



Quality

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European Journal for Supervision and Coaching

ECVision: A Momentum of Professionalization ■
for Supervision and Coaching

Supervision and coaching in schools in South Tyrol ■

Reflective learning as a key quality component ■
of teaching supervision

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The online ANSE Journal of Supervision and Coaching

Introduction to the pilot

One of the major objectives of ANSE is to promote and, wherever possible, facilitate cross border contacts. Actually, it is our core business, because, quite like in supervision or coaching, communication is the alpha and omega of the ANSE community. It is, so to speak, our natural habitat.

■ Sijtze de Roos

Central to our mission is – to quote from our Policy Plan – ‘the cross border exchange of information on professional developments between our National Organisations, training institutes and sister organisations, as well as the cross border exchange of professional knowledge and experience between practitioners.’ Obviously, communication and exchange are prerequisite to freely share information on supervision, coaching and consultancy, and – not to forget – to the (further) development and implementation of (European) quality standards.

There is so much to share! In all our countries, there is a wealth of experience and theoretical reflection. But most of it never crosses the borders of the country - or at best the language area - of its origin. For sure, live experience may be exchanged in ANSE International Intersession Groups, during conferences and at Summer Universities. True; ‘ANSE English’ in the meantime serves as our lingua franca during our live meetings. But theories, books, articles, master theses or scientific research findings are quite another matter. We still have to overcome a big language gap on paper or smart screen. Too much of this richness is inaccessible to too many of our colleagues. Latvian colleagues, for example, have no access to studies published in Hungary and the other way round, and German supervision scholars hardly ever see, let alone understand, Dutch publications and vice versa. This unfortunate state of reciprocal linguistic exclusion goes all the way from Romania to Finland.

But it does not need to be like that. And that is exactly why we hereby launch the first issue of the ANSE Journal, which I am happy to present to you on behalf of the ANSE Board. This one is a pilot, but there surely will follow more. We are planning to publish two issues each year.

I am very grateful for the work that board member Barbara Baumann over the last two years put into this, to Eric Vullers of Kloosterhof Publications who made it all possible, and of course to the authors and national editors. Let’s go on this way, and make our often hidden wealth accessible to all of us.

Sijtze de Roos



Sijtze de Roos
President ANSE

This is also quality: to start something...

This quote from Georg-Wilhelm Exler strikes us in two ways. On the one hand, it is striking in connection with this first issue of the ANSE Journal, and with our intention to promote professional exchange and the professionalisation of supervision and coaching in Europe. On the other hand, it applies to many situations in supervisory and coaching processes. The start of any conscious reflection process in supervision and coaching goes hand in hand with the intention to obtain - and raise – quality. Therefore, it is no coincidence that we chose “Quality” as the topic of the first issue of the ANSE Journal for Supervision and Coaching.

■ Barbara Baumann

At the same time, hardly a concept is as enigmatic as quality. Although the term “quality” in itself does not encompass assessment, the term in everyday life is often used as a value judgment. Quality is, for example, understood as a counterpart to quantity (“quantity is not equal to quality”). Quality is often synonymous with excellence.

Supervision and coaching are not ‘products’ of which the quality can readily be seen from the outside. What, then, is the quality of supervision and coaching? Is it measurable at all? Against what could it be measured?

With the articles in this very first issue we would like to invite you to join the discussion and dialogue on “quality” in the area of supervision and coaching, on both the theoretical and conceptual level, and by way of very practical experience reports and models as well.

To start with, Prof. Marten examines the question whether, and if yes, how the effects of counselling can be scientifically investigated.

Over the past few years ANSE has grown to understand itself as the umbrella organization of national supervision and coaching associations, taking care of the quality of supervision and coaching in Europe. In the successfully completed EU “ECVision -Project”, we reached a shared understanding, but we also produced a common competence matrix. As Michaela Judy points out, the results of this project contribute decisively to professionalization in the field of supervision and coaching.

The other articles deal with the subject of “quality” in very different ways. Attention is paid to the conceptual level (Marlies Jellema) as well as to practical examples from education (Christine Gasser), and to diversity (Gerian Dijkhuizen).

However, quality in our field also requires self-reflective work on the organizational and associational level (Agnes Turner), and should manifests itself also in direct contact with the clients of Supervision (Prof. Dr. Gertrud Siller), as well as in supervision of supervisors (Tiina Merkuljeva, Elisabeth Käbin).

Quite in line with Georg-Wilhelm Exler, in this first issue of the ANSE journal we aim to mark a beginning, showing the shared commitment of ANSE, its member organizations and practitioners all over Europe to make sure that quality will be further developed in a collective and ongoing discourse. We hope this journal will contribute to this aim significantly.

Barbara Baumann, ANSE Board Member



Share knowledge and connect!

“To promote co-operation and exchange of information between national organisations and their members” is ANSE’s top priority. In this basic principle, the European Journal of Supervision and Coaching can, from now on, play an important role.

■ **Eric Vullers**

On a mission to connect

In 2005, as publisher of the Tijdschrift for Coaching (Journal of Coaching), I first got to know Sijtze de Roos, the then chairman of the LVSC, the Dutch National Association for Supervision and Coaching. I was very much impressed with his mission to connect the fields of supervision, coaching, HRD, counseling and career counseling. Despite his efforts and a number of initiatives, the professional associations are still holding on to their own identity and mutual co-operation remains difficult.

Enhancing professionalism and creating relations

Four years ago, with Sijtze’s mission and digital developments and innovations at the back of my mind, Kloosterhof started the transformation from tangible paper journals to an accessible and well-organized digital knowledge bank. Today, members of eight professional associations and more than 40,000 professionals in The Netherlands and Belgium are thus kept abreast of each others’ fields. Just so, ANSE’s journal may contribute to the connection of its affiliated associations, linking more than twenty countries. Knowledge from all these associations will enhance the professionalism of their members and create a mutual relation between them.

‘QUALITY’ is therefore a beautiful first theme.

Enjoy reading!

Eric Vullers is company director at Kloosterhof BV (Ltd.) and publisher of journals in the field of, among others, coaching, counseling, HRD, positive psychology and leadership in education.

Find Eric ready to share and connect on LinkedIn:
<https://www.linkedin.com/in/ericvullers/>



To feel safe, to be safe... and what can the supervisor do about that?

I was almost killed.....

I'm standing beside my bike at the crossover of a mainroad.

My foot is on one bicycle pedal and I'm about to go as the light turns green. But then, an Audi races before my eyes through the red light. I'm able to turn my steering wheel at the last moment and take a step backwards. I am totally shocked, my heart beats terribly fast and my head is spinning! I should have felt safe because the light for me, a cyclist, was green and because others on the road stop if the light turns red for them. But I don't feel safe. I trust this traffic light no longer....

It makes me think of safety...and specifically: feeling safe. Safety for me goes together with trust. I feel safe when I know that my environment won't do me harm, has no judgement and provides help if I ask for it.

A "leap" to my work as a supervisor: in supervision it is important that supervisees have trust in their supervisor—trust that he/she will listen in a genuine way, is interested in them and is aware of them. Within this "climate" the supervisee can feel safe to "cross the road" and follow his/her way to make a step forward.

I think of the recent story of one of my supervisees. She has a conflict with her manager—she calls her boss a "bitch". I am very touched by her story and can hardly hide my feelings, but I'm not showing this, of course. But this "bitch" is very bothersome...almost bullying, toward my supervisee. I hear and feel that she has no defence system and that this manager will not change her behaviour.

That manager is an Audi...I have no influence on that Audi. As a supervisor I'm about to indicate this possible "dangerous" situation for my supervisee. I carefully talk of the atmosphere at her work where, apparently, there is no trust or safety.

She nods and feels heard; I understood her well.

But my supervisee is not yet there...next week she has a performance interview with her manager, that "bitch". She fears that interview already.

In our supervision session we talk about what she can do to feel safe in a difficult situation.

My supervisee and I talk: about not reacting at once but holding a foot on the bicycle pedals, keeping her hands on the steering wheel and then, when this manager has raced past her, only then thinking about the interview and react on it, if she wishes to.

It is the art of: creating your own safety and learning to wait. Look left, look right or in this case: look back in the sense of reflecting on the situation, trying to look for the meaning afterwards.

Managers who are "bitches" and Audis will always be there. When you neglect them you get hurt, you will be affected and you will suffer the worst outcome.

So....better to trust your own traffic light....

2017 Gerian Dijkhuizen (member of LVSC the Netherlands) (senior-)supervisor/teacher of supervisors. ■

What is effective and why?

Counselling as a field of research

What is the current status of research into effectiveness? What are the benefits of research if supervision is regarded as a form of counselling? Can it improve skills and define risks and limitations?

■ Michael Märtens

Research into methods

Counselling is a wide-ranging discipline and therefore difficult to grasp (Märtens/Möller 1998). The constant addition of new forms of counselling – in particular on the Internet – makes it increasingly complex and poses a challenge in terms of basically understanding what it is (Fietze 2016). The empirically documented effectiveness of counselling over the Internet when compared with personal psychotherapy/counselling is impressive. The results put into perspective the importance and the concept of the central role of the “counselling relationship” with regard to the improvement of symptoms and satisfaction with the support provided (for example, Wagner/Maercker 2011), and therefore the personal relationship, even in the case of psychotherapy. For example, in Germany, unlike in Switzerland, there is still a requirement for psychotherapy to take the form of personal contact with the person seeking support.

In contrast to medical fields, the subject of the research is hard to grasp and includes life counselling,

supervision, coaching, mentoring, mediation, social counselling, victim-offender mediation, couples counselling, online counselling and psychosocial assistance (newly introduced in Germany in January 2017), to name just a few areas. The two-volume “Handbuch der Beratung” (Manual of Counselling) (Nestmann/Nisman/Engel/Siekendiek/Seedier 2004) describes 13 counselling approaches and 25 areas of counselling. If the 13 approaches, and this list is undoubtedly not exclusive, are combined with the fields, the result is 325 different options. This does not take into consideration the combinations of methods often found in practice. As a result of this variety, it is difficult to make basic statements about effectiveness. The effects of counselling depend on methods taken from psychotherapy, despite the fact that their objectives are different.

