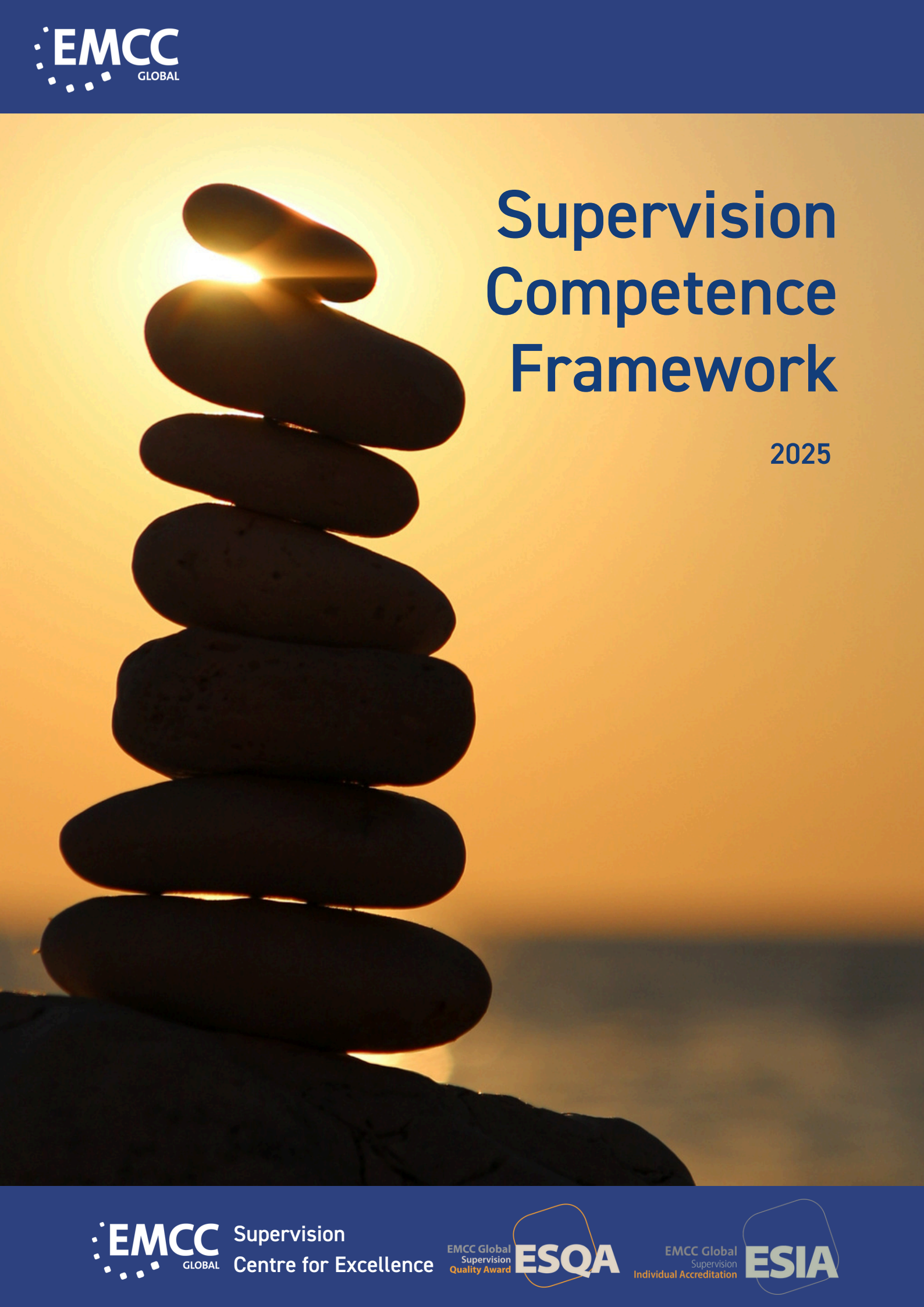


A photograph of a stack of seven smooth, dark stones balanced on top of each other. The sun is setting behind the stones, creating a bright, glowing light that filters through the gaps and casts long, soft shadows. The background is a warm, orange-hued sky.

