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.