Counselling clients become researchers in the field of counselling

The wide range of services that require consideration gives rise to the question of their effects on people, interactions and systems. At the end of 2016, Michael Currier published an article in the journal *Supervision* with the revealing title “Supervision als Theorie, Format, Konzept, Schule, Instrument, Methode? Ja, was denn nun? Ein strammer Marsch durch die unterschiedlichen Verständnisse von Supervision im deutschsprachigen Raum” (Supervision as a theory, format, concept, school, instrument, method? And what now? A brisk march through the different under-

standings of supervision in the German-speaking countries). The article explains that we are still searching for a definition of the subject of research into supervision. It is difficult to distinguish, from a methodological perspective, between team/individual supervision and coaching, which can take place in the same settings.

Research into counsellors

The researcher in the field of effectiveness whose work is most discussed throughout the world is Bruce Wampold. He believes that comparative research into methods is outdated. In his view, any additional investment in this type of research is a waste of money (Wampold/Imel 2015). He states that context variables, which are unfortunately seldom predictable, represent the largest proportion of the results. This perspective is compatible with systemic ideas. However, his second finding is less compatible and not only with systemic approaches. Based on the context variables, personality characteristics and abilities make up a much larger proportion of the variance in the results than the identifiable methods used. John Hattie (2012) comes to the same conclusion. He evaluated more than three thousand studies in the field of pedagogy and teaching research. It is interesting that his conclusions point in the same direction, indicating that it is an illusion that the methods can be separated from the people using them. However, the search for the characteristics of successful counsellors shows that they are specific to problems and settings. Wampold/Brown (2005) highlighted the fact that some of the people working in a care network were almost universally incapable of helping other people and even caused them harm. In a random sample of 6000 counselling clients, none were identified whose complaints had improved or not deteriorated (Wampold/Brown 2005). These findings represent a huge challenge for the profession. However, counselling skills are not basic personality features, but instead are specific to certain problems and

work contexts. Many counsellors deal with problems that are not suitable for them in work settings that are also not suitable for them (Kraus et al. 2011). These findings also represent a challenge to the counselling profession.

Although the ability to be introspective is generally necessary in dyadic settings, it can be an impediment to the moderation of large group processes. Something that is helpful in one setting may be a disadvantage in another. In the same way, counselling on the web requires different abilities that need to be defined in more detail.

In future, research into counselling will involve supervisors and counsellors to a much greater extent than in the past. Research with anonymous counsellors is no longer possible. Methods very often only have an effect in relation to the person using them (Wampold/Imel 2015). We can

It is an illusion that the methods can be separated from the people using them

expect in future that counsellors will be challenged to define their individual profiles empirically and in more detail based on systematic feedback. This is where Switzerland differs significantly from Germany and Austria. In the latter two countries, allegiance and loyalty to a procedure play a key role in the approval of counsellors for specific activities. Competence is understood to be linked to specific methods and this cannot be substantiated empirically for counsellors and psychotherapists.

Switzerland in the lead

In Switzerland, the emphasis is much more on the person than the method, which makes it easier to shift the emphasis. This includes individual “instruction leaflets” that not only provide information about competences, but also highlight potential risks and side effects. These side effects are more likely to be personal than methodological. This makes it necessary to distinguish between different settings, such as individual counselling, dyadic counselling, multi-person systems, artificial groups, organisations and the Internet.

Clients as research participants

As the self-assessments made by counsellors and psychotherapists are often largely inaccurate, despite the high levels of self-awareness achieved during training (Leitner et al. 2014/Frank et al. 2015), the field of research remains extensive. It has not yet been possible to prove empirically that self-awareness during training has an effect. Either the research is not detailed enough or the training is too poor in this area. Counselling clients therefore become researchers in the field of counselling. A reversal is taking place in the focus of the research. Suddenly the spotlight is on the counsellors and the clients are the independent variables. This will undoubtedly be stressful, but it may also be extremely interesting for everyone involved. Limitations can reduce stress levels. In addition, knowledge about personal and not simply methodological limits ultimately protects both clients and counsellors. ■

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ECVision: A Momentum of Professionalization for Supervision and Coaching

Supervision, coaching and other formats of consulting have become a priority in the world of work, due to the continuous change of conditions and tasks and its increasing complexity in society. More and more, efficient cooperation is subject to professional communication: if people don't communicate effectively with one another, a lack of commitment and reliability would confuse working relationships and working processes, the goals would be missed.

■ Michaela Judy

The professions themselves got under pressure due to those fast developments: supervision and coaching - mainly freelance professions - lacked a common and consistent way of describing skills and competences on a European level. Manifold and often contradictory descriptions of terms and tasks impeded a common understanding.

It were the various national and European professional associations (ANSE, EMCC, ICF, EASC) that have set standards for vocational education and training of supervisors and/or coaches, defining formal criteria of how to become a supervisor or coach. The regulations for membership and accreditation provided orientation although they differ considerably in focus and scope.

Despite the policies of these big European professional counseling associations, there was no collective frame of comparability for supervision and coaching.

Those were the initial considerations of the Project ECVision. A European System of Comparability and Validation of Supervisory Competences, funded by Leonardo -Development of Innovation.

ECVision was dedicated to provide instruments in order to assure the comparability of supervisory and coaching competences.

In November 2012 a transnational team of experts for Supervision und Coaching met the first time within the project: Marina Ajdukovic (Croatia), Lilja Cajvert (Sweden), Michaela Judy (Austria), Wolfgang Knopf (EU/ Austria), Hubert Kuhn (Germany), Krisztina Madai (Hungary), and Mieke Voogd (The Netherlands) developed and worked out the products. In September 2015 the outcomes were presented to a professional community at the final conference in Vienna.

The two main products are:

- A Glossary: ECVision. A European Glossary of Supervision and Coaching
- A Competence Framework: ECVision. A European Framework

The ECVision Philosophy is based on three principles:

- Generic approach
- Focus on the interaction of persons, professional tasks and organisations
- Connection with the professional community

Generic approach

Instead of referring to specific counselling theories, tools or techniques, the project team decided on a classification of characteristics common to counselling processes that are referring to the interaction of persons, professional tasks and organisations.

To do so, they described generic key words and competences based upon the core literature used in European professional discourses. We discovered those generic groundings being more consistent than expected. Actually, differences show up according to theories, professional background, environment, and the working fields they are applied to.

Comparability within the ECVision products emerges from having identified generic key words and competences showing up in nearly all European professional discourses.

Focus on the interaction of persons, professional tasks and organisations

Supervision and coaching intervene at the point of intersection, where human beings interact in their specific functional and social roles and their working environments.

Supervision and coaching aim at facilitating individual and organisational changes or at releasing tension or conflicts

in daily job situations. To do so, supervision and coaching refer to different theoretical orientations.

Focus on the interaction of persons, professional tasks and organisations

The ECVision products focus entirely on supervision and coaching. They do not provide an outline of the very many formats of counselling, consulting, and training.

Feedback-loops with the professional community

Though ECVision relates mainly to ANSE policies and ANSE member associations, we were able to establish contact with the other big European professional counselling associations as well. Two conferences gave the opportunity for discussing the outcomes thoroughly within the professional community and for getting input for further development of our professions.

The ECVision products are going to bridge the more or less separated ways of describing standards differently, and therefore bring the professional community nearer to the goal of adopting a collective frame of comparability for supervision and coaching.

The Products

ECVision Glossary

The ECVision glossary aims at providing orientation and a mainstream description of how today's professional discourses in Europe use both terms. In addition, it offers descriptions of related terms and explains the different forms of comprehension and the perspectives that were available in the field.

It provides a structure that is to be continued as permanent work in progress: structured enough to serve as a basis for a common terminology and flexible enough to be adapted to new conditions within the fast changing of our field that has been investigated and researched.

The glossary does not aim at harmonization of the various prevalent definitions and approaches. But it does aim at the transparency and comparability of different considerations, tasks and responsibilities and of professional standards.

A description of the key terms of supervision und coaching, which focusses not only formal factors faces specific challenges.

Supervision and coaching aim at facilitating individual and organizational changes or at releasing tension or conflicts in daily work.

To do so, supervision and coaching – as all counselling professions – has to balance the tension between describable competences and the concrete, diverse dynamics of a working relationship.

Supervision, coaching and other formats of consulting have become a priority in the world of work

This dynamic, relational process makes outcomes the result of a self-organized process, during which the supervisee/coachee creates a reflective space for him/herself. S/he understands thereby more of the complexity of an actual situation, develops ambiguity-tolerance, is able to understand organizational issues and to include them into personal goals, and last but not least develops increasing competences in building decisions on self-reflection. According to this understanding we can connect supervision and coaching with considerations of learning

theories: „One cannot „learn“ competences the way you learn multiplication tables ... or historical events. That's due to the coherence of competences and values, a coherence consolidated by experience. You can only integrate values yourself, you can only make your experiences yourself. Therefore knowledge in a narrower sense can be imparted by teaching processes. Experiences, values and competences can only be acquired by learning processes. ... Competences therefore are to be impeded by training and coaching.” (Heyse/ Erpenbeck, p.10f)

Thus the multilingual and multiprofessional ECVision project team was facing the challenge to both find criteria for relevant terms and create an appropriate structure for them.

In many discussions it became clear that on the one hand, complete consistency is an illusion, on the other hand only only consistent definitions will create a frame within which understandings and meanings can be exchanged.

The authors decided on a classification of characteristics common to counselling processes that are referring to the domain they defined for supervision as a counselling profession: the interaction of persons, professional tasks and organizations.