Supervision Competence Framework

2025

Introduction

EMCC Global's Supervision Centre for Excellence has completed another review of the Supervision Competences Framework, building on the 2019 version and EMCC Global Supervision Information document

The Framework should be seen as 'the next version' as we continuously strive to reflect and respond to the evolving nature of supervision practices. It specifically addresses emerging dimensions like team and group coaching, as well as technological advances such as AI. It builds on the foundational principles while encouraging reflection and dialogue, key to shaping a future-facing and resilient supervision practice.

The Framework describes the skills and behaviours we believe to be associated with good practice in Supervision. In addition to the rigorous analysis and debate within the Centre for Excellence, members conducted semi-structured conversations with thought leaders from across the globe, representing different schools of thought and professional bodies. At its core, the framework establishes a standard of reference, identifying the essentials of effective supervision. It acknowledges the well-established three core functions:

1. Qualitative – Enhancing the quality of practices.
2. Developmental – Cultivating professional growth.
3. Resourcing – Providing support and sustainability for practitioners.

Additionally, it emphasizes that supervision is a multi-stakeholder collaborative practice, co-created within the broader system it serves.

Consistent with the previous version, the review adopts a language and perspective to address what is foundational, universal and culturally relevant in supervision. It highlights the observable elements within the eight core competencies and their associated capability indicators, which are considered integral to the practice.

Introduction

However, the framework does not present these indicators as a rigid, exhaustive checklist. Instead, it acknowledges the complexity, context and emergent nature of supervision, holding that ethical and proficient practice requires a depth that extends beyond technical competencies.

Supervision is, essentially, a relational process. Please bear this in mind when working with this document. The capability indicators listed below each competence are for guidance only. They are intended to stimulate dialogue and enable reflection; they are not a checklist of specific requirements for effective supervision.

Ultimately, this revised framework aspires to guide supervisors' practice and development in a way that is effective, adaptable, ethical and deeply responsive to the needs of an evolving profession.

Glossary

Addendum EMCC Glossary – terms for the supervision framework

(To be read in conjunction with EMCC Global Competence Framework Glossary V2 Revised Jan 2018 and updated Apr 2023)

Supervisee refers to a practising coach, mentor and/or supervisor, be it an individual or multiples of same.

Throughout this document, where we use 'coaching' and 'coach' only, we do so for the sake of brevity. It is intended generally to include coaches, mentors and supervisors, and coaching, mentoring and supervision practice (of coaches, mentors and supervisors).

Practice refers to all forms of professional practice, specifically: individual, group and team coaching, mentoring, supervision, team coaching and other forms of collective coaching. Systemic aspects refer to all dimensions of the context/system that interconnects and influences our professional practice.

Capacity refers to a practitioner's ability to effectively engage with and manage the various dimensions of their professional role. This includes the key aspects of cognitive, emotional and relational capacity, as well as resilience, self-awareness, reflexivity and sustainability. Capacity is a dynamic quality that can expand or contract based on factors such as personal well-being, professional development and the complexity of the challenges professionals face in their practice.

Reflection In the context of EMCC Global Accreditation, the nature of reflective practice is seen as a dynamic inquiry of 'thinking with a purpose' to deliberate on issues and perceptions related with one's professional practice.

Reflexivity The ability to be able to locate oneself within a structural picture, appreciating how one relates to others within one's practice is defined as reflexivity (Fook, 2002; Fook and Gardner, 2007). Rennie (2009) defines reflexivity in terms of self-awareness and a gauge of personal agency within that self-awareness.

Competence 1

Manages the Supervision Contract and Process

Establishes and maintains a working contract with the supervisee (and relevant stakeholders) and manages the supervision process effectively.

