



THE EMCC SUPERVISION COMPETENCE FRAMEWORK

EMCC supervision competence framework

EMCC supports the use of competence frameworks as part of a wider approach to the training, development and assessment of coaches, mentors and supervisors. The EMCC Supervision Competence Framework describes the skills and behaviours we believe to be associated with good practice in supervision. EMCC also accepts that competence frameworks have limitations. There are some qualities of an effective supervisor, for example, 'personal presence', that may not be easily broken into constituent parts. Therefore, EMCC advocates an awareness of the whole person in addition to the skill-set that they have to offer i.e. 'how they are being' is equally as important as 'what they are doing'. Please bear this in mind when working with the EMCC Supervision Competence Framework. The capability indicators listed below each competence heading are therefore there for guidance only and are not a list of absolute requirements.

The EMCC guidelines on supervision are available on our website and can be downloaded [here](#).

1. Manages the Supervision Contract and Process

Establishes and maintains a working contract with the supervisee and manages the supervision process effectively.

a. Contracting

- i. Establishes a contract for the supervision relationship
- ii. Includes 3-way, 4-way and group contracts as required
- iii. Addresses practical, professional and psychological aspects of the relationship
- iv. Revisits and reviews the contract, on an ongoing basis, according to need.

b. Managing the Process

- i. Is able to explain the purpose and practice of effective supervision
- ii. Can describe the philosophy (including values and beliefs) that informs their practice
- iii. Is able to structure supervision sessions and tailor this to each supervisee
- iv. Works in an open, transparent and collaborative way
- v. Is able to adapt personal approach to meet the coach/mentor's preferred learning style.

2. Facilitates Development

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

a. Attributes

- i. Has a good understanding of supervision models, theories, frameworks and ethical codes
- ii. Is able to assess the level at which the supervisee is working as a coach/mentor
- iii. Is able to use constructive challenge to assist the supervisee in developing new perspectives
- iv. Has the ability to train and develop coaching / mentoring skills
- v. Is able to share personal experience e.g. stories, in service of the supervision process.

b. Behaviours

- i. Provides interventions that match the developmental stage of the supervisee
- ii. Facilitates the supervisee to reflect on their coaching / mentoring work
- iii. Helps the supervisee to recognise unconscious biases
- iv. Facilitates deep shifts which are embedded in the supervisee's style and in their practice
- v. Assists the supervisee to develop their 'internal supervisor'
- vi. Encourages the supervisee to experiment with new techniques
- vii. Enables the supervisee to see things from different perspectives
- viii. Acts as a role model for good reflective practice.

3. Promotes Professional Standards

Supports industry standards, compliance with an ethical code and commitment to continuing professional development.

a. Professional Compliance

- i. Promotes adherence to an ethical code
- ii. Encourages active membership of at least one professional body
- iii. Encourages use of insurance as required within the country of operation
- iv. Is aware of the relevant legal responsibilities of a coach/mentor & supervisor
- v. Maintains a record of supervision experience.

b. Ethical Practice

- i. Applies a code of ethics as a supervisor
- ii. Supports supervisee to develop their own ethical maturity
- iii. Operates within the limits of own competence
- iv. Refers the supervisee to another professional when necessary
- v. Fosters awareness and competence in dealing with issues relating to diversity and inclusion
- vi. Is committed to anti-oppressive practice .

c. Reflective Practice

- i. Engages in a process of regular reflective practice
- ii. Collects feedback on their supervision and applies lessons learnt from this
- iii. Is committed to continuing professional development as a supervisor
- iv. Receives supervision on their supervision
- v. Is developing their own, authentic approach to supervision.

4. Provides Support

Offers an appropriate level of support, ensuring the supervisee prioritises their own wellbeing.

- i. Develops supervisee confidence through active support and encouragement
- ii. Balances concern for the well-being of the supervisee with respect for their autonomy
- iii. Is able to detect issues which could impact on the supervisee's capacities
- iv. Assists in finding the most suitable way to proceed in relation to difficult cases
- v. Assists the supervisee in managing their workload, if required.

5. Relationship Awareness

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

a. Intrapersonal

- i. Recognises the limitations of their own perspective
- ii. Uses their whole self as a source of interpersonal data within the relationship
- iii. Develops and utilises a capacity for working with uncertainty, ambiguity and complexity
- iv. Is willing to work at the edge of their own comfort and learning.

b. Interpersonal

- i. Creates a safe reflective space for the supervisee
- ii. Establishes and maintains effective boundaries in the supervision relationship
- iii. Treats supervision as a collaborative relationship between equals
- iv. Seeks to overcome barriers or obstacles within the supervision relationship
- v. Understands and can also work with non-conscious psychological processes.

c. Systemic Awareness

- i. Is able to take a birds-eye view and hold multiple perspectives
- ii. Maintains an awareness of the system and/or culture in which the supervisee is operating
- iii. Maintains an awareness of the relationships that exist within the system
- iv. Is alert to the impact of aspects of the system on the supervisee
- v. Understands and is able to work with 'parallel process'?

And where appropriate:

6. Working with Groups

Skilfully handles supervisees and group dynamics, enabling all present to benefit from supervision.

- i. Manages time according to an agreed process
- ii. Creates a safe space for all group members
- iii. Understands, notices and is able to manage stages of group development
- iv. Confident handling group dynamics and adapting facilitation style as required
- v. Adapts to the stage of coach/mentor development within the group
- vi. Can vary approaches to meet the different learning styles within the group
- vii. Elicits contributions from individual group members
- viii. Works for the benefit of all present.