In a first step four formats of supervision were defined:

- Supervision for work with clients
- Educational Supervision for trainees in professional training courses
- Supervision as improvement of professional functioning
- Organization supervision

The three main description streams of coaching describe coaching as a form of professional counselling that:

- inspires the coachees to maximize their personal and professional potential;
- aims at managers, working with specific objectives, methodology and approach;

- focuses on the professional and personal growth of the coachee.

The authors deliberately did not include concepts of supervision and coaching outside the domain of ECVision (the interaction of persons, professional tasks and organizations).

The meta-structure of the glossary illustrates supervision and coaching within six main categories:

- Stakeholders
- Core qualities
- Types
- Settings
- Methods
- Outcomes

Stakeholders are the persons and bodies involved in and responsible for the process of supervision or coaching.

For example contractor, supervisor, coachee, etc.

Core qualities are necessary basic characteristics of professional work in supervision and coaching. For example ambiguity tolerance, leadership, function and role, contract, organization, reflection etc.

Types of supervision and coaching indicate the various reasons for undergoing a supervision and / or coaching process within an organizational frame. These types refer – in contrast to settings – to certain aims of supervision and coaching. For example business coaching, case supervision, educational supervision etc.

Settings describe the number of participants, the ways the participants are organized, the frequency and the media in use. For example single, team, group, etc.

Methods are specific techniques to facilitate the process for the supervisees or coachees in order to improve the interaction between persons, their work and the organization. For example working with the process, contracting,

dialogue, feedback, evaluation, etc.

Outcomes describe the effects of supervision / coaching on the supervisees / coachees. For example better professional performance, professionalisation, quality management, prevention of stress, etc.

ECVision Competence Framework

The ECVision competence framework offers a consistent description of the learning outcomes that should be observable in the distinct behaviours of qualified supervisors /coaches.

Learning outcomes are - in agreement with the definition of EQF - as a statement about what learners should know or be able to do at the end of a learning process.

Yet a description of learning outcomes in supervision and coaching presents specific challenges. Almost all relevant research on supervision and coaching refers to the working relationship as the main active factor. Therefore, we did not merely have to characterise personal skills, but also those characterising relationship in the case of supervision and coaching. We are referring to relationship intervening at the point of intersection, where individuals interact in their specific functional and social roles in their working environments.

The competence framework has a three-level-structure. It defines two main areas of competences, which, on a second level, are divided in fields of competence. On a third level each field is sub-classified into competences (as reflectivity, ambiguity-tolerance, etc), which are described by knowledge, skills and performance criteria. The two main areas of competences are professional identity and professional attitude.

Professional identity assumes that a supervisor/ coach has a professional self-concept at hand and shows a pro-

fessional attitude relating to it. The fields of competence are: Professional Attitude – Ethics - Quality Development - Perspective on Person, Work and Organisation.

Professional attitude describes skills which enable supervisors to perform reflection before, during and after their professional acting, and to intervene accordingly. The fields of competence are: Building a Professional Relationship - Facilitating Outcomes - Performing Advanced Communication - Handling Diversity - Mastering Settings, Techniques and Methods.

The glossary and the competence framework are linked inseparably; the competence framework is based on the key terms already defined. Consequently, the methodology of their development applied closely intertwined. The methodological guidelines of the Competence Framework are referring to:

- The ECVision Glossary: corresponding definitions for all the required competencies can be found in the glossary.
- Bloom's Taxonomy: allowing for the fact that the required skills generally aim to open new scopes of action for the supervisees/coachees, both Bloom's cognitive and emotional taxonomies were used. The related behavioural categories are : Applying – Analysing – Evaluating – Facilitating – Creating.
- The European Qualification Framework: the competence framework refers to the EQF structure according to describe knowledge, skills and performance relating to the different competences.

The core of the Competence Framework is the description of "performance". Without a comprehensible description of related behaviour, the authors do not consider competence descriptions as meaningful. The distinct focus on performance criteria links the descriptions of

the competence framework closely with the observable behaviours of supervisors /coaches. That goes as well for expected learning outcomes of trainees of qualified training for supervision and coaching.

Momentum for Professionalization

The project team has focused on formulating competences by cutting across the various schools and approaches.

Undoubtedly, the methodological implementation of skills may differ; undoubtedly, schools and training providers set their own priorities, which often exceed our present descriptions.

Nevertheless, one might "use her/his own bias" when observing interactions, or she/he might be "working with transference and countertransference" – the competence within both approaches lies in the meaningful and theory-based use of the process of relationship.

At this point it is possible to define the attitudes, qualities, and tools a supervisor/coach has to demonstrate when he/she works professionally.

The authors have avoided engaging in detailed descriptions of tools but negotiated how to ascertain that supervisors/coaches have a clear and reflected understanding and sound tools at their disposal.

It allows both clear criteria of observation for assessing supervisory competences to be applied and a wide and diverse scope for practical implementation.

We are quite clear about the borders of our achievements: Using competence and learning outcome orientation meaningfully requires an ongoing critical as well as professional dialogue.

The authors of this work want to place practice and theory transparently and comparably at the disposal of the professional community of supervisors and coaches and give a new momentum to the improvement of theory and practice in the field.

This task is given over to the professional community whose critical attention and creative use will decide about the ways ECVision will contribute both to a European terminology of supervision and coaching and to the implementation of the European approach to learning outcomes. Last but not least it may serve as an analytic tool for generic skills of supervisors and coaches.

None of the ECVision products represent a "biblical canon", but they are an important European contribution in a rapidly changing world of work. They provide the further development of the theory and practice of supervision and coaching in Europe by making its issues and outcomes more transparent and comparable. ■

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Positive Psychology in supervision

Improving the quality of supervision by applying new scientific insights for professional growth in supervision



Case: Chantal is in her third year of studies towards a bachelor's in Social Work. She's a supervisee in one of the mandatory supervision groups which I attend as supervisor. She was always very well prepared for the supervision sessions from the beginning. She showed dedication and focus on a specific list of goals that she wanted to achieve in her career. Her written reflections were up to scratch, her writing skills were exceptional. She was aware of her strengths and weaknesses, she worked hard and was always seeking feedback and ways she could improve, she was never satisfied. She was always punctual, and brought an enthusiasm to our meetings that showed she was willing and eager to learn more.

■ **Marlies Jellema**

Should a supervisor be pleased and happy with such an excellent student? Is this a perfect example of a student likely to become a highly qualified and suc-

cessful professional or do we see a vulnerable supervisee with a good chance of stress related complaints or even a burn out in the near future?

Supervisees sometimes focus too much on their shortcomings and this can hinder the value of their professional growth. We as supervisors should focus on the issues and tasks that the students cannot perform so that they can remain focused solely on their growth.

Many supervisees have been conditioned to focus heavily on their grades, on doing things better, and being afraid to make mistakes. Sometimes students are even evaluated or criticized for their achievements. Understanding one's weaknesses can be beneficial in a learning process but focusing too heavily on weaknesses can often have a negative influence on a student's self-esteem and resilience. Although schools are changing their educational methods, I have met a lot of students who have gone through this kind of educational system and evaluate themselves in this negative way.

As a supervisor, I have worked with a lot of supervisees like Chantal who work hard and strive for perfection. They check repeatedly if their work is correct, acceptable, or even if it is allowable. Supervision makes room for autonomy and freedom to choose an own learning path. This kind of liberty is something that takes time to get used to. The role of a supervisor follows specific protocols. However, the learning process involves a lot of individual choices that lead to professional growth. In the beginning, supervisees don't have a clear answer about which outcome or result is correct and this can make students feel very insecure.

When learning in supervision, it's best when being involved in experiences and experimentation. Making

mistakes and being vulnerable are necessary to get to know oneself better. The process of learning through experimentation and understanding the natural process of making mistakes allows a learner to better understand their potential.

This is often in contrast with the educational context that students are used to. Not rarely it demands a change of a mindset which can bring about a lot of insecurities, especially in the beginning. Some students make this transition easily, others have more difficulty shifting their focus towards a more open and flexible learning experience. "It feels like I'm taking a risk" one student confessed to me. It takes courage to make your own professional choices. Being able to trust your own intuition and being open to new experiences will enrich the learning process.

As a supervisor, I believe that growth can come naturally. The educational context and relationships between students and supervisors have a big influence on the educational outcomes. Safety, trust, respect and understanding mistakes, even embracing failure, is necessary for growth. Therefore, the support and directions from supervisors can have a great influence in creating an optimal learning space. I personally find the use of positive psychology to be helpful in this process.

Positive psychology is a young scientific movement in psychology. It focuses on "what went right" instead of "what went wrong", or in other words: From wrong to strong. Although this concept started in health care, the use of positive psychology has proven to be useful in other areas such as coaching, human resources, and education.

The concept of positive psychology was founded by Martin Seligman and Mihaly Csikszentmihalyi and stemmed

When learning in supervision, it's best when being involved in experiences and experimentation

from the theory of flow. Seligman (2017) introduced a theoretical model of happiness to help people understand the elements that are necessary to live a full and meaningful life. The foundation of this theory is referred to as PERMA which stands for Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment (Seligman, 2017).

In practice, I found these elements to be very useful for supervision. Although happiness in a work setting may not be the primary goal, research suggests that happiness at work not only leads to more resilience and mental health but also to greater achievements. People who experience more flow at work are often healthier (Csikszentmihalyi, 2008).

Commonly accepted themes in supervision include engagement, relationships, and gauging accomplishments. Positive emotions were something I learned more about, and I continue see how they can increase a professional's resilience (Seligman, 2017). They can strengthen a working professional and help them become more stable at work.

The broaden-and-build theory from Barbara Fredrikson helped me to understand the strength of positive emo-

tions. She describes the form and function of a subset of positive emotions, including joy, interest, contentment and connection. According to Fredrikson (2001) "A key proposition is that these positive emotions broaden an individual's momentary thought-action repertoire. For example: Joy sparks the urge to experiment, interest sparks the urge to explore, contentment sparks the urge to savour and integrate, and connection sparks a recurring cycle of each of these urges within safe, close relationships". The broadened mindsets arising from these positive emotions are contrasted to the narrowed mindsets sparked by many negative emotions (for example specific action tendencies, such as attack or flee) (Fredrikson, 2001).