- 1.** Invites exploration and co-creation of the purpose of supervision and how it differs from coaching, mentoring and therapy.
- 2.** Describes the frameworks that underpin their supervision practice for individual, group and team coaching practitioners (as appropriate).
- 3.** Agrees, co-creates and reviews in partnership, the practical, professional, relational and systemic aspects of the supervision process with the supervisee and multi-stakeholders, as appropriate.
 - Practicalities may include duration, frequency, resources, cost, location, communication and reporting.
 - Professional expectations may consist of roles, responsibilities, boundaries and power dynamics within the supervisor/supervisee relationship.
 - Relational aspects concern creating the right conditions for a professional relationship, such as openness, authenticity, inclusion and confidentiality.
 - Resources may include digital technology such as apps, platforms and AI.
- 4.** Establishes mechanisms to maintain a dynamic oral contract, ensuring it remains current and relevant to the supervisor, supervisee and stakeholders throughout the entire engagement.
- 5.** Builds in regular opportunities for reviewing the effectiveness of the supervision and articulates how ending the supervision relationship can be managed professionally and respectfully.
- 6.** Considers with the supervisee how to leverage emerging technologies in their supervision work and ensures transparency about all uses of technology in alignment with professional guidelines and regulations.

Competence 2

Facilitates Development

Enables the supervisee to improve standards of their practice within the broader system through facilitated reflection, considering group and team dynamics as necessary.

- 1.** Employs a range of models, theories and frameworks as a supervisor in order to support and develop the supervisee tailored to the supervisee's learning style and development needs.
- 2.** Supports and challenges the supervisee to increase awareness and mindsets, to develop their coaching / mentoring knowledge, skills and behaviours, and where relevant, for groups and teams.
- 3.** Offers interventions that encourage critical thinking and curiosity about the supervisee's existing perspectives, assumptions, biases and paradigms.
- 4.** Engages the supervisee in a process of critical reflection regarding their practice and supports them to develop their reflective and reflexive capabilities about themselves and their impact within the wider system.
- 5.** Encourages the supervisee to explore and use different frameworks, tools, techniques and perspectives, including those relevant to collective learning within groups or teams.
- 6.** Engages the supervisee in developing their understanding of diversity and implementing an inclusive approach in their practice.
- 7.** Shares personal and professional experience, along with additional resources, for the benefit of the supervisee, highlighting the value of keeping alert to latest information and trends.

Competence 3

Provides support

Provides a supportive space for the supervisee to reflect on their client experiences and prioritise their wellbeing as a coach, mentor or supervisor.

1. Co-creates a safe, reflective space for the supervision.
2. Demonstrates belief in the supervisee's potential and resourcefulness.
3. Offers reassurance and support when needed, for example:
 - Notices and explores signs of stress, as appropriate.
 - Supports the supervisee to maintain their well-being, safety and resilience.
 - Works with the supervisee on situations, patterns and any perceived challenging cases from their practice.
 - Shares ideas on practice development, business challenges as well as professional goals.
4. Explores options for additional support, when necessary.
5. Acknowledges and explores the energy presenting in the supervision session from the broader, related systems.
6. Leverages the shared experience between supervisor and supervisee regarding all coaching modalities, enabling the reflection process.
7. Supports the development of the supervisee's confidence and professional identity.

Competence 4

Promotes professional standards

Supports high standards relating to professional, ethical and reflective practice, in coaching, mentoring and supervision.

1: Professional practice

- Recommends membership of a relevant professional body and adherence to a formal code of ethics.
- Encourages the supervisee to have the appropriate insurance and awareness of legal and professional requirements for the country in which they practice.
- Ensures own supervision records are compliant with local data protection regulations.
- Pays attention to and stays curious about current debates, research and issues in the supervision profession.

2: Ethical practice

- Abides by and upholds a relevant code of ethics as a supervisor.
- Is aware of and curious about the limits and boundaries of their competence and current supervisory capacity.
- Encourages the supervisee to find alternative professional support, as appropriate.
- Focuses on continuously developing ethical maturity as a supervisor.
- Works with the supervisee in managing and resolving ethical dilemmas.
- Demonstrates an approach that invites all individuals to contribute, and acknowledges and respects difference.

