relevant and important objections. It was crosschecked again by all of us, and a few more discussions concerning some details were carried out by e-mail.

The final steps involved the editing of the English language by a translator and the design of the glossary. In January 2014, the glossary was published for the first time on the ECVision website ([www.anse.eu/ecvision](http://www.anse.eu/ecvision)).

## “Getting involved”

In February 2014, the two-day conference “Getting involved! A Common Terminology for Supervision and Coaching in Europe” was organized by our project partner EUROCADRES, the Council of European Professional and Managerial Staff.





There were 58 participants present, consisting of experts, the steering committee, the project team, participants of organisations of the consortium, board members of the national associations, and members of organisations for training of coaches and supervisors. All participants received the glossary in printed form. The programme aimed at enlarging the involvement and commitment of the participants.

The conference provided lectures to put the reception of the glossary in a wider framework (e.g., ethics, professional card, European policy on mobility and lifelong learning), workshops on policy aspects, educational aspects, and practical aspects and an expert’s panel.

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These were some of the most important feedbacks of the conference participants:

-  The glossary mirrors the diversity within the European perspective: but you cannot satisfy completely all specific stakeholders in the different countries. A compromise on the main points is fine, and let us enjoy diversity.
-  Keep the customers and the organisations we work for in mind.
-  Sharpen the terms and descriptions.
-  Good atmosphere, positive and important discussions, now let us go on.

Finally, it became evident that the creation of the glossary was vital for the progress of the next ECVision-product, the “competence matrix”.

## Supervision – Scope of Concept

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These descriptions aim at giving an overview over the mainstream concepts of supervision in Europe today. 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 supervisees' clients** and on 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

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Many definitions of coaching used in Europe can be reduced to some of the five different concepts mentioned below.

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 coachees work together in a partnering relationship. The coachees are experts 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 coachees. It is a structured and purposeful process whereby the coach encourages the effective behavior of the coachees. 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.).

## Stakeholders

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

### 1. Clients

#### **Supervision**

Clients of the supervisees are party in the supervision process though not physically present.

Related concept: client system.

#### **Coaching**

Coaching literature uses client as a synonym for coachee.

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### 2. Contractual partner

#### **Supervision**

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.

#### **Coaching**

### 3. National Organization

#### Supervision

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

#### Coaching

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. Supervisees / Coachees

#### Supervision

The users of supervision.

The supervisees assume responsibility for:

- ✚ their part of the conditions and cooperation;
- ✚ their process of development and learning;
- ✚ the transformation of new insights gained into their professional situation.

#### Coaching

The users of coaching. The coachees are responsible for their process of development. They are supposed to be open, bring in their experiences, thoughts and feelings, be on time, and keep appointments. The coachees are responsible for defining the goals they want to work on as well as progressing according to steps set by themselves.

## 6. Supervisor / Coach

### Supervision

A supervisor is:

- ✚ a trained professional according to an approved curriculum - following ANSE standards and national regulations,
- ✚ a (post)-graduate trained professional with more than three years of work experience,
- ✚ responsible for creating a viable space which supports the supervisees in pursuing their goals.

### Coaching

A coach is 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

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

### Coaching

## Core qualities

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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 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

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.

### Coaching

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. Communication

### Supervision

Communication comprises any act of exchanging verbal and/or nonverbal signs. Communication as a core quality means a conscious and reflected approach to that ongoing exchange.

### Coaching

## 4. Context awareness

### Supervision

Reflecting the influence and the effects of the supervisees' / coachees' wider social interactions.

### Coaching

## 5. Contracting

### Supervision

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 an individual personally requests supervision – or triangle – between the supervisees' organization, the supervisees and the supervisor in case of supervision taking place in context and on request of the organization.

### Coaching

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 coachee's organization, the coachees and the coach in case of coaching taking place in context and on request of the organization.

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

## 6. Empathy

### Supervision

### Coaching

Empathy is a way of recognizing the emotional state of the supervisees and separating it from the supervisor's own emotional response on 'what comes from the supervisees'.

It includes being aware of (counter-)transference and one's own preoccupations.

## 7. Ethics / Values

### Supervision

### Coaching

In dealing with power, trust and responsibility, supervisors and coaches maintain their personal and professional integrity by positioning themselves autonomously in relation to constituents, clients and colleagues. Supervisors and coaches are bound to keep confidentiality, handle the process of contracting carefully and avoid becoming a party in conflicting interests.

Acting responsibly is part of professionalism for supervisors and coaches. They care for maintaining their skills, for the reliability of the profession they exercise and for their supporting the learning process of supervisees and coachees.

Most professional organizations for supervision and coaching have given themselves a 'Code of Ethics' which reflects the state of professionalism.

## 8. 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.

## 9. Function and Role

### Supervision

In a group-dynamic approach, function means the formal activities negotiated by the members in a social system. 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.

### Coaching

## 10. Goal and Need Orientation

### Supervision

Double function of supervision, being both bound to contracted goals as well as to the supervisees's needs.

Requires a space of freedom and creativity of supervisor and supervisees for individually agreeing upon how the supervisees will pursue their goals and how they will meet their 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.

## 11. Integration of Theory and Practice

### **Supervision**

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

### **Coaching**

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

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## 12. Interactive Process

### **Supervision**

An interactive process 'happens' in supervision / coaching between the supervisees / coachees 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 supervisees / coachees.

### **Coaching**

## 13. Leadership and Management

### **Supervision**

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

### **Coaching**

## 14. 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 supervisees are unique in their knowledge, beliefs, abilities and learning styles.
- ✓ **Dialogic learning.** The central didactic device of learning in supervision is the dialogue: The supervisor / coach and supervisees / coachees affirm and improve their relationship and conversational exchanges by which the supervisor / coach joins the supervisees/coachees by listening, checking what was heard and giving very specific feedback.
- ✓ **Double loop learning:** by reflecting an experience, supervisees / coachees are 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 supervisees / coachees experience an attitude of the supervisor / coach and integrate parts of that attitude into their own behavior.

## 15. Organization

### **Supervision**

### **Coaching**

Taking into account not only the dyadic relationship between supervisor / coach and supervisees / coachees, 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 the supervisees / coaches professional actions 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 supervisees / coachees base their thinking and reflecting.

## 16. Parallel Process

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### **Supervision**

### **Coaching**

Parallel processes are described as problems, impasses, feelings, difficulties occurring in two simultaneous relations; supervisee-client or supervisee/coachee-team and supervisor/coach-supervisee/ coachee. Parallel processes are unconscious and cannot be recognized or understood in advance. What has occurred between a client and a supervisee, or within a team, may then be transmitted to the here-and-now of a supervision session between supervisees/coachees and supervisor/coach.