Fredrikson names a second key proposition concerns the consequences of these broadened mindsets'; "By broadening an individual's momentary thought-action repertoire whether through experiment, exploration or similar activities positive emotions promote discovery of novel and creative actions, ideas and social bonds, which in turn build that individual's personal resources; ranging from physical and intellectual resources, to social and psychological resources. Importantly, these resources function as reserves that can be drawn on later to improve the odds of successful coping and survival " (Fredrikson, 2001).

Supervision is a form of experiential learning, we learn from our experience. In supervision we aim for the professional resources instead of the personal. According to Fredrikson's theory learning with positive emotions will be far more effective in all layers, as well personally and professionally.

The use of positive psychology can lead to an improved well-being due to the core concepts of its foundation

which are based on trust, optimism, gratitude, flow, hope, courage, resilience and positivity. Applying positive psychology can be beneficial in a learning environment and will increase the chances that students will experience freedom of choice. When applying positive psychology in supervision, the focus is on 'what went right' and using this to grow and expand upon, versus only looking for areas to improve.

Positive psychology aims at increasing awareness about a learner's potential and this can also be applied to the context of supervision to increase awareness about a professional's potential. Understanding one's strengths and learning how to apply them effectively at work builds confidence and drives success. This positive reinforcement helps professionals learn how to realize their potential and this is what we should be striving for in practice.

Applying positive psychology to a supervisor's role re-



quires the supervisor to stay focused on "what's right". This is an ongoing learning process that requires regular training and exercise. The benefits of doing this can be seen in many different fields. For example, a question to ask employees or students is: "When were you most satisfied at work this week? Explain what did you do to make this happen". This thought process will help employees and students focus on their strengths. Focusing on strengths and becoming aware of the attributes that can benefit an employee or student's career will increase their self-esteem. Research suggests that positive psychology is proven that focusing on positive attributes leads to growth and resilience (Bannink, 2012). In a work setting where stress and fatigue is commonly experienced, resilience is a very usefully quality.

Chantal is a good example of how applying positive psychology can work.

Initially, Chantal was focused on her results, especially when things did not end favorably and had trouble balancing her work load. For instance, she regularly volunteered when colleagues asked her for help. This additional work left her feeling stressed and sometimes exhausted. When she would not get the results she wanted with her personal work, it was evident that the cause was not her capabilities but her work load. We focused on finding a good work balance which involved telling others she couldn't help because of her own workload. When Chantal realized this, she was surprised. She felt as if every time she said "no" it was like she was failing and then felt insecure. After she learned that she can refuse to offer help sometimes, she discovered her new potential. This gave her more confidence.

Sometimes it is difficult to turn down someone who is asking for help. When she was an intern, she automatically

assumed that her time was less important, and that it was her job to help with anything and everything. Being aware of this helped her rethink her priorities and her importance and have better judgement about deciding what is important for each task. She remained being helpful when she could afford to but learned to balance her job and commitments with those around her.

Once Chantal could change her direction and focus, we could begin focusing more on positive things. She was beginning to manage her time better while staying positive and this improved her confidence. Although some situations were more difficult than others, she maintained focus and didn't lose sight of her personal value and her personal tasks. Over time, Chantal learned more about her personality and qualities and how she could find a good balance between being helping others and herself. Another way positive psychology can be applied daily is reflecting on 3 important questions:

1. Which moments at work made you feel satisfied?
2. Which moments made you feel proud?
3. Which moments made your feel thankful?

Reflecting on these questions changes one's mindset and shifts the focus from things that go wrong to things that work out well. This process provides new information about the applied qualities used in these moments. It helps to focus on the qualities the professionals use and it adjusts their mindset to focus on things that work.

The use of positive psychology for supervisors helps them reflect on how they are working. Instead of analyzing the things they are not satisfied with, the focus is redirected towards areas that did bring about some level of satisfaction and then focus on what took place. Reflecting on what happened and their actions, moments of satisfaction or achievement will occur more often.

Focusing on the positive aspects and improving upon them helps people achieve their goals, plus they will feel more confident in terms of their abilities and their potential. Research has shown that working this way increases self-esteem and resilience (Bannink, 2012). Positive psychology helps people understand their abilities and to trust them when they are applied. People like Chantal demonstrate the growth and improved self-esteem that can take place when focusing on their abilities with work. Improving how they view themselves will improve their growth and resilience.

As a supervisor, I have noticed that it's not only a paradigm shift and a new mindset, but also a very pleasant way of working. And it increased the quality of my supervision practice. There's a lot more to learn about positive psychology. This article only addresses some basic thoughts about the use of positive psychology in the field of supervision. There are many books and articles about positive psychology where you can find plenty of useful questions to use in practice. I would recommend reading more or find a related course to seek more information. ■

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Supervision and coaching in schools in South Tyrol

A contribution to educational development



The fact that supervision can become established in schools rather than in other institutions stands to reason.

It is possible that this is a trend, which can be seen in many European countries. Social changes are being felt directly there and represent a challenge.

A comparison of various implementation models would by all means be interesting. The following article provides information about the reality within the South Tyrolean school system and is intended to be a contribution to the discussion. Feedback to: gasserhell@hotmail.com or ullimazza@hotmail.com would be much appreciated and perhaps even published in future editions of the journal.

■ **Christine Gasser**

Background and development of counselling activities

The school system in South Tyrol, which consists of separate establishments for the German, Italian and Ladin language groups, underwent radical structural and educational changes in both 2000 and 2010. A higher retirement age as well as the change in family structures and the resulting demands placed on teaching staff, together presented new challenges for schools and kindergartens. It was necessary to adapt the system to correspond to the newly evolved situation. The need for support was evident. Supervision and coaching was recognised by the school administration as a means of providing quality assurance going forward.

In the year 2000, a qualified teaching professional was made available to take on this counselling role. This resource was, however, not enough to meet all the registered needs. For this reason, additional counsellors with the corresponding qualification in supervision and coaching joined the contingent in 2005. They were part of the support system available to schools set up in 5 regional educational counselling centres and were also responsible for other advisory tasks such as organisational and tutorial development, school and integration counselling services and health promotion.

The options and the range of services were thereby expanded but still failed to satisfy all requests. As a result, a coach and supervisor pool was set up at the central educational authority. This also consists of external counsellors, who can be called upon should the internal support system be operating to capacity.

To be part of the pool, the following criteria must be met: -

Completed supervision and coaching training, expertise in the field, willingness to work according to the general conditions within the educational authority, willingness

to allow the evaluation of implemented supervision processes and to participate in an annual exchange of experiences.

The aim of the project

- During a time of structural revolutions, teaching and managerial staff are to receive support through supervision and coaching in order to be able to view the changes and demands in their field of work from multiple perspectives and to be able to interpret their tasks and roles more clearly and to carry them out more efficiently than was previously possible.
- Supervision helps to improve communication, cooperation and the ability to deal with conflict between all members of the school community, so that work with pupils can be carried out more effectively and on a more goal-oriented basis.
- By adhering to individual, interactional and systemic



perspectives, supervision contributes to the quality assurance of tuition, to the professionalism of teaching staff, to an increased sense of collaboration at school and in turn to school development.

- Supervision as a measure for health promotion prevents the risk of burn-out and encourages teaching staff to use their time and energy resources efficiently.

Individual coaching is available for school heads as well as tandem coaching together with their deputies. The topic „Between management and teaching staff“ is aimed specifically at principals and vice-principals. Teaching staff can take advantage of team and group supervision at their own schools or at regional events open to staff from all levels of education. The supervision options for teaching staff are organised under the following subject areas:

„Assert yourself, set yourself apart, increase satisfaction“ and „Dealing with difficult situations“ as well as „Reflecting on the school day“.

The path to supervision

Those interested should register on an individual basis for a course offered within the framework of training courses organised by the educational authority. If a school has more than 6 members of staff who are interested in team or group supervision, then this can be organised at their own school and run by a supervisor from the coaching pool. During the initial discussion either face-to-face or by telephone, the basic course conditions will be clarified. These include the topics to be covered, mutual expectations, ways of working and organisational matters. If schools elect to use staff from the coaching pool, the central educational authority covers the costs of the fees. The participants do not incur any costs. As a rule, a supervision cycle incorporates

several meetings throughout the school year each of which lasts two to three hours. The project „Supervision at German-speaking schools in South Tyrol“ was authorised for the first time by the education authority for the academic year 2000/2001 and subsequently extended in the years that followed.

A specific requirement

Over the years it emerged there was a specific coaching requirement for principals. On one hand, this type of support is becoming more and more well-known through literature and the consultancy market for senior managers, but on the other hand a series of new appointments has seen a stream of younger managers coming on board. They welcome and also recognise the importance of allowing themselves to be accompanied during the early years in their new role mainly due to the often difficult staff situation. At the same time, it is mainly about redefining their role, handling a wider circle of staff, sensitive staff situations and general leadership questions. Whether it's coaching or supervision: „The concept of „multiple perspectives“ means the simultaneous „taking into account“ of different levels and the willingness to reflect on an event from different points of view.“ (Petzold, 1998)

As far as supervision in schools is concerned, it relates to:-

- on an individual level, the character of the supervisee, his or her professional role and competencies e.g. as a teacher
- on an interactional level, the dynamics and the teacher's interpersonal communication with colleagues, principal, parents and pupils
- On a systemic level, the organisation itself

The multiple perspective model zooms in on the perspective of the present, past, future, an individual, a team, context, the conscious, the unconscious and the preconscious.

Participants

Teaching staff with over 20 years service have the highest representation among participants. Possible reasons for this include the fact that job security allows for increased self-reflection, interest in colleague exchange is growing, professional training courses are less interesting and consequently the desire for a different type of personal development is increasing and the strengthening of one's own mental hygiene is becoming more and more important.