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Competence 4

Promotes professional standards

Supports high standards relating to professional, ethical and reflective practice, in coaching, mentoring and supervision.

3: Reflective practice

- Is committed to participating in their own Continuing Personal and Professional Development (CPPD) and developing their reflective practice as a supervisor.
- Seeks and reflects on feedback from the supervisee and other relevant stakeholders and integrates this into their CPPD.
- Receives regular supervision on their work and growth as a supervisor.
- Uses a variety of methods to engage in regular reflective and reflexive practice within supervision session and for their own CPPD.
- Observes, reflects and acts (as appropriate) on the impact of their own actions.
- Considers the value of their insights to the context.
- Reflects on their own use of AI as well as by supervisee and other stakeholders.

Competence 5

Self-awareness

Consciously uses and develops their 'self' in service of the supervision relationship and process.

- 1.** Acknowledges the limitations of their individual perspective as a supervisor.
- 2.** Demonstrates a willingness to work at their learning edge as a supervisor.
- 3.** Makes appropriate use of 'self as instrument' in their supervision practice.
- 4.** Is willing to work with ambiguity, uncertainty and complexity as a supervisor.
- 5.** Develops their knowledge, understanding and awareness of themselves as a supervisor.
- 6.** Recognises signs of unconscious or automatic processes within themselves (such as transference, cognitive or inter-cultural biases), reflects on these and takes appropriate action.
- 7.** Remains attentive to and works with sudden signals (sensations, thoughts or emotions) during a supervision session.

Competence 6

Relationship awareness

Is alert to layers of relationship, biases and judgements likely to emerge in the co-creative supervision relationship.

- 1.** Treats supervision as a non-judgemental, collaborative, learning relationship.
- 2.** Establishes and maintains effective boundaries in the supervision relationship.
- 3.** Adapts style and structure of supervision to the unique needs of the supervisee.
- 4.** Identifies, explores and seeks to resolve difficulties in the supervision relationship.
- 5.** Attends to issues related to power in the co-created space and relationship.
- 6.** Identifies, understands and explores underlying patterns and invites reflection on them.
- 7.** Co-reflects on the supervisee's learning and cultural history, patterns and preferences.

Competence 7

Systemic awareness

Identifies and explores the dynamics of human systems and the wider ecosystems.

- 1.** Co-reflects on systems at play in the supervision relationship.
- 2.** Engages the supervisee in systems thinking to deepen insights, raising awareness of:
 - The systems in which they are operating.
 - The effects of conflicts, authority, power, influence and relationships within the system/s.
 - The influence of cultures within the system/s including country, corporate and professional cultures.
- 3.** Fosters a higher-level view in reflective dialogue in order to see alternative perspectives.
- 4.** Facilitates the development of the supervisee's organisational awareness, for example:
 - Dynamics associated with leadership, teams and organizational politics.
 - Evolving organisational climate and business environment.

Competence 8

Facilitates supervision groups

Co-reflects on the dynamics of the supervision group.

- 1.** Co-creates and contracts for safe and inclusive space for the supervision work.
- 2.** Engages with both individual members and group needs, respecting individuality and group cohesion.
- 3.** Understands and supports group stage development, adapting to the group dynamics as appropriate.
- 4.** Creates an environment where all voices are welcome, managing time and contributions with care.
- 5.** Recognises diverse opinions, experience and skill levels, and mobilises the group's collective intelligence.
- 6.** Builds on group resonance and utilises group dissonance while avoiding collusion.

Thank you

We want to take a moment to express our gratitude to everyone who contributed their time, wisdom and energy to this project.

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You have reminded us of the importance of collaboration and determination; we are deeply thankful for that. We are proud to have worked alongside such committed and thoughtful individuals.



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