## 17. Performance

### **Supervision**

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

### **Coaching**

Making the coachees' actions more effective both on a personal and professional level.

## 18. Professional Exploration

### **Supervision**

Increasing the professionalism of the supervisees / coachees 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.

### **Coaching**

## 19. Reciprocity

### **Supervision**

Factoring in and reflecting the supervisees' / coachees' 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 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.

### **Coaching**

## 20. Reflection

### **Supervision**

### **Coaching**

Observing and articulating own experiences, feelings, thoughts and beliefs. By doing so the present attitudes are connected, both with their origins in the past, and with the future attitudes the supervisees / coachees want to adopt. Reflection needs a stance taken towards the social patterns human beings are co-creating when communicating.

Certain techniques support the supervisees / coachees 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. This allows drawing one's own conclusions about 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.

## 21. Resource Orientation

### **Supervision**

Focusing on the supervisees' resources, knowledge, skills, and competences and supporting the supervisees 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.

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## 22. 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 responsible for transferring the outcomes of the supervision to their daily practices.

### **Coaching**

The motivation of the coachees to reach their goals is crucial in coaching.

During the whole process, the coach focuses on keeping the coachees connected with their goals and on taking action towards attaining them.

## Types

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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 tackled in coaching arise from the work context.

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### 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, inspiration.

### 3. Case Supervision

#### **Supervision**

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.

#### **Coaching**

## 4. Clinical Supervision

### **Supervision**

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.

### **Coaching**

## 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**

Used by 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 monitoring the fulfillment of specific professional standards.

Related terms:

- ✓ Learning supervision: The aim is to master specific methods, skills or approaches to accomplish the anticipated outcome of being a competent professional.

It guides supervision trainees through their learning supervision.

Synonym: 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.

## 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 supervisees and not taking a monitoring function on the work of the supervisees.

### **Coaching**

#### Internal coaching:

Coaching within an organization / by a member of the organization.

#### External coaching:

Coaching by an independent coach not responsible for the work of the coachees nor taking a monitoring function on the work of the coachees.

## 9. Intervision / Peer Coaching

### **Supervision**

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 provide supervision to each other. All members are responsible for the supervision process.

Synonyms: "Peer Supervision", "Collegial Coaching".

### **Coaching**

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: "Intervision", "Collegial Coaching".

## 10. Leadership Supervision / Leadership Coaching

### Supervision

- ✓ 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 have some personal experience and knowledge in organization and management.
- ✓ Another approach applied in the public, the non-profit and the profit sector uses the term coaching which is more common.
- ✓ Other approaches have leaders as a special target group; the format is conceptualized as individual or group supervision.
- ✓ The various approaches overlap according to supervisees' needs as well as to national or methodological concepts of supervision.

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

### 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. Also called (Top) "Executive Coaching".

## 11. Meta-Supervision

### Supervision

Supervision 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: supervision 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.

### 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 lies a strong focus on the organization as the dominant system in which the coachees function.

#### 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.

### 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 relationships, communication boundaries, team roles, power relations and competition, the atmosphere in the team etc.

The Anglo-Saxon or Dutch approach mainly uses the term “Organization Consulting”.

#### **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.

## Settings

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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 supervisees, coach and coachees.

### 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 / coachees, the frequency, and the interval and number of sessions.

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### 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 should be involved has to be decided during the process with regard to the contracted goals.

## 4. Remote / Online / New Media / Telephone

### Supervision

### Coaching

Using new media to perform a (part of a) supervision- / coaching process.

## 5. Single

### Supervision

### Coaching

Dyadic form of supervision, one supervisor and one supervisee.

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; other approaches strictly define a minimum of sessions and intervals.

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. The duration can vary from one day to many sessions during a longer period.

## Methods

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Methods are specific techniques to facilitate the process for the supervisees or coachees in order to improve the interaction between persons, 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.

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### 2. Contracting

#### **Supervision**

#### **Coaching**

Decision-making before starting a supervision / coaching process. A contract is agreed upon between the relevant participants (supervisor / coach, supervisees / coachees, 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**

Narrative concept of reflection in which language plays a central role. It is the conversation of two equal participants: between the supervisor / coach and the supervisees / coachees, 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 supervisees / coachees 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.

#### **Coaching**

### 4. Evaluation of Process

#### **Supervision**

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.

#### **Coaching**

## 6. Expanding Theoretical Knowledge

### **Supervision**

### **Coaching**

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

## 7. 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 intentions 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.

## 8. Focusing Problems

### Supervision

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

### Coaching

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.

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## 9. Measurement of Effects

### Supervision

See evaluation.

### Coaching

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

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.

### Coaching

## 10. Meta-Reflection

### Supervision

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.

### Coaching

Reflection on the reflection process, the relationship and the outcome is an important competence for coaches.

Meta-reflection is not explicitly and regularly used as a methodological device in Coaching.

## 11. Moderating the Process

### Supervision

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

### Coaching

## 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 core qualities under term reflection.

### Coaching

Reflection is one among many methods of learning and development in coaching. Reflecting on one's own thoughts, needs and feelings can contribute to the strengthening of the coaching relationship. To stimulate reflection and self-analysis, certain tools are used.

## 13. The Use of Empathy

### Supervision

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

### Coaching

Empathy is a way of recognizing the emotional state of the coachees from within. It aims at seeing the coachees' world from their 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.

A supervisor can use the group process to discover and highlight the “parallel process” when the supervisory relationship “here-and-now” is mirroring the relationship between the supervisees and their 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

As one can only communicate by sharing 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 supervisor / coach does not necessarily share the hypothesis with the group members.

### Coaching

## Outcomes

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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 the supervisees, which has effects also on the supervisees' professional, sometimes even personal surroundings.

The result of supervision should be a new, creative element, which will enrich and direct the work of the supervisees. Awareness of new demands may appear.

#### **Coaching**

It implies that the coachees engage in new action or behavior successfully. It has an effect on the coachees' professional, sometimes even personal, surroundings.

Awareness of new demands and suggestions for change may appear.

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### 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 coachees will become aware of their role and contribution and limits within the organization and, if necessary, will try to change / develop behavior and / or position.

### 3. Effective Handling of Conflicts 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, coachees develop more effective coping strategies.

### 4. Learning

#### **Supervision**

In supervision, learning is the result of a self-organized process during which supervisees create a reflective space for themselves, thereby:

- ✓ understanding more about the complexity of an actual situation;
- ✓ understanding organizational issues and including them into their personal goals;
- ✓ 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 supervisees towards new perspectives on thinking about work relevant situations, their capabilities, options and responsibilities.