The proportion of women compared to that of their male counterparts is higher. Both senior and middle management are well-represented.

Questions asked by „Editor“ Ulrike Zipperle Mazza to Christine Gasser

1. On the part of the teaching staff, does the range of counselling services meet your expectations?

Answer: Actually no! When you consider the fact that teaching staff are exposed to increasingly high demands and complain about being overworked, you would expect them to jump at the chance to participate free of charge in reflective practice offered as part of team or group supervision. On the other hand, we know that people who are or feel under pressure, do not have the energy to invest in their own mental hygiene and further education. "Supervision" is unfortunately often associated with terms such as „problem“ or „deficit“. Looking after yourself in order to be able to achieve a balance is still a vision

of the future and not a professional matter of course. On the other hand, more and more senior managers are referring to this type of support and participants report back positively on how beneficial it is to have case conferences under the guidance of external people.

2. Supervision and coaching has been under evaluation for 15 years. What are the core messages coming out of this and do they correspond to your presuppositions?

Answer: The core messages are that collaboration with colleagues substantially improves through mutual supervision because topics and conflicts can be clearly discussed and solutions worked out. Teaching staff feel like a weight has been lifted and they can approach the school day with renewed strength following exchanges with colleagues. Exchange and dealing with issues under the guidance of a supervisor is perceived as very useful by participants, since

the way in which issues are tackled with the use of probing questions helps to move away from complaints and take the necessary action.

3. In the case of there being no financial limits, which area and which group of people would you like to see being offered more support and in what form?

Answer: If financial and staff resources were increased, we could also meet the demand for individual supervision of teaching staff. For many, this would be more easily accessible than taking part in group supervision. ■

By **Christine Gasser**, Supervisor and Coach, responsible for supervision and coaching within the support system of the German education department in South Tyrol, main advisor of the project Coordinator of both internal and external supervisor pool.
www.provinz.bz.it/schulamt



Quality Management in ANSE

This article focuses on quality assurance and management of Supervisors and Coaches in the ANSE community. Lifelong learning and continuous personal and professional development are core aspects of professionals (Agyris & Schön 1974; Schön 1987), which correlate with the supervisory attitude and mostly with the supervisors' understanding of professionalism.

■ Agnes Turner

¹<http://www.anse.eu/ecvision/start.html>

Over the past decades, much work has been done to develop standards in becoming a supervisor and coach. There are defined standards and regulation of becoming a member organisation and furthermore there are rather strict definitions of receiving the status of a supervisor and coach within the ANSE member organisation. Yet how about a quality assurance? Once you have the status of a supervisor and coach, is there any proof of continuing learning processes and professional development for supervisors and coaches? How about the national organisation, what kind of developments of learning organisation do they experience?

Between individual professional attitude of Supervisors and Coaches and a matter of systematic Quality Management In National Organisation and ANSE

Moreover, the topic Quality Management came into the focus within the discussion around the topic mutual recognition within the ANSE community. In addition, the common ANSE standards of becoming a supervisor, the results of the ECVison project such as competence framework and glossary¹ and further publication (Judy & Knopf 2016) stimulated the discussion towards a systematic quality management. Therefore, a discussion on how to create a quality management system, which is at least a semi-system that documents and discusses

processes, procedures, and responsibilities for achieving more quality (Goetsch & Stanley, 2013), shall be stressed.

As we are still to discuss the different requirements of a continuous quality management within the ANSE members, the desire for more information among the different countries arose. As a matter of fact, this has prompted us to start questioning the topic in a more structured way and led us to create a questionnaire. In total, the questionnaire contained 6 open questions. At the 16th General Assembly in Vienna in 2016 the ANSE board presented an overview of the results of a Quality Management pilot project, which was carried out during the autumn 2016². The main focus in this article is on the topic continuing quality management and renewal of certification of supervisors and coaches in the national organisation.

The questionnaire

The questionnaire is set up as a pilot project in order to enrol a structured discussion about quality management in ANSE. The concept of the questionnaire was carried out in summer 2016 and we sent to all national member

organisation and network partner during this time. At this point we would like to thank all members and network partner for the collaboration. Therefore, we could gather the results and present them at the General Assembly in November 2016 in Vienna.

The questionnaire consist of 6 topics in order to receive more information about the role of Quality Management and dissemination of ECVision products³ inside the ANSE community.

1. What kind of Quality Management is applied in your National Organisation (NO)?
2. Which training institution or training programmes are accepted within your NO? What kind of programmes for Supervision and Coaching does your country provide?
3. Please describe any changes within your NO regarding the ANSE quality standards.
4. What has been done to disseminate and implement the ECVision products in your NO so far?

5. What are the main developments within your NO over the last 5 years?
6. Question about further ideas, wishes, thoughts and opinions on the topic Quality Management inside ANSE/on the European level.

Received Responds

We received responds from

- 13 member organisation: Austria, Croatia, Estonia, Germany, Hungary, Italy, Latvia, Lithuania, Norway, Romania, Slovenia, Switzerland, and The Netherlands
- 1 Associate members: Ukraine
- 1 Network member: Sweden

Results of the questionnaire regarding: Standards for renewal of supervisor certification and continuous quality assurance

Referring to the focus of the article the proceedings for current Quality Management in the national organisations will be pointed out, in particular the standards for renewal

Countries	Standards for renewal of supervisor certification and continuous quality assurance ⁴
Austria	OEVS consultants have to participate in a quality development talk every 3 years. Within the quality development talk, participants present their quality portfolio including consulting concepts, clarification of tasks, evaluation and reflection for continuing professional development. These are reviewed with regard to professional quality assurance. At the moment the concept of the quality development talk is revised in the Austrian organisation.
Croatia	In Croatia minimum standards were worked out for the Issue and Renewal of the Supervisors' Licence. The criteria are: Supervisors status, supervisory work at the minimum of 90 hours of direct supervisory work, participation in intervision/metasupervision at the minimum of 20 hours, additional education at the minimum of 10 hours, attending seminars, courses, conferences, lectures and other forms of professional development at the minimum of 16 hours. All requirements have to take place over a period of 5 calendar years. Depending on the personal interest of the supervisor, publication of papers can be brought into the Quality Assurance procedure.
Estonia	Estonian organisation has developed a quality standard procedure for supervisor, which is carried out in a quality group (consisting of 3 supervisors). Each member of the group presents his/her background, education and practices a supervisor. The group reports to ESCA the results. ESCA is working on a quality management, which includes different levels for Supervisors and Coaches: Certified Coach, Certified Supervisor, Professional Practising Supervisor/ Coach, and Master Supervisor.
Germany	The quality procedure in Germany is a standardized proves for members to develop the quality of their consultative practice through a continuous improvement process. More than 500 members carry out the quality procedure annually. In the dialogical method, a self-evaluation process is core process in a quality group. There are 4 dimensions for this process; structural quality, process quality, concept (theoretical) quality, and quality of results. In preparation for that participants fulfil the provided questionnaires and there is a three-hour talk that is continued to the next meeting.

²The presentation is available on www.anse.eu

³please see article of Eva Nemes and Michaela Judy on this topic in the current journal

Hungary	Every two years a certain amount of credit is required for the quality assurance in Hungary. Credit points are given for attending professional conferences, participating in further training programs for supervision, writing articles, attending MSZCT, ANSE events and giving certain minimum hours of supervision.
Italy	In Italy the required documentation will be requested from all members every 3 years. Composition of quality system: conditions of admission, code of ethics, Ombudsman's office and activity certification every 3 years Extraordinary admission is possible with a permission of quality assurance team, which consists of 3 BSC members and one qualified supervisor or coach. The required documentation will be requested with following items: 3 different advisory process of supervision or coaching (45 hours), self-supervision or coaching (6 hours), Further education (trainings, conferences, seminars, lectures, 20 hours) Quality standard is checked by a quality assessment team, which at least includes one member of the board.
Latvia	Supervisors have to apply for the renewal of the certificate every 5 years. The procedure of the re-certifications includes reports on professional activity in which states the number of performed individual or group supervision in the last two years, summary on receiving supervision on supervision, overview of the professional development and participation in seminars on supervision. The certification commission will prove all documents.
Lithuania	Supervisors annually fills in a report of his/her activities, indicates the number of supervision processes, areas in which consultations took place, in what kind trainings raised qualification, in what kind of activities in association was involved; written articles, given interviews; research activities and so on. All activities are summarized and presented for members in general meeting. There is made an overall agreement among members: each member has to participate in intervision groups – 9 meeting shall be attending during one year. Lithuanian national organisation organizes twice year control supervision for their member. The board takes responsibility for finding supervisor, organizational affairs and sometime some financial support.
Norway	The Norwegian organisation reported about a diversification between 2 categories of member: members, who meet all ANSE standards and support members, who don't meet the ANSE standards.
Slovenia	Code of Ethics was adopted three years ago by the general assembly. Each member of the association is obliged to follow the guidelines and be guided by them in their work. There are no specific procedures for verifying member's compliance with the code.
Switzerland	QM is described in consulting Code of Conduct, the Regulation for Quality Assurance and Professional Ethics. Supervisors and coaches take part in the bso Quality Assurance (QA) and the Quality Development System (QDS). The QDS includes the regular participation in an intervision group, supervision, and the analysis. The reflexion and description of consulting cases, continuing training in the field of consulting, the presentation of the own consulting concept and a triennial Quality Development Meeting, where all this aspects are presented in a personal portfolio, discussed with other professionals and qualified feedback is received.
Romania	As the Romanian organisation is currently in a reconstruction process as a professional association, there is not decided yet regarding the standards of maintaining and of the renewal of the membership status of ASR. At the moment, according to the Romanian law there are no further requirements for maintaining this status, once the supervisor is certificated. In this respect the Romanian organisation is looking for a solution linked to the membership status inside the ASR.
The Netherlands	The Dutch organisation maintains registration regulations in order to provide (repeated) registration for persons: supervisors, coaches, meta or senior supervisors, teachers of supervision, and for providers of training programmes in supervision and coaching. They stated that they have a disciplinary committee and procedures for handling complaints.
Ukraine	Ukrainian organisation is in the process of establishing a procedure that would fully meet the requirements of ANSE. Currently, elements of organisation's supervision, peer-groups, writing reports during training, and strict adherence to standards of ANSE ethical code.
Sweden	For continuing quality assurance, supervisors and coaches have to show continuous and active interest for the field of supervision.

