Association for Coaching

AC Coach Supervisor/Supervisor Competency Framework

Revised February 2023



Principle 1

To ensure the quality of coaching practice and the development of the supervisee's competence.

- Manages the contract and facilitates the process
- Builds and maintains relationship
- Promotes and executes ethical and professional behaviours
- Supports the wellbeing of the supervisee
- Facilitates the development of the supervisee

Principle 2

To keep at the core of supervision the purpose of developing capacity for reflective and reflexive practice in the supervisee

- Applying Psychological Mindedness

Principle 3

To ensure that the supervisee, the supervisee's client and, where relevant, the sponsoring organization receive the best possible service at all times

- Demonstrates credibility as a coach and coaching supervisor
- Enables value creation for clients and their stakeholders

Additional Competencies for Group Supervision

- Surfaces and manages group dynamics
- Facilitates the group process

Competencies and Supporting Behaviours

Principle 1 - To ensure the quality of coaching practice and the development of the supervisee's competence

1. Manages the contract and facilitates the process

Indicators of competence:

- Creates clear contracts for the supervision relationship and re-contracts as required.
- Manages multi-party contracting where required.
- Is able to explain what supervision is, plus the supervisor's personal
- approach, principles and philosophy.
- Agrees outcomes and establishes processes to evaluate the effectiveness of the supervision work.
- Monitors and reviews the supervisory process and reviews and updates the contract.

2. Builds and maintains relationship

Indicators of competence:

- Ensures an effective working alliance built on trust and collaboration.
- Demonstrates awareness and works alongside the supervisee's learning style, personality traits, beliefs and values.
- Use of self in working in an open, honest and transparent way.

3. Promotes and executes ethical and professional behaviours

Indicators of competence:

- Encourages high standards of professionalism including understanding of, and adherence to, an ethical code; membership of professional bodies, including holding professional indemnity insurance.
- Explores the supervisee's understanding of ethical issues and works to
- develop their ethical maturity.
- Works with the supervisee to identify boundary issues and to support the supervisee's duty of care to the client and intervenes appropriately where ethical issues are at stake.

4. Supports the wellbeing of the supervisee
Indicators of competence: • Builds and demonstrates confidence in the supervisee's approach • Encourages and supports the supervisee to work on difficulties when the coaching is 'stuck' • Creates awareness when the supervisee is at risk e.g. of isolation or burnout
5. Facilitates the development of the supervisee
Indicators of competence: • Develops the supervisee's use of straightforward, easy-to-understand language and communication styles that reflect the client's needs and outcomes • Develops confidence and credibility of the supervisee • Demonstrates effective listening and clarifying skills and differentiates • between what is said and what's left unsaid • Offers relevant information and feedback to serve the supervisee's learning and goals
Principle 2 - To keep at the core of supervision the purpose of developing capacity for reflective and reflexive practice in the supervisee
6. Applying psychological mindedness

Indicators of competence:
• Contracts for psychological intervention
  ○ Makes explicit the value of psychological mindedness in coaching and supervision
  ○ Works beyond the 'coach-as-coach' to explore the 'coach-as-person' where relevant to the supervisee's practice.
  ○ Creates trust and a space for learning and engages with the supervisee through the contracting process.
  ○ Demonstrates awareness and boundaries when mental health issues arise for the client and the coach.
  ○ Demonstrates awareness of Neurodiversity for the client and/or the coach
  ○ Demonstrates awareness and is attentive to intersectionality (differences that exist between the supervisor, the coach and their client)
• Facilitates deeper self-awareness in the supervisee
  ○ Paces the supervisee and holds the relational space open to give thoughts and feelings the time to emerge
  ○ Is able to work with uncertainty, complexity and the unknown
  ○ Notices and reflects the supervisee's verbal and non-verbal communication in the supervision, including what is *not* being said

- Attends to the supervisee's state of mind
  - Notices supervisee's state of mind, level of arousal, mood and feelings
  - Facilitates the supervisee's processing of feelings through questions, observations and reflections. Is empathic, caring and supportive as appropriate
- Models use of own self-awareness
  - Utilises and references own feelings and experience in the work
  - Works with parallel process and encourages the supervisee to do the same
- Develops the supervisee's understanding of psychological issues
  - Uses psychological principles or models where appropriate, in relation to client work, observations of the supervisee, or the relationship with the supervisee

Principle 3 – To ensure that the supervisee, the supervisee's client and, where relevant the sponsoring organization, receive the best possible service at all times

7. Demonstrates credibility as a coach and coach supervisor

Indicators of competence:

- Role models coaching and demonstrates essential attributes and ways of being, e.g. reflective, client-focused, and collaborative
- Has knowledge of, and is able to apply, supervision models and theories.
- Demonstrates reflective practice
- Shares own knowledge and experience, where appropriate
- Is able to explain how their reflections have informed and shaped their own practice
- Undertakes Continuous Professional Development and supervision on own supervision

8. Enables value creation for clients and their stakeholders

Indicators of competence:

- Provides perspectives of the systemic context, stakeholders' roles and relationships
- Explores the supervisee's understanding of the coachee's wider context and enables the supervisee to consider how best to serve the needs of the client, stakeholder, organization and the wider social, cultural and economic environment

Additional Competencies for Group Supervision and / or Supervision of Coaches Engaged in Team Coaching

9. Surfaces and manages Group Dynamics
Indicators of competence: • Adopts flexibility in style of facilitation of the group appropriate for the stage of group development • Manages the behaviours of individuals within the group • Raises awareness of group dynamics impacting on the group effectiveness and invites the group to explore them • Identifies group dynamics which may relate to the parallel process of the coach-client system • Recognises and articulates the complexity of the many systems operating within the group, wider context and beyond
10. Facilitates the group process
Indicators of competence: • Manages and reviews the contract with and between the group members • Creates and holds a safe space for all group members • Elicits the knowledge and participation of group members • Works purposefully for the group members' mutual and collective benefit • Holds accountability for ensuring the time is used equitably amongst participants, whilst sharing responsibility with all those present
11. Team Coaching
Indicators of competence: • Understands and has experience of group dynamics including organizational development, executive coaching, group facilitation, adult learning, systems and constellations • Draws on personal experience of the challenges of working with teams (for example managing interpersonal relationships, conflict between team members, organizational issues and key stakeholders) in diverse contexts • Awareness of psychological safety • Appreciation of complexity – managing multiple sources of information • Awareness of stages of team development • Ethical boundary management – contracting and recontracting, confidentiality • Holding a systemic perspective of multiple relations and group dynamics