

AC COACHING SUPERVISION PRINCIPLES FRAMEWORK

In addition the quantitative requirements for accreditation (i.e. experience and qualifications) we would expect to see evidence of the competencies below.

Coaching supervisors need to display a wide range of competences, and each could be demonstrated in many different ways depending on your particular style and approach to supervision. We have given some tangible examples of behaviours which could demonstrate each competency.

Critically we would anticipate that you are "psychologically minded" in your approach to supervision. If you have a different approach to supervision we would expect you to make a case for why and how you supervise in a way that does not take account of this.

	PRINCIPLES		COMPETENCY AND SUPPORTING BEHAVIOURS	FUNCTIONS
	<p>Principle 1 :</p> <p>To keep at the core of their supervision the purpose of developing capacity for reflective practice in their supervisee</p>		<p>1. Demonstrates Psychological mindedness</p> <p>a) Contracts for psychological intervention</p> <ul style="list-style-type: none"> Makes explicit the value of psychological mindedness in coaching and supervision, and of the intention to go beyond consideration of the 'coach-as-coach' to explore the 'coach-as-person' where it might be relevant to their coaching work. This will be evidenced in how the supervisor creates trust and a space for learning and engages with the supervisee through the contracting process. <p>b) Facilitates deeper self-awareness in coach</p> <ul style="list-style-type: none"> Holds the relational space open to give thoughts and feelings time to emerge, allowing periods of silence where appropriate. Avoids rushing the coach or pushing for premature closure. Picks up and reflects on underlying nuances e.g. seemingly abrupt changes of subject or what is <u>not</u> being said. <p>c) Demonstrates awareness of coach's state of mind</p> <ul style="list-style-type: none"> Shows awareness of the coach's state of mind, level of arousal, mood and feelings by attending to non-verbal and well as verbal communication, and where appropriate by facilitating the coach's processing of those feelings. This 	<p>Encompassing Support, Development and Professional Assurance functions of supervision</p>

			<p>will be evident through the questions, observations and reflections that the supervisor offers to the coach.</p> <ul style="list-style-type: none"> • Where appropriate, shows sensitivity to and concern for such feelings though the expression of empathy and care. <p>d) Demonstrates self-awareness</p> <ul style="list-style-type: none"> • Demonstrates distinction between their ‘experiencing self’ and ‘observing self’ through reference to their own feelings and experience in response to what is happening in the session. • Works with parallel process and encourages the coach to do the same. <p>e) Refines coach’s understanding of psychological issues</p> <ul style="list-style-type: none"> • Where appropriate and within the terms of the supervision contract, the supervisor may use issues raised in client work, their observations of the coach, or their own relationship with the coach to illustrate particular psychological principles or models. 	
<p>Principle 2 :</p> <p>To do no harm, by recognising boundaries and staying within the limits of their competence</p>			<p>2. Facilitates the process</p> <ol style="list-style-type: none"> Creates clear contracts and renegotiates as required Able to explain what supervision is Ensures an effective working alliance built on trust and collaboration Agrees outcomes and establishes processes to evaluate effectiveness Monitors and evaluates the supervisory process Assesses coach competency and recommends further interventions as required. <p>3. Ensures ethical and professional behaviours for the benefit of coach’s clients</p> <ol style="list-style-type: none"> Encourages high standards of professionalism including understanding and adherence to an ethical code, membership of professional bodies and professional indemnity insurance cover Explores the coach’s understanding of ethical and boundary issues. Works with the coach to identify boundary issues in relation to specific contexts and techniques, and so raise the coach’s awareness of their duty of care to the client Intervenes appropriately where ethical issues are at stake <p>4. Supports the wellbeing of the coach</p> <ol style="list-style-type: none"> Builds confidence in the coach. Enables the coach to work on difficulties when coaching is “stuck”. Intervenes when coach is at risk e.g. isolation or burnout 	<p>Encompassing Support, Development and Professional Assurance functions of supervision</p>



<p>Principle 3:</p> <p>To ensure the client receives best possible service at all times, this to include the individual coachee and where it applies the sponsoring organisation</p>		<p>5. Demonstrates credibility as a coach</p> <p>a) Is able to role model coaching and demonstrate essential attributes and ways of being. E.g. reflective, client focused, collaborative.</p> <p>b) Shares where appropriate their own knowledge and experience, and is able to explain how their reflections have informed and shaped their practice</p>	
		<p>6. Enables value creation for clients and their stakeholders.</p> <p>a) Provides perspectives of wider contexts/ stakeholders</p> <p>b) Explores the coaches understanding of coachees wider context and enables coach to consider how best to serve client in the context of clients stakeholder needs.</p>	
	<p>Group</p>	<p>7. The ability to surface and manage Group Dynamics</p> <p>a) Demonstrates flexibility in style of facilitation of the group appropriate for the stage of group development</p> <p>b) Manages the behaviours of individuals within the group</p> <p>c) Raises awareness of group dynamics impacting on the group effectiveness and invites the group to explore them</p> <p>d) Identifies group dynamics which may relate to the parallel process of the coach-client system</p>	<p>Encompassing Support, Development and Professional Assurance functions of supervision</p>
		<p>8. Competence in Facilitation Skills</p> <p>a) Creates a safe space for all group members</p> <p>b) Eliciting the knowledge of the group members</p> <p>c) Works purposefully for the group members mutual and collective benefit;</p> <p>d) Holds the accountability for ensuring the time is used equitably amongst participants, whilst sharing responsibility with all those present</p>	