⁴This and the following tables were created with the help of our international volunteer Doyeong Kim.

of supervisor certification and continuous quality assurance. In the following chart contains the answers of the member organisation, which are analogously stated in order to get an authentic insight in the proceedings and discussions:

Comparisons of Quality Management requirements and proceedings

Reading all the statements of the member organisation, the associated member and so the network member, following ranking and impacts for a continuous quality management can be pointed out.

1. Reflective collegial team among certified supervisors
2. Attending an intervision group
3. Receiving metasupervision
4. Complete continuing further education
5. Taking place at professional conferences
6. Leading professional discussion, e.g. publishing article, research paper

The results show that the most common period of reporting to the national organisation about the professional activities is a period of 3 years.

Discussion of the results and impact on the European level working towards a Quality System within ANSE

What are the next steps?

The national organisation mentioned that they are warmly interested on further and more detailed discussion on Quality Management in the ANSE community. At the General Assembly the question of how flexible or rigid a Quality System should and can be, especially when we have to consider the diversity in the Europe. Nevertheless, it seems to hit common ground, that a discussion

on minimum standards on QM within ANSE should take place. Members are asking for exchanging experiences across the countries and show best practice examples – they wish of being engaged but not controlled. Furthermore, they want to learn more about the different national quality managements, the similarities and differences and also discuss the pros and cons for a professional continuing development. It seems that the topic is of great interest and meets an almost natural supervisory attitude. An specific idea was given: Let's have a conference with the topic Quality Management in the near future! ■

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Dealing with diversity

One of the highest qualities of a supervisor working in a European working field

Imagine: one day a social worker from the UK requires a supervision in a European country where she now works. Somewhere in the first meeting she says: 'I'm so glad we are out of the EU. It gives us so many opportunities'.

Suddenly you realise your own thoughts: What did she just say? You discover that you don't agree with your client at all: you and your country were sad or even angry the UK went out of the EU. And now you hear this person is happy that her country of origin has left it?

Probably you are shocked for a moment because you think so differently....searching for words, answers, perhaps the next question.

But this is your client. And she is asking you for supervision. You ask yourself: do I have to deal with political issues, a matter of countertransference or is this a question of diversity?

Most likely it is a bit of everything: it may be a collision with your own political

feelings and you were shocked that your internal reaction as a person (not so much as a supervisor perhaps) was that strong. At the same time you do know: people may think differently and the thoughts of your supervisee don't have to be yours. How to deal with all that???

■ Gerian Dijkhuizen

'Supervisors should be able to move, learn and work together in the European space freely and unimpeded. In order to facilitate cross-border possibilities for students and professionals in the field of professional guidance. ANSE has been looking – and continues to look – for ways to strengthen their position, and at the same time to enhance the position of supervision on the European level' (de Roos 2016)

ANSE realises the considerations de Roos talks about and in order for us supervisors (and coaches) to work in the near future (things are already happening) there is a need to know more how to deal with all different kinds of supervisees (coachees) that come 'cross borders'. Once borders are open to work on this European level, and that is already the reality, our knowledge of diversity has to increase—knowledge about how different cultures, how to work with differing opinions and even in politically 'tense' situations that could have influence in and out the supervision room.

A statement: Supervision is political work.

Sometimes it is....supervisors are asked to take care in times of crises (eg: after the flood in Bosnie-Herzegovina in 2014 or presently in Hungary with people who help refugees). That requires 'engagement'. Sometimes it can be difficult to deal with supervisees who work in social work situations which are evoking and changing the society as a whole. But it could be the future for supervisors: to be more involved in big issues that concern society and politics.

Managing diversity, being aware of what can be addressed and what is not 'in reach' of supervision must be learned by every supervisor (and coach) wanting to work on a European level. This is one of the core competen-

ces of supervisors and therefore there is an urgency for a refresher course, even for experienced supervisors.

'Sooner or later we are all involved: there are further European trans-national work migration situations where well educated young people from South European EU states have no opportunity in their own countries and because of free movements in the EU they can try to find work everywhere'. (Geissler-Piltz 2016). In many countries that means they are working in the fields of nursing, elderly care homes and organisations for handicapped. Mostly they don't earn much money. The chance that those people require or seek out supervision/coaching is bigger than ever. By that they enter our working space. As well, the amount of students coming from European or outside Europe countries has increased. Students, often also at their bachelor studies level, need supervision.

Cultural differences

In her book Clinical Supervision Made Easy Dutch supervisor Els van Ooijen (living and working in the UK) makes clear what impact cultural differences have and what skills supervisors require to handle this. She 'warns' for various cultural combinations, such as:

- culturally dominant supervisor-different culture supervisee-culturally dominant client
- culturally dominant supervisor-culturally dominant supervisee-different culture client
- different culture supervisor-culturally dominant supervisee-culturally dominant client
-

Her advice regarding how to deal with cultural differences (just one part of diversity...but in this case because of the Europe story, addressed here—GD) she advises: 'Never assume that we know how someone else is experiencing the world, or that others will understand our experiences' (van Ooijen 2013).

It is important to recognise this fact and to talk openly about it. The next step is to encourage the supervisees to do so as well. To look for dialogue in which an open and honest discussion about differences might be the theme. This is an important skill all supervisors should have regarding this issue: address the differences and be open for the 'not knowing'.

'Diversity is not about them, it's about us' (M.Judy 2009).

If diversity is about us then we should be aware of that.... and we should at least learn how to deal with the diversity in ourselves, as supervisors.

Many years ago: as a teacher of supervisors I gave a seminar to supervisors during their education in another European country. I worked very intensely with a group of 12 students. I was aware of a good learning climate. When I was home again I received a mail of one of the students with the message: I would like to do supervision over supervision with you.

I hesitated....that meant either the student or I would have to travel frequently to make this happen. However, that was not the real reason for my hesitation. I discovered I was not yet ready to be a supervisor with a client from a country other than my own. Although I had just taught there in a seminar, I wasn't yet familiar enough into their 'culture' to work at supervision with an individual from that country. Supervision, starting a process about the work of that person, is quite different from giving seminars to a whole group. Actually, I needed knowledge on doing that..... I had many questions regarding my own capability.

I didn't do it.....although I was 'flattered' by the request.

In this personal example I felt I needed to have more knowledge regarding how to deal with supervisees that were rather 'different' (in language, culture, etc) than me. It made me feel insecure.

ANSE MODULE Diversity

Because I was involved in the ANSE project Grundtvig: Train-the-trainer module "Dealing with Diversity & Interculturality as a Supervisor" (2008-2010) for the Netherlands I have had the 'live' experience of what it means to deal with your own diversity and that of others. Over the last couple of years I presented the module several times at Summer Universities in different European countries and as a trainer in Norway.

Because of all the moving (and being moved!) in Europe I highly recommend the ANSE Module as described above. The train-the-trainer module can be adjusted to any target group: from supervisors/coaches still in education (like the example in Norway) to experienced supervisors/coaches that want to take refresher courses.

It could be a workshop of 2 days or a whole week. It depends on what is to be learned for each specific group of students. The module is always trained by two trainers from two different countries. To apply for the module, a mail to ANSE is enough, all information can be given. This information is already posted on the ANSE website: <http://www.anse.eu/activities/diversity-workshop>

The module is a good combination of: theory and learning together 'on the spot'. The trainers are well qualified, experienced supervisors/teachers and developers of the module paid for by the European Union.

I do hope that this 'product' provided by ANSE in Europe will supply its supervisors with a new 'engagement' for

dealing with diversity in supervision/coaching. We need it! We need supervisors who 'know' and are open for the 'not knowing'. ■

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Managers in a triangular contract

Transformation processes require a new type of supervision

Social services organisations have changed significantly over recent years. As a result, the needs of the people who use supervision have also been transformed. If supervision is to remain relevant, it must adapt to these changes.

■ Prof. Dr. Gertrud Siller

The requirements relating to professional activities and organisational structures have evolved. These requirements are not constants. The change processes are an integral part of the demand for supervision, find their expression in supervision and help to bring about changes in it. The question of what form these changes in supervision take lies at the heart of this article. It uses the key results of an empirical study which analysed the changing professional conditions of action and their relevance for supervision in a social services organisation subject to restructuring processes from the “internal perspective” of specialists and managers (cf. Siller 2008). This qualitative, reconstructive study in a large organisation for people with disabilities involved asking middle and lower level managers about organisational change processes and how they were dealt with, together with their use of supervision in earlier processes and in the current situation. For these managers, the introduction of formalised control and documentation systems for professional social work in social services organisations gives rise to a more complex responsibility for goal-oriented planning, documentation, safeguarding and control of the effectiveness and efficiency of their work, which is based on professional and economic quality criteria. This means that they share the responsibility for the development of the organisation.

The results of the study show that the managers who took part in the survey felt it was necessary to restructure their professional roles. The extent and, most importantly, the pace of the organisational changes seemed to them to have increased. This resulted in a feeling of uncertainty, which in turn led to them adopting different coping strategies. The managers felt significant pressure to adapt to the changes which some of them gave in to without any further thought, others responded to with caution and mistrust and still others with a constructive,

critical approach (cf. Siller 2008, 117ff).

The results of the analysis allow the following conclusions to be drawn with regard to regarding supervision. The need among the professional specialists and managers for reflection and counselling becomes significantly greater and, most importantly, more comprehensive in the context of massive structural changes in social organisations. There is not only a present and future requirement for reflection and counselling, but also a need for “catch-up” reflection in relation to restructuring processes that have already been completed. The increased market orientation of social organisations and the growing requirements for lower and middle level managers to manage themselves and assume responsibility for shaping the organisation disrupt both the classic framework of professional social work and the traditional areas of responsibility of administrative functions with their hierarchical structures within the organisation.