It encourages the supervisees to search for a changed understanding of professional relationships and processes and behavior consistent with this understanding.

### 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, insight into others and into oneself.

## 6. Organizational Benefits

### Supervision

### Coaching

On an organizational level supervision / coaching leads to better professional performance within the organization by

- ✓ clarification of functions and roles;
- ✓ effective handling of tensions and contradictions;
- ✓ prevention and reduction of stress and burnout;
- ✓ getting new insights;
- ✓ supporting professionalization processes on all hierarchy levels and for all members.

Thereby supervision / coaching supports a better professional performance of the organization and serves as an integrated part of Quality Management as well as Change Management.

## 7. 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 might be enhanced.

## 8. Professional Development

### **Supervision**

### **Coaching**

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

## 9. Quality Management

### **Supervision**

### **Coaching**

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

## 10. 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.

## 11. 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 supervisees 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 coachees personal and professional potential by achieving transformations on the level of beliefs, values, personality and identity.

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## The Project Team – Biographies

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27.

### 28. 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/>.



## 29. 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/](http://www.socwork.gu.se/kontaktaoss/Personlig_hemsida/Lilja_Cajvert/)



### 30. 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 personnel 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>

### 31. 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), 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 dynamics, 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.system.at/personen/vKnopf.htm](http://www.system.at/personen/vKnopf.htm)



32.

### 33. 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.

### 34. 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-author 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-organisator of the first Hungarian coaching conference in Hungary.

<http://www.coachakademia.hu>

### 35. 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/>



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November 2014

## ECVision. An Overview of the Austrian, Croatian, Dutch, German, Hungarian and Swedish and European History of Supervision and Coaching

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*Wolfgang Knopf*

## ANSE – History and Goals

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From 1975 supervision became an increasingly professional means of process oriented consulting with the founding of national associations for supervision in several European countries.

In 1997 on November 21<sup>st</sup>, the national professional organizations for supervision of Austria (ÖVS), Germany (DGSv), Hungary (MSZT), the Netherlands (LVSB) and Switzerland (BSO) established ANSE as a European umbrella association based in Vienna to meet the need for European co-operation and Europe-wide exchange of views among professionals.

ANSE takes care of professional interests on a supranational level. ANSE is in contact with professional organizations for supervision and coaching worldwide. ANSE defines standards for supervision and coaching and has adopted a code of ethics.

ANSE now represents more than 9,000 (2013) qualified supervisors and coaches in the field of consulting in over 80 training institutions in 22 European countries. In 2006 ANSE signed a mutual agreement on the recognition of accredited supervisors with ASSCANZ (Association for Supervision, Coaching and Consultancy in Australia and New Zealand).

In 2012 an agreement was signed in Brussels, regarding representation in the Social Dialogue by EUROCADRES (The Council of European Professional and Managerial Staff).

ANSE has professional links with/ cooperates with EASC (European Association for Supervision and Coaching) and EMCC (European Mentoring and Coaching Council).

ANSE promotes

- ✚ sharing of information between/ among? national organizations and training institutes;
- ✚ exchange of experiences between? experts in the field of counseling;
- ✚ expansion of supervision and coaching;
- ✚ quality assurance of supervision and coaching (standards).
- ✚ and it supports
- ✚ the founding of national organizations for supervision and coaching;
- ✚ the development of their own culture of supervision and coaching;
- ✚ training initiatives in European countries;
- ✚ research and study initiatives to develop theories and methodologies for supervision and coaching.

ANSE promotes the importance of learning about cultural diversities and supports cooperation in Europe.

*Wolfgang Knopf*

## Supervision and Coaching in Austria

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### Historic Highlights

As in other German-speaking countries, the start of an individual understanding of supervision can be found in the late seventies of the last century, greatly influenced by psycho-analysis and group dynamics with strong foundations in social work. Practical instruction gradually became supervision. A supervisory stance and attitude entered school education through the Balint groups. It was not long before the first training program was developed and offered (1981 University of Salzburg Institute of Psychology).

This was the start of a basic debate on the definition of the boundaries of the term supervision. At the same time a counseling scene with a supervisory identity was established. Using personal contacts these content-based considerations were also discussed with German and Swiss colleagues. Thus, the insights gained in these countries could be taken into consideration. The debate took place primarily among teachers and those responsible for training programs, including the first graduates (Supervision Discussion Group 1991 in Vienna).

In addition to the concept debate, a professional and political discussion also took place. The title of the first Austrian expert conference (of professional organizations), "Supervision in Conflict of Interests", depicted this subject clearly. All these activities led to the foundation of the ÖVS (Austrian Supervision Association) in 1994 through the then active educational institutions and alumnae societies.

## Supervision as a Profession

From the outset, supervision was established within major social institutions, and therefore its position was self-evident in these areas. After initial difficulties supervision attained a critical mass of users in social work, schools and hospitals who served as multipliers in spreading the word.

Successful pilot projects in schools and hospitals contributed to its success on a structural level. This development received essential impulses through the theoretical work undertaken by Austrian colleagues which was reflected at conferences and in articles and books.

In spite of some constructive diversity, the differing theoretical approaches were and are still discussed in a cooperative and thus mutually beneficial way. Although the discussions initially met with opposition, later with reluctance, and finally with integration, this problem was able to be solved constructively by means of the “Phenomenon” coaching in the end.

With the establishment of ethical guidelines for the Austrian Supervision Association members in 2001, in which quality assurance was regulated in personal responsibility, a further foundation stone for the self-image of the profession was laid. Supervision - coaching partially included – is as a profession relatively undisputed in Austria today. The ‘Community of Supervisors’ has a recognized professional identity in Austria.

## Legal Situation of the Profession

Austria is a ‘state of chambers’. The majority of paid professions are regulated by trade law (in association with the Chamber of Commerce). In addition to these, there are so-called “freelance professions” (e.g. journalists). Supervision is also regarded as such.

This classification is frequently challenged by other competing professional groups (e.g. life coaches and social counselors). For supervision and coaching,

it is however significant not to be restricted to the confines of a chamber regulation, as the further development of the profession and the continuous assurance of quality standards can only be achieved effectively within an organization and in cooperation with training institutions recognized by the Austrian Supervision Association.

Furthermore, only a minority of supervisors practice just supervision and coaching as a profession. Many offer these services alongside a main profession or within a wider range of freelance work. This is also an argument against regulation within commercial law.

### **The Market for Supervision and Coaching**

Due to its historic roots, supervision has mainly been established within the social and non-profit sector. After the counseling “hype” in the nineties, today’s market focuses more on efficiency, price and quality. Many large and important responsible organizations, especially in the healthcare sector, choose their supervisors according to the quality standards of the ASA. At the current time small and medium-sized companies are still reluctant to recognize the supervision and coaching possibilities available.

In the so-called profit area, coaching rather than supervision is still in demand, although there is also a noticeable change here. In recent years acceptance has risen significantly and supervision is becoming increasingly required in these areas.

In general, it can be observed that there is a desire for counselling from one source only, “We have this problem, these difficulties – what shall we do?” It is therefore necessary for supervisors to expand their range of competences or to work in co-operations and networks. The latter is new and represents a specific challenge.



### **Current Issues / Trends**

Three subjects are currently under discussion:



The positioning of supervision and coaching within the scientific discourse around the concept of consulting science. This debate is

predominantly taking place at universities and in training courses, whereby it is usually held in cooperation with colleagues from neighbouring countries, especially Germany. The main question is: is supervision the practical and theoretical foundation for a consulting science in the context of work?

-  Following supervision and coaching, management consultation of organizations is currently the counselling format under discussion.
-  Quality assurance in supervision and coaching: as with colleagues in Switzerland and Germany, it has also become an important issue in Austria. It concerns the quality of both the counselling (efficiency, evaluation) and the counsellors.

A change in the self-organization of counsellors is evident. Although these activities used to be carried out without any great organizational or structural background, company structuring has become increasingly noticeable in the field of supervision. A new professionalism has established itself at this level.

Supervision has (again) become political. The demand for the provision of more supervision and coaching in the workplace and its financial compensation is supported by socio-political proposals and demands. Due to their counselling activities, supervisors and coaches acquire insight into many fields of work, where workers and employees are increasingly under pressure due to new economic and structural conditions. In order to support and promote change in society, counsellors should make public their knowledge concerning the stressful working conditions experienced by workers and employees today.

*Marina Ajdukovic*

## Supervision and Coaching in Croatia

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### 36. Supervision

#### History

There are five phases of development of supervision in Croatia to be recognized (Ajdukovic, 2005):

(1) Early ideas about the need for supervision originated in the early 1970s (Smolic-Krkovic, 1977). Supervision, however, did not become an integral part of psychosocial work practice due to the traditional approach to clients from the expert position and the lack of a life-long learning approach among the professionals.

(2) In the 1980s, professionals gathered first-hand experience in supervision as supervision became an integral part of training in various psychotherapeutic methods which were flourishing at that time.

(3) During the period of the Croatian War of Independence (1991-1995), supervision gained in importance and became professionally valued, because it was viewed as an important tool supporting professionals and paraprofessionals who were working with thousands of trauma victims, refugees, and the displaced..

(4) The turning point for the establishment of supervision was the first training for supervisors from 2001 to 2004 as part of the project entitled "Introducing supervision in the social welfare system in Croatia", organized by the Department of Social Work, Faculty of Law, at the University of Zagreb. The project was implemented in cooperation with the ministry responsible for social welfare, the Swedish International Development Agency (SIDA) and with strong educational support from the University of Göteborg and the University of Stockholm.

Ten trainers in supervision and 34 supervisors in psychosocial work were trained according to the ANSE (Association of National Organizations for Supervision in Europe) standards for the education of supervisors.

As a consequence of this project, supervision was introduced into many social welfare organizations (Ajdukovic & Cajvert, 2003).

The training for supervisors within the educational system, entitled “Strengthening capacities for integrative supervisors in the Agency for Education” (from 2007 to 2009) was essential for the introduction and sustainability of supervision for teachers (Ambruš Kiš et al, 2009).

(5) The Department of Social Work at the University of Zagreb started the postgraduate specialisation study program for supervision in psychosocial work in 2006 which was open to professionals from the social, humanistic, and pedagogical fields. It is the 120 ECTS post-master program and organized according to ANSE standards for education in supervision. The current study program has been continuously carried out with some inputs by faculty members of the Departments of Social Pedagogy and Psychology and other experienced supervisors, who have already had international licence as trainers in supervision. The last generation enrolled in 2012.

### Recent Developments

In 2008, the Croatian Psychological Chamber introduced supervision as a means of achieving professional (re)licensing psychologists. From 2014 on, the recently established Croatian Chamber of Social Workers will recognize participation in supervision as a part of professional (re)licensing of social workers.

In 2011, Supervision was introduced into Social Welfare Law as the right and obligation of all professionals working in the field of social welfare (for social workers, psychologists, social pedagogues, and other helping professions).

## The Main Approaches

The main approaches to supervision in Croatia are in line with the current ANSE definition of supervision. Consequently, three main approaches to supervision can be recognized:

- ✓ the concept of supervision as a format for professional development as developed in The Netherlands by Louis van Kessel and his predecessors (e.g., Van Kessel, 1999).
- ✓ the psychodynamic development-integrative approach to supervision as a creative space for practitioners developed by Lilja Cajvert (Cajvert, 2001; 2011).
- ✓ the integrative supervision concept based on the work of H.G. Petzold and his co-workers.

## Fields of Work

Supervision is carried out in social work, education, in the mental health sector, civil society organizations and in the voluntary sector, pastoral work and organisational consultancy to promote the further development of professionals and assurance of their quality of work.

University education and specialization in helping professions (i.e. social work, psychology, and social pedagogy) use supervision as an integral part of learning during field placement and internship at BA, MA and postgraduate education levels (Ajdukovic & Urbanc, 2010).

## Organization

The Croatian Association for Supervision and Organizational Development (Hrvatsko društvo za superviziju i organizacijski razvoj – HDSOR) was founded in 1998.

In 2004, the HDSOR became a member of the ANSE. By the end of 2013, the HDSOR had 76 members. In 2012, the system of (re)licensing supervisors was developed to ensure quality standards in supervision and was subsequently approved by all members of the HDSOR. In 2013, the HDSOR adopted its first strategic plan for the period 2014 – 2016 and a Code of Ethics for Supervision.

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## 38. Coaching

### History and Recent Developments

Although coaching is well developed in the European Union, in Croatia this professional work is still in its infancy. Almost anyone can call himself/ herself a coach. No legal regulations or standards are defining coaching, and specific qualifications, competence and responsibility are not defined or required.

Training for coaching is offered by various commercial and consulting companies that offer a variety of services in the field of organizational development. Typically, coaching training programs are offered in collaboration with various European organizations or institutions; for example, in 2010, training in Systemic Gestalt Coaching in Croatia started in collaboration with a local commercial company for the “empowerment of personal, family and organizational potential” ([www.dugan.hr](http://www.dugan.hr); visited 27 December 2013) and the Institute for Gestalt Therapy of Wurzburg in Germany (IGW). At the end of the 8-day program (4 x 2 days), the IGW provides students with Certificates of Coaching.

A post-master level, specialization in supervision of psychosocial work at the Department of Social Work at the University of Zagreb offers the only elective ECTS course in the field of “Consultation and Coaching”. Louis van Kessel (from The Netherlands), as co-creator of this course, prepared the most relevant text about coaching in Croatia to be published in both Croatian and English (van Kessel, 2007), with extensive overview of different types, means of work and outcomes of coaching.

## Fields of Work

Multinational organizations, corporations and large companies are commonly using coaching for development of their top and middle management, and for specific areas of organizational development, such as efficient feedback, leading meetings, planning, and defining tasks.

## Organization

The key association in this field is the Croatian Association for Coaching ([www.hr-coaching.hr](http://www.hr-coaching.hr)) which was established in 2009. It has about thirty active members, and its aim and purpose are to promote coaching as a profession, to promote the Code of Ethics of the Association and a standard of excellence in the quality of coaching, the sharing of knowledge and experience and mutual cooperation among coaches. The Croatian Association for Coaching conducts training workshops through the Coaching Academy.

In June 2013, the Council for Mentoring & Coaching was established as part of the European Mentoring & Coaching Council (EMCC). This is another attempt to regulate coaching in Croatia. The immediate goal of the EMCC is to introduce standards for coaching, and the long-term objective is to set up a kind of Chamber of Coaching in Croatia.

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Hubert Kuhn

## Supervision and Coaching in Germany

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### 39. Supervision

#### History

Supervision originated at the beginning of the 20th century in the USA, in order to instruct, guide, control and motivated honorary assistants of social work by a superior. After the Second World War, North American emigrants introduced Supervision, in particular as individual social casework, into German social work. Supervision was set up in education and the practice of social work in particular and was applied as a method to support social workers when working with an individual. In the 70s and 80s, the approach originally focused on individual faults, developed into emancipatory self-reflection which increasingly focused on the organization, structures and institutional dynamics as a central theme. Supervision in the area of conflicting interests between person and institution has, to date, become an important issue. In German speaking countries, supervision, control or purely professional questions as well as psychotherapy, mainly concerning personal problems, play a minor role.

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Three phases of the institutionalization of supervision can be distinguished in Germany:

- ✓ Supervision was set up in social and educational work by the free welfare associations from 1960 – 1989.
- ✓ The professionalization of supervision began with the foundation of the “Deutsche Gesellschaft für Supervision”(DGSv) as a professional association in 1989. The association is available for therapeutically qualified supervisors and for other fields of work.
- ✓ Education/ training by independent institutes is complemented by university courses; supervision is offered on the consultation market and focuses on the dilemma between “market and profession”, different supervision-trainings are integrated into the DGSv.

## Roots (main influences)

Supervision was significantly influenced by social work, psychoanalytic controlling analysis and the Balint groups.

## Fields of work

After the original area of social work, supervision was also set up in other fields of non-governmental public welfare. Today, supervision is also accepted in many other fields of work, such as: health service, education, management, and church. In industry and small business enterprises, team and, above all, management consultation is mostly called Coaching.

## Organization

The DGSv is a professional association with more than 3,700 members and 29 connected academies, universities and further education enterprises, and it is the most significant forum for supervision and professional life-related consultation in Germany. The DGSv sets demanding standards for the qualification of supervisors.

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Supervision training can be attained at universities and free institutes.

Further associations which also have supervisors as members are the German Society for System Therapy and Family Therapy ([www.dgsf.de](http://www.dgsf.de)) and the professional association of German psychologists ([www.bdp-verband.org](http://www.bdp-verband.org)).

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## 40. Coaching

### History

Coaching originated in Germany in the middle of the 1980s as „consultation for executives“ with a focus on actual challenges in everyday working life. It was preceded by sporadic single consultations as a side product of executive trainings, and they were performed by psychologically skilled trainers. The positive image of coaching top sportsmen made its acceptance easier for executives of profit companies.

The rapid establishment of Coaching in the FRG is shown by the amount of publications: until 1990, there were very few experts for Coaching, the number of annual publications was below 20; from 2000, this figure rose steadily; from 2006, there were more than 100 per year, and since 2010 there have been more than 160 publications per year. At the end of October 2013, amazon.de announced more than 4500 entries for Coaching (in comparison to 2200 for supervision).

### Roots (main influences)

Coaching was applied in England and in the USA into sport, starting as early as 1885. The North American tennis teacher Timothy Gallwey had a big influence with his book "The Inner Game of Tennis" which first appeared in 1974.

In Germany, Coaching was transferred into sport in the 1960s.

## Fields of work

Coaching is used in profit enterprises predominantly for executives in the context of leadership, change, stress, burnout, and cultural development. Mostly, it is carried out as a single consultation, however, group or team-coaching is also possible. "Executive Coaching" refers explicitly to the coaching of (higher) executives, "Business Coaching" designates in particular the subjects and fields of Coaching as opposed to other fields, as for example, „Life-, Health- Education-Coaching“. Increasingly, the word Coaching is also used for the consultation of management staff in social and state organizations.

## Organization

The German Coaching market is not regulated and very confusing. Only about ten of at least 20 Coaching associations in Germany, Austria and Switzerland have more than 100 members.

Furthermore, there are no given standard certification directives for Coaching education. It is estimated that about 4000 new coaches finish their training each year. Most training courses offered by scientific institutes, clubs and associations and continuing education institutes last between 150 and 300 hours.

According to the Magazine for Organizational Development, Nr.3 /2013, about 11,000 coaches work in Germany currently, 8,000 of which call themselves business coaches and 5,200 executive coaches (with presumably multiple entries in the survey index). In Germany, there are statistically 769 executives per coach as opposed to the ratio in Austria of 154 to one.

In 2007, only 1.5% of the executives were coached, whereas in 2012, there were already 5.6% showing an upwards trend.

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*Krisztina Madai*

## Supervision and Coaching in Hungary

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### 41. Supervision

In Hungary supervision first appeared within the psychoanalytic movement at the beginning of the 20th century primarily focusing on professional socialisation. After 1940 the organisational structure of psychology and social work was eliminated, hence supervision also disappeared. The rebirth of helping professions began from the 1960s, in which the professionals of previous psychoanalytical schools played a key role, e.g., Mérei and his students.

The first social workers with professional training and experience who could provide supervision entered the scene from the mid 1990s. The Professional Association of Social Work (Szociális Szakmai Szövetség) determined the accreditation criteria for supervisors of social work in 1996, which are still the basis for the current regulation. Based on the supervision model of the Association, the supervisor is an independent party and not a member of the organisation who needs supervision.

From the 1990s on, several therapeutic techniques entered the field of supervision, bringing their own method-specific supervision system with them (e.g., family therapy, Gordon, video training).

Already at the beginning of the 1990s the 'Supervisio Hungarica' work group had been launched. The main objectives of the work group were acting for the European concept of supervision, acknowledging supervision as an independent profession and launching training for supervisors.

In 1996, the 'Association of Hungarian Supervisors' (Magyar Szupervizorok Társasága) was founded by 19 members to implement the European concept of supervision.

Among the founders there were the members of the Supervision Hungarica work group and 12 supervisors who were trained at the Katholische Hochschule in Berlin.

In 1993, two professionals from Dutch and German Supervision Training Programs had started to qualify the Hungarian trainers in a specific supervision training. After that the postgraduate training program on supervision was launched in 1998 at Haynal Imre University. Later, this training program was taken over by Károli University where it still runs today. In 1997, some professionals of the previous work group founded a new supervisor training program in organisational development at the International Business School (continuing until 2008). The third training program on supervision ran from 2005 until 2008 at ELTE University. The profile of this program was based on the recognition that, besides the European supervision concept, a more traditional American concept was required to meet the needs of the newly founded social and child care institutes, where professional training,, monitoring and evaluation of the work was needed.

In 2013, a team of international coaches and therapists started their own supervision training program accredited by the ICF. In 2014, two more supervision training programs are going to be launched by Hungarian supervisors.

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### 43. Coaching

Coaching as a form of dialogue between the coach and the client first appeared in the Hungarian for-profit organisational context at the end of the 1990s, after Hungary had opened its borders to the West and multinational companies appeared on the market introducing a completely new organisational culture.

The first small group of counselors who called themselves coaches were consultants on organisational development, supervisors or professionals of various psychotherapeutic schools. The first coaches who were trained in coaching (mostly in Anglo-Saxon schools) entered the market around the Millennium. The main objective of coaching was considered to be the opportunity for leaders and managers of organisations to learn, change, and regenerate.

The first official coaching training courses held in Hungary were mainly influenced by psychology: the solutionfocused brief coaching training by Peter Szabo, a Gestalt coaching training by Flow Coaching School (lead by Tünde Horváth and Ilona Erő s), psychodrama oriented coaching training lead by Gabriella Szabó, TA based coaching represented by Zsuzsa F. Várkonyi and Saari van Polje. Various supervision based coaching schools lead by Erzsébet Wiesner, Zsuzsa Bán and György Sárvári were also influential.

The real boom of coaching began between 2005-2010. The word coaching became familiar within and outside of the organisational context and has been considered as one of the most efficient tools in personal development. As demand for coaching grew, some dozen new coach training programs of various length and backgrounds were launched. Coaching for leaders in the social field and outside the organisational context appeared and spread out to nearly every life sphere. The quality and approach of coaching services became very different.

As a parallel tendency, the first professional associations were founded. Some of these started as alumni of coaching schools, others as the Hungarian chapters of significant international associations. The biggest and most influential among them has become the Hungarian chapter of the International Coach Federation (ICF).

In 2011, six coaching associations - representing the majority of qualified coaches in Hungary - signed the code of conduct for coaches (ICF Hungarian Chapter, European Coaching Association, Hungarian Coach Association, Association of Business Coaches, CoachOK Professional Association, Association of Coaches, Developers and Organizations with Solution Focus/ Approach). This collaboration was unique in the coaching business at that time. The Code of Conduct was based on the joint Code of Conduct of ICF and EMCC, accepted by the EU shortly before. On this basis the coaching profession was added to the self-regulatory professions in the EU database.

The Code of Conduct aims to create self-regulation based on professional and ethical standards and guidelines which ensure that coaches act professionally and ethically while practicing their profession. The Code of Conduct does not only state the competences and professional training requirements necessary to provide coaching services, but also the need for continuous professional development and the ethical standards of the profession. However, one of the most important tasks was to still ensure that the wider public sees coaching as an effective method in professional and personal development.

In 2012, the first professional e-journal on coaching (CoachSzemle) appeared on the market. The 'Coaching Without Borders' training program with international experts on coaching was launched, providing the opportunity for further on-going international influence.

With the growing demand for coaching (accelerated by the financial and economic crisis), the quality assurance of the profession became a significant challenge. In 2013, the six associations which had signed the Code of Conduct earlier, officially launched 'The Association of Hungarian Coach Organisations'. This association represents a consistent self-regulatory body aiming to set

transparent and accountable professional standards and norms. Besides the previously mentioned Professional Codex, the members also signed the Ethical Codex for Coaches. Further intentions of the Association include the creation of an integrated coach database which is based on a comprehensive quality assurance system.

Coaching plays an important role in enhancing employees' well-being and efficiency today. Almost two-thirds of Hungarian companies have already hired a coach, and coaching is regarded as an effective tool in organisational development, even within small and middle-sized companies. Additionally to one-to-one coaching, team coaching is used increasingly in the organisations.

The work involved in building up a comprehensive quality assurance system is still in progress and presents a big challenge for the credibility of the coaching profession in Hungary.

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Personal interviews with Tünde Horváth MCC, Dr. Vince Székely, Dóra Hegedűs and Edit Wiesner.

Mieke Voogd

## Supervision and Coaching in the Netherlands

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### 45. Supervision

#### History & recent developments

After the Second World War social casework was introduced as a method of social welfare in the Netherlands. Supervision became known as a method for professional development of expertise in this field of work. The first Dutch articles and books on supervision were published around 1960. Since then, supervision has developed towards an important method of education for developing competences in people-oriented occupations.

The first training programs for supervisors were established in the 1960s.

In the Netherlands, three concepts of supervision can be found: the Dutch supervision concept, the psychotherapeutic supervision concept, and the integrative supervision concept. The Dutch supervision concept, which is mainly a didactical method for implementing personal and group learning processes in communication and interaction in professional work, has been dominant for many years. Since the psychotherapeutic concept has become more generic, both concepts are being taught in most training programs for supervision. Lately, more tentative forms of supervision have been developing. A recent development places supervision within the broader field of organizational development; for example, the journal that has been published by the LVSC since 2012 is entitled *Journal of 'Begeleidingskunde'*. This subject is characterized as an approach with a combined focus on the development of individual professionals and on the development of teams and the organization in which they function. Several methods are used, e.g. supervision, coaching, training, conferences, and action research.

## Fields of Work

Supervision is carried out in social work, the health sector, education, pastoral work, human resources, management, and organizational consultancy. Higher education uses supervision for traineeships. In addition, supervision is being used for further development of experienced professionals.

## Organization

In 1980, a forerunner of the Dutch Association for Supervision was formed. The aim of that organization was quality assurance and professionalization of supervision. In 1989, the national association of supervision and other forms of professional guidance (LVSB) were established. Subsequently, the organization initiated the registration of supervisors and training programs for supervisors. The LVSB maintains a generic concept of supervision, meaning that the method of supervision is not bound to one specific profession, working method or function.

In 1997, the LVSB became a member of the Association for National Organizations for Supervision in Europe (ANSE). After that, in 2010, the LVSB changed its name to LVSC (National Association of Supervision and Coaching).

Later, in July 2013, the LVSC had 2300 members and hosted 17 accredited training programs for coaching and 12 accredited programs for supervision. There are also three master training programs for supervision and coaching.

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## 46. Coaching

### History & Recent Developments

Socrates is seen as the 'godfather' of coaching because of the way he practiced the art of not-knowing and his mastery of dialogue and asking questions. In the 20<sup>th</sup> century, there are the roots of thinking that have contributed to the coaching profession: psychoanalysis, behaviorism, humanistic psychology, Gestalt approach, organizational theory, positive psychology, and change theory. Gallway (The Inner Game of Tennis, 1974) and Whitmore (1992) transferred coaching from the world of sports to the organizational world.

In the Netherlands, the demand for coaching began to rise in profit and non-profit organizations in the 1990s. Interventions aimed at a better performance and overcoming difficulties at work. At that time there were 2 training programs for coaches and the first Dutch books on coaching were published. A few influential pioneers were trained as supervisors. The number of coaches grew rapidly. Estimates for the total number of coaches vary between 20.000 and 35.000. This large group includes coaches with and without professional training working in a wide variety of contexts.

Nowadays, coaching in the context of work/employment has a broad focus on personal development. Coaching is seen as an instrument in Human Relations Management (HRM) to increase the employability of personnel and to stimulate organizational learning. Coaching is more and more used in combination with training and management development programs.

## Field of Work

Professional coaches work in all sectors of Dutch society, in their capacity as personal coach, career coach, business coach, executive coach, mental coach, E-coach, intervention coach, coach the coach, and also supervisor or trainer. Coaching is provided for individuals, teams and larger organizational units and can be carried out face to face, by telephone, e-mail, Skype and other forms of social media on the Internet.

## Organization

In 2003, Alex Engel founded the Dutch Organization of Professional Coaches (NOBCO). The NOBCO currently has 2100 members. It cooperates with the EMCC (European Mentoring and Coaching Council) for the accreditation of coaches and coach training programs. In 2003, the Dutch Journal of Coaching appeared for the first time.

Coaches can register with the NOBCO (Nederlandse Orde voor Beroepscoaches), the STIR (Stichting Registratie), an organization for certification of coaches) and with the LVSC (Landelijke Vereniging voor Supervisie en Coaching).

They can also choose between an international certification with ICF-NL or EMCC. Career coaches can register with the NOLOC (Nederlandse Organisatie voor Loopbaancoaches), an association for coaches dealing with career management. Roughly estimated, nowadays there are around 10,000 registered professional coaches/ supervisors in the Netherlands.

As for training programs for coaching, there are 17 accredited training programs with the LVSC. Additionally, there are three master training programs for supervision and coaching and one academic training program for executive coaching (VU Amsterdam). The NOBCO provides EQA certification of training programs together with EMCC representing four levels. The scheme below shows the number of accredited training programs on each level.

| EQA Level           | Number of accredited training programs in the Netherlands (29-10-2013) |
|---------------------|--|
| Foundation          | 12   |
| Practitioner        | 14   |
| Senior Practitioner | 2  |
| Master Practitioner | 2  |

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## Supervision and Coaching in Sweden

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### 47. Supervision

In Sweden the word "handledning" is used rather than the English expression "supervision" or the French "contrôle". In spite of the different connotations, this text will use "supervision". The roots of the current view of supervision may be traced to the old tradition of master – apprentice, whereas the psychotherapist/ social worker of today uses his/ her own personality as the most important professional tool.

Modern supervision methods/ techniques both originated in the US and British trainings of social workers in the early 20<sup>th</sup> century and also in the trainings of European psychoanalysts in the 1920ies focusing on case-work and individual supervision. After World War II, group therapy sessions for prior prisoners of war were established at British military hospitals, supplementing individual treatment and introducing a therapeutic community. In Sweden, these ideas were further developed by Gustaf Johnsson at Barnbyn Skå. During the 1950s and 1960s attention to the group, group dynamics, the organization and the relation to the community geared these developments. The importance of continued training and group supervision was increasingly recognized in a number of fields. (cf. Katz o Kahn, 1966, quoted in Sundin, 1971, SOU 1978:5 pp. 96-7).

## Training

In Sweden there was fairly early an interest to establish continued training of teachers and supervisors in psychotherapy, and the first national training in supervision started in 1974. Supervision was considered as one of the most important ways for an experienced psychotherapist to further develop his/ her therapeutic work. Newly employed social workers within child psychiatry and psychiatry and family counselors were offered individual supervision by an experienced colleague already in the late 1940s. Within social services, supervision of the employees was introduced in the 1970s.

Swedish social workers in the 1980s requested supervision that developed and strengthened the professional role. Group supervision was seen as a means of diminishing the power and authority of the supervisor; there is theoretical support for that view in system, organization and role theories. Self-awareness, a must in social work, can better be developed in a group where you often have to focus on how to use your abilities in relation to others and the need to reflect on your own attitudes and prejudices.

In 1982, the first education of supervisors in psychosocial work started at the department of social work at the Göteborg University by Lisbeth Johnsson, Gunnar Bernler, Barbro Lennéer Axelson, Sven Hessel and Göran Sandell. In their thesis Bernler & Johnsson (1985) defined supervision and presented a theory for supervision in psychosocial work.

They suggested today still valid criteria that supervision in psychosocial work should meet:

- ✓ continuity (usually at least for one year),
- ✓ a global aim (the supervisee should be able to integrate all aspects of psychosocial work),
- ✓ process direction (focusing on the attitudes of the supervisee, use of one-self as a tool and reflection on one's own reactions in psychosocial work),
- ✓ non-linear organizational relationship (there should preferably be at least one external supervisor),
- ✓ process responsibility (the supervisor(s) is (are) responsible for the process of supervision but not for direct work and nor for the client),
- ✓ facultative obligation (everyone ought to have supervision), and
- ✓ expertise (in psychosocial work, supervisory techniques and cultural competence).

According to Petitt (2002), a unique tradition of supervision was developed in Sweden; supervision should be an expected part of the regular process of work and offered by an external supervisor twice a month. Supervision will also support the development of group culture in a working group.

In the 1990s, supervision was widely introduced in higher education of teachers by building on the concept of humanistic psychology, Franke (1990). According to Grönquist (2004), nursing staff working in the health and social care sector has left the apprenticeship model for a kind of process supervision.

Education of supervisors is now part of the University curricula across Sweden, but there are also a few in private institutes that are approved of delivering training of supervisors.

## Fields of work

Supervision has a long history in the professional practice of social workers and psychologists. Since the 1970s, supervision has been requested within the *health care* sector (for physicians, midwives, nurses etc.), at *schools* (for teachers, special pedagogues, pupil assistants etc.) and in the *social care* sector (for habilitation assistants, nurse aids, after school teachers, preschool teachers etc.), with *new groups within other institutions* (e.g., churches, charities) and in *businesses* of humanitarian nature. Today, there is also an increasing demand for supervision of leaders and managers at all levels of occupational groups.

Today, most social workers in Sweden (78 %) are supervised in their work, mainly as group supervision by an external supervisor, Höjer, S. & Beijer, E. & Wissö, T. (2007). Each therapeutic tradition requires a specific structure and content matter to provide for increased knowledge and to strengthen the therapist's/ social worker's specific professionalism. Therefore, there is a need for different types of supervision within psychosocial work and the caring professions, such as cognitive - or behavioral therapeutic -, systemic -, psychodynamic -, or family therapeutic supervision.

## Organization - Professional Association

The Swedish Association for supervisors in psychosocial work was formed in 1984 by some students who had undergone the first education at the department for social work in Gothenburg, aiming at being a forum for collegial support and professional development for University trained supervisors in psychosocial work. Presently, the function of the society has changed due to new laws and regulations. Most supervisors have their own private enterprises which offer external supervision. According to a new act on public procurement, each municipality should procure university-trained supervisors for different activities, stating specific criteria for each procurement. Those procured are listed and can be contacted e.g. by project/ department managers for interviews and potential employment.

Thus, the present aims of the Society are to advance the development of supervision of psychosocial work within:

- ✓ administrative supervision (method supervision, work supervision),
- ✓ educational supervision (during higher education and student practice),
- ✓ supervision for professionals (case work and process supervision), and
- ✓ super-supervision (i.e. supervision on supervision) as a quality assurance of the supervisor's contribution.

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## 48. Coaching

In Sweden, coaching has been a new phenomenon since the Millennium with roots that may be traced back to ice hockey and other athletic games. Later development here was inspired by international trends, particularly from the United Kingdom where coaches were brought into private enterprises during the 1970s.

Coaching has increasingly spread in the public and private sectors and lately also in university education by satisfying the needs of renewed leadership in a society shifting from being industry based to knowledge based. Traditional institutions (e.g., the church and trade unions) are on the decline, and each individual is left to find one's meaning and sense in life. Coaching offers methods, supported by the present government, to let people take on more responsibility for their own lives – in line with the current policies in Sweden.

### Training

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Sweden still lacks a unified education in coaching. Only very recently some universities and colleges have started to offer basic programs specifically aimed at coaching.

Certification is offered almost exclusively by private enterprises and not standardized in Sweden but usually refers to some affiliation with international organizations that certify coaches, such as the International Coach Federation (ICF), the European Mentoring and Coaching Council, and the International Coaching Community (ICC).

The methods applied in coaching are not new. It uses methods and techniques that are well established and commonly used, such as supportive dialogues/ conversations in ambulatory psychotherapy. However, coaching is always directed at healthy persons and usually related to personal development related to work or health. In this case, coaching is often defined as the art of asking questions.

Berg (2012) describes the core of coaching as a way for people to develop, a method to carry out that process and to define who is responsible for success. There are many types of coaching, such as coaching conversations, career coaching, life coaching, weight coaching and stop smoking coaching, executive coaching, business coaching etc.

Gjerde (2002, 2012) describes how the first generation of coaches developed in the USA and UK during the 1980s. In her opinion, supervision has a strong position within educational institutions, and there are people who ask if coaching is just a new name for supervision. According to her, coaching has now reached a certain maturity as can be seen in scientific articles that report varying results of coaching. There is a tendency to move from leadership coaching to a second generation of coaching, realizing the importance of building a theoretical basis and by studying essential elements of coaching. A clear theory and practice of coaching has begun to be created by experienced psychologists, psychotherapists, and university lecturers. Therefore, coaching as a method is slowly entering the universities. Finally, coaching is gradually approaching supervision as indicated before by new concepts expressed in book titles, such as *Coaching supervision*, Kellheim, A & Weide, B. (2013) and *Coaching and supervision in groups within university programs*, Anderson, G. & Persson, A. (2002, 2011).

### Fields of work

During the last decade the term Coaching was used within a number of different fields ranging from technology, health care, psychology, management to business and social work – and opened up for a fragmentary view of what was indeed meant by Coaching.

Wikberg (2010) discusses coaching from an economical market perspective and considers the “Swedish coaching market” to be a new market.

He provides an outline of the Swedish domestic market for coaching products and services and holds the opinion that the Swedish coaching market is characterized by the uncertainty of what a coach is, and what services and products he or she may provide. According to Wikberg, the growing need for coaching in Sweden was closely linked to the deregulation of Arbetsförmedlingen (corresponding to the British Labour Exchange or job centre), previously a governmental monopoly.

Furthermore, the National Labour Exchange was commissioned by the government in 2009 to procure coaching services from external/ private enterprises for 2.9 billion SEK in the course of three years. A total of 952 submissions were granted. The aim was to support unemployed people with a personal coach to facilitate their entry into the labor market. The expected increase of the labor force has, however, not yet been fulfilled.

Wikberg considers the government as the main and most important factor to explain the recent spectacular growth of a Swedish coaching market. The heavy governmental involvement in coaching has been criticized by claims such as: government is at fault by procuring such services; coaches tend to become self-proclaimed experts or else express a pretentious narcissism; coaching may cover up structural problems of society.

Furthermore, such training offered by private enterprises may assume a kind of legitimacy usually only obtained by recognized universities in the field, and may be marketed to persons that lack qualifications for applying to higher education (p.36).

## Academic Coaches in Sweden

There is no national association of coaches in Sweden today. The ICF, formed in the USA in 1995, established the ICF Nordic that was in charge of Sweden in 1999. It was replaced by the ICF Sweden, which is linked to one of the major coaching companies in the country (cf. Wikberg 2010). Students and alumni from the Psychological Coach Program at Högskolan i Skövde form the new association of Academic Coaches in Sweden, and it is the first association of coaches with a university affiliation in the country.

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