For supervision to remain effective, it must reproduce and reflect these shifts. In theoretical and conceptual terms, it is designed for a requirements structure in which the ongoing development of reflective abilities to act and make decisions, together with the complexity of their interrelationships within the organisation, is the main focus. The current themes within supervision seem, on the one hand, to be increasingly concentrated on the individual reproduction and shaping of organisational developments (1) and, on the other hand, on related processes involving individual methods of coping with the changes in professional roles (2):

Organisational development

1. The fact that social organisations give their specialists and managers organisational design responsibilities via new management models puts greater emphasis on questions of organisational development within supervision. The organisation as a whole becomes beco-

mes relevant for the purposes of supervision, because its fundamental transformation processes result in changes to previous requirements for action from professional players. The managers in the survey that forms part of the study under consideration here use supervision for the critical reflection of modified requirements profiles that arise from economic, organisational and professional links between tasks (for example in the form of agreements on objectives or responsibility for documentation or budgets). The types of communication between the different levels of management and the ordinary employees in relation to these new structures and requirements are also an important subject.

Managers share the responsibility for the development of the organisation

Professional self-image

2. These developments are accompanied by an additional and equally significant requirement for reflection that is based on fundamental questioning of the professional self-image of the specialists and managers in relation to their career progression. How can formalised process patterns and procedures for professional activities be related or connected to a relationship-oriented professional habitus with regard to regarding clients? The managers’ professional self-image and ability to operate within the changed working structures are key themes.

Individual supervision with risks involved

Supervision is confronted by these requirement patterns. Individual supervision in particular is perceived by the managers in the survey as a protected space where it is possible to gain a clear picture of the situation, to reduce pressure by means of “understanding”, to identify individual options and limits relating to the restructuring of the organisation, to reveal uncertainties and to reflect them. This way of using individual supervision strengthens the managers, but, at the same time, has a tendency to result in the conceptual constriction of supervision. Individual problems about how to act and criticisms from the managers in the process of organisational and structural change are reflected in supervision, without any feedback being given to the upper levels of management on these structural subjects and without them being made transparent. As a result of this, there is a threat that supervision will support a form of communication between the players on the different levels of the hierarchy within the organisation which lower and middle level managers perceive as being highly truncated and related to the procedural implementation of the structural changes based on the logic of practical constraints.

Supervision as a triangular contract

This is where the central importance of a triadic structure of professional supervision emerges, which in practice takes the form of a “triangular contract” between the supervisor, the person using the supervision service and the organisational management level. This triangle allows supervisors to take up a “third position” alongside the supervisees and the organisation’s management. It establishes communication processes which put the players involved on an equal footing in their relevant contexts of action and highlights their differing rationalities and conflicting contexts of action (cf. Siller 2017). On this basis, the interactions between the structural

interventions from senior management and the contexts of action of the specialists and managers responsible for implementation can be communicated, together with their professional orientation, competences and education requirements. As a result, all of them can be seen within their structural and action-related logical contexts. On the one hand, the freedom to shape the organisation and the limitations on doing so become transparent within the management strategies at senior management level. The latter are also involved in neo-social strategies for dismantling the welfare state's responsibility for successful societal (re-)integration (cf. Kessler 2005, 213ff.). On the other hand, the inconsistencies and uncertainties that accompany the restructuring of professional work in social organisations for lower and middle level specialists and managers become equally transparent. On this basis, forms of communication based on negotiation and dialogue within and between the functional and hierarchical levels can be developed further.

In theoretical and conceptual terms, the following conclusions can be drawn as a benchmark for professional supervision in terms of its requirement. In processes of structural transformation in social organisations, the radical – in the literal meaning of the word – reflective function of supervision is highly important. In the context of a triangular contract, this function is clearly defined and therefore focused on objectives, but, at the same time, the outcome, in terms of the content, is open. The openness of the outcome implies that dialogues are taking place on all sides. In this form, supervision

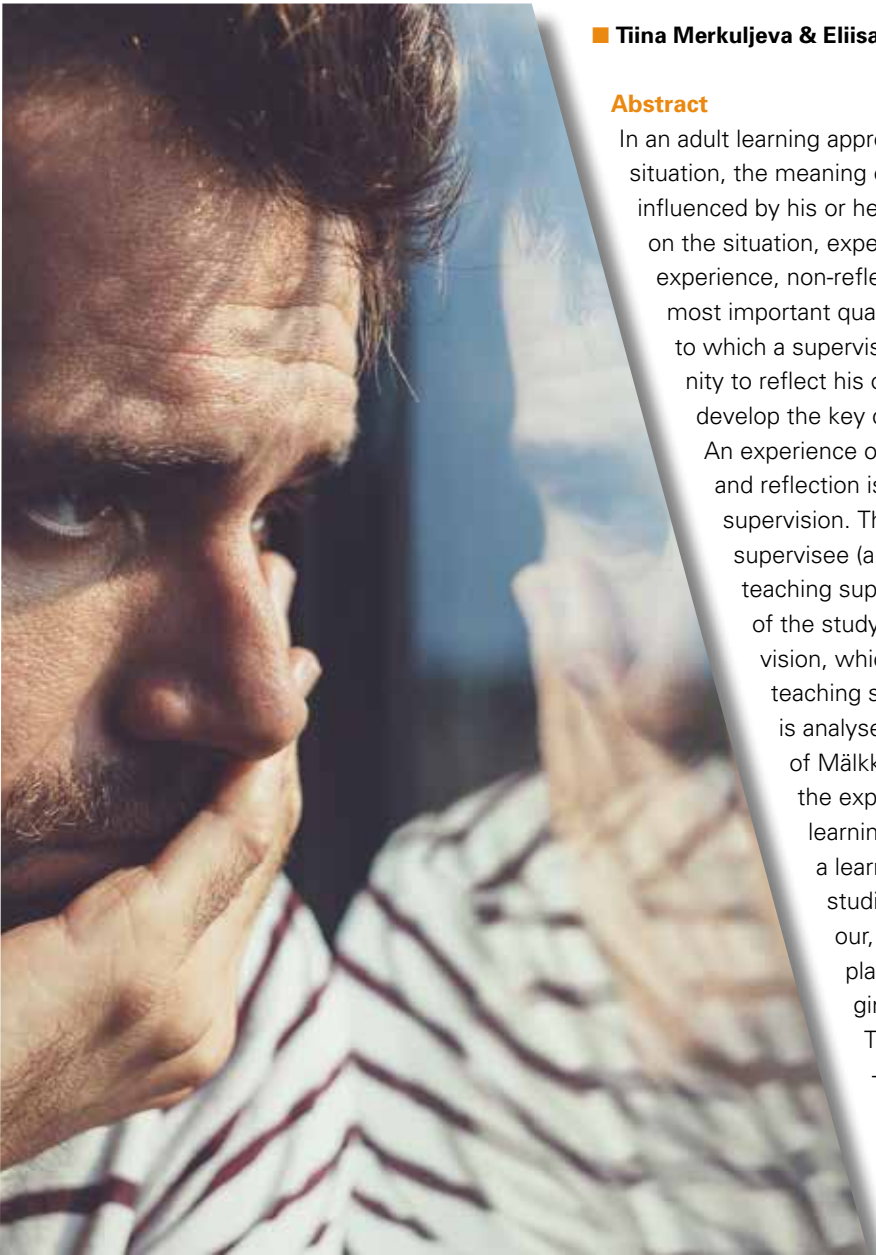
as an external reflection instrument contributes to the development of the organisation by promoting professionalisation and positioning processes for specialists and managers in the context of the reorganisation processes and by allowing for criticism. It represents a socially critical research instrument that can be used equally by all levels and that aims to expand reflective freedom in order to develop professional action, decision-making and critical abilities as part of a dialogue with structural challenges, but that also highlights the limits of this freedom. ■

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Reflective learning as a key quality component of teaching supervision



■ Tiina Merkuljeva & Elisabeth Käbin

Abstract

In an adult learning approach, experience is the subjective awareness of the situation, the meaning of which for the person experiencing the situation is influenced by his or her earlier individual learning experience. Depending on the situation, experience may be followed by not learning from the experience, non-reflective learning and reflective learning. One of the most important quality components of teaching-supervision is the extent to which a supervisor who is a beginner is guaranteed the opportunity to reflect his or her experience and learn from it, as well as to develop the key competency of a supervisor, which is reflectivity. An experience of teaching supervision is analysed in this article and reflection is approached as a central component of teaching supervision. The people who participated in the study were the supervisee (a second-year student of supervision training), the teaching supervisor (both women) and a researcher. The object of the study is an individual 1.5-hour session of teaching supervision, which was the tenth meeting of the supervisee and the teaching supervisor. The experience of teaching supervision is analysed on the basis of the reflective learning approach of Mälkki (2011) in order to ascertain the extent to which the experience of teaching supervision allows for reflective learning. The study indicates that teaching supervision is a learning process for a beginner supervisor, where she studies her experience, thoughts, feelings and behaviour, assess her experience, create new meanings and plan her further activities with the objective of changing the solutions and approaches she used before. The teaching supervisor has an important role in this – she promotes reflection and supports learning.

Introduction

Beddoe, Davys (2016) quoted Watkins and Wang (2014) that supervision competence does not “fall from the sky” but is an outcome of “the acquisition of a special body of supervision knowledge, set of supervision skills, and corpus of supervision values”. “Becoming a supervisor requires a host of shifts in perspective – developmental, perceptual and conceptual – where the supervisor trainee establishes a supervisor identity (and) starts to think like a supervisor” (Beddoe, Davys 2016:57).

The road to becoming a professional supervisor is a long one and in Estonia, one has to study for at least 2.5 years to become a supervisor. The International Supervision and Coaching Institute (ISCI) is a private school that offers training to supervisors and coaches according to the ANSE (Association of National Organisations for Supervision in Europe) standards. The goal of the ISCI training programme is to prepare supervisors who can provide

“Becoming a supervisor requires a host of shifts in perspective – developmental, perceptual and conceptual – where the supervisor trainee establishes a supervisor identity (and) starts to think like a supervisor”

(Beddoe, Davys 2016:57).

cross-sectoral supervision by giving them the necessary theoretical knowledge and teaching them various supervision and coaching models, techniques and approaches, and helping them to develop their own signature as a supervisor. The volume of the course is 650 academic hours, 60 of which are dedicated to the personal teaching supervision of the learners. Each learner chooses a teaching supervisor and meets with them outside the learning sessions.

One of the most important quality components of teaching-supervision is the extent to which a supervisor who is a beginner is guaranteed the opportunity to reflect his or her experience and learn from it, as well as to develop the key competency of a supervisor, which is reflectivity.

The objective of teaching supervision is to support the quality of teaching and to support the professional development of the beginner supervisor. The teaching supervisors are experienced supervisors and practitioners, who do not teach the learners during the sessions.

The focus of teaching supervision is on the learning expe-

riences of the beginner supervisor. It is a space to develop the reflectivity of the beginner supervisor, reflecting their own practice and learning experiences. According to the constructivist approach, learning is an active process that starts from an experience and the interpretation of this experience. In an adult learning approach (Jarvis 1992, 2004; Mezirow 1990, 1991), experience is the subjective awareness of the situation, the meaning of which for the person experiencing the situation is influenced by his or her earlier individual learning experience. Depending on the situation, experience may be followed by not learning from the experience, non-reflective learning and reflective learning (Jarvis, 2004). Teaching supervision differs from ordinary supervision, because the cases, topics and issues it deals with are generally related to the development of the personal supervision practice of the beginner supervisor. These stories are about finding the first clients, the first experience as a supervisor; reflection of the feelings that emergence in an unknown situation; getting to know the boundaries of one's competence and the development of professional skills. Ethical dilemmas and the internal role conflicts of the supervisor are often the content of teaching supervision. One of the most important quality components of teaching-supervision is the extent to which a supervisor who is a beginner is guaranteed the opportunity to reflect his or her experience and learn from it, as well as to develop the key competency of a supervisor, which is reflectivity. Reflectivity is a meta-skill that enables two critical activities. Reflection-in-action (Schön, 1983) enables the supervisor to make the in-session decision to utilise a specific strategy tailored to a particular client at a particular time, and continuous professional reflection (Skovholt and Ronnestad, 1995) facilitates the development of the professional supervisor as he or she moves from one level of professional competence to the next. It is therefore necessary to teach this skill to beginners, who will need it to advance (see

Holloway, Carrol 1999:95).

An experience of teaching supervision is analysed in this article and reflection is approached as a central component of teaching supervision. The experience of teaching supervision is analysed on the basis of the reflective learning approach of Mälkki (2011) in order to ascertain the extent to which the experience of teaching supervision allows for reflective learning.

Reflection and its relation to learning

The transformative learning theory of Mezirow (1923-) uses the term of "reflection" the most. The ultimate goal of transformative learning is therefore to become aware of one's subjectivity, which is related to emancipation, empowerment, self-directedness, autonomous thinking and taking control of one's own life (Mezirow, 1981; 1991; 2000; 2006; see also Ahteenmäki-Pelkonen, 1997; Merriam & Caffarella, 1999; cit by Mälkki 2011:5). In addition to reflection, Mezirow (2000; 2009) considers the ideal of reflective discourse as an important medium for validating meaning. Reflective discourse is a special type of dialogue that aims at searching the justifications of beliefs or interpretation and searching for common understanding through a wide variety of perspectives (Merriam & Caffarella, 1999; cit by Mälkki 2011:6). The significance for the self is in focus and the experience is evaluated with the personal identity as a yardstick – which is why the word self-reflection is also used in this sense. It is, particularly, the ability for, or inclination to, this form of reflection that is today often defined as reflexivity (Illeris, 2007:65-66).

Moon (1999a) defines reflection as a form of mental processing – like a form of thinking – that we may use to fulfil a purpose or to achieve some anticipated outcome or we may simply "be reflective" and then an outcome can be unexpected. Reflection is applied to relatively

complicated, ill-structured ideas for which there is not an obvious solution and is largely based on the further processing of knowledge and understanding that we already possess (Moon, 1999a). The person's beliefs, values, views, thinking and feelings, which have stemmed from the framework of thinking patterns, form the content of reflection (Mezirow, 1990, 1991). Boud, Keogh and Walker (1985) specify that reflection is an intellectual and affective activity, where a person studies his or her experience in order to understand and evaluate it. The reason for reflection is the person's desire to find the solution to a problem, which requires a critical approach to the content of the problem. The content, process or premises of experience are critically evaluated in the course of reflection, conclusions and generalisations are made and solutions are sought to interpret and give meaning to experience (see Mezirow, 1990). Reflection occurs when learning, or learning is rather an outcome of reflection. Mälkki (2011) introduces the term of reflective learning and distinguishes the three dimensions of learning: social, emotional and cognitive.

The social dimension of reflective learning means the influence of the people surrounding the learner on the learner (Mälkki 2011). According to Mezirow (2000), we come to acquire values, attitudes and modes of thinking and feeling through socialisation and interaction with significant others (Mezirow, 2000:3). The surrounding people may either support or hinder reflection. Social influence can be used as a factor that supports reflection in an environment where other people express support and acceptance, whilst highlighting the learner's problematic views and positions, and pointing out development needs at the same time. The emotional dimension is associated with the learner's feelings in relation to learning. For example, emotional discord encourages reflective learning and the person will feel the need to achieve a stable state and

reflection is needed to reach the kind of understanding that corresponds to their existing view of themselves. Reflection may cause negative emotions related to a person's inner resistance to changing their system of values or acknowledging their behaviour and its reasons. The cognitive dimension, i.e. the content of learning, is understood in reflective learning as the learner's prior experience and the meaning attributed to it (Mälkki, 2011:27-33).

Transformative learning or the deepest learning occurs when the learner changes their approach to solving the problem as well as their ways of self-perception, knowledge, beliefs, feelings and behaviour (Mezirow, 1990). Goldman (2013) and Henderson (2009) emphasise that the supervisees rate supervision as efficient if the supervisor supports their learning via the creation of a safe environment and supporting reflection (Goldman 2013, Henderson, 2009a). Essential conditions for full participation in reflective dialogue are trust, solidarity and empathy. Furthermore, Mezirow (1991; 2000; 2009) emphasises that in practice, the ideal circumstances of reflective discourse are seldom attained, as any discourse is always to some extent penetrated by the frailties and imperfections of the human condition, as well as the wider patterns of power (Mälkki, 2011:6). Consequently, the task of a teaching supervisor is to establish a climate for reflective supervision.

The method of study

The people who participated in the study were the supervisee (a second-year student of supervision training), the teaching supervisor (both women) and a researcher. The object of the study is an individual 1.5-hour session of teaching supervision, which was the tenth meeting of the supervisee and the teaching supervisor. The data were collected with the semi-structured individual interviews carried out on 5 April 2016. The interviews were carried

out by an independent researcher immediately after the end of a teaching supervision session: at first with the supervisee and then with the supervisor in order to record the direct experience of supervision. The recorded interviews were transcribed and coded with pseudonyms: supervisee – SEE, supervisor – SV. The results were analysed on the basis of the reflective learning approach of Mälkki (2011) in order to ascertain the extent to which the experience of teaching supervision allows for reflective learning.

The results and findings of the study

The case covered in teaching supervision was related to the supervision of a team at a school and it was the first experience of its kind in the beginner supervisor's work. During the third supervision, the beginner supervisor experienced a decrease in self-confidence, which has started to affect her motivation to continue working with this team. She had come to teaching supervision in order to reflect on the situation, increase her self-confidence and find motivation to continue with her work. According to Mälkki (2011), reflective learning is associated with three dimensions: social, emotional and cognitive. The social dimension is related to the influence of the people surrounding the learner on the learner. Since the given teaching supervision was an individual session, the supervisor was the only important person with whom the supervisee interacted. Mälkki (2011) points out that surrounding people may either support or hinder reflection. Social influence becomes a factor that supports reflection if the other people express support and acceptance, whilst highlighting the learner's problematic views and positions, and pointing out development needs at the same time. Carroll (2008) argues that the supervisor should establish a relationship and a space that would keep the supervisee learning, the supervisee's task is to keep their focus on the experience and critical reflection.

Establishing a safe space is one of the important tasks of the supervisor (Carroll, 2008). Namely, if the teaching supervisor is supportive and accepting of the beginner supervisor and highlights any development needs as well as problematic views and positions, she supports the reflective environment of the supervision and promotes the self-reflection of the beginner supervisor. The interviews indicated that both parties experienced great trust during the session and the supervisee experienced acceptance by the teaching supervisor.

This trust is very, very, very strong. Thanks to this, I can be free and emotional, and let out everything I feel. I don't have to wonder whether this is suitable or whether my supervisor accepts this (SEE). I felt that I was trusted. /.../ This (supervision process) was something really extensive and really deep, because we had such a trusting relationship (SV).

The supervisee had expressed the deep insecurity she had started to feel when working with clients, the supervisor made an effort to establish an environment that would allow the supervisee to feel the boundaries of her abilities and possibilities, and to see the resources that would allow her to replace insecurity with confidence.

I was focused and attentive when working with the student. /.../ I had to keep the focus that was right for her (the supervisee). This (keeping the focus) was actually quite challenging. /.../ Helping her (the supervisee) to create rationality at some point. /.../ Helping her (the supervisee) to see that everything doesn't depend on her (SV).

In order to establish a relationship of trust, the supervisor expressed empathy and helped the supervisee to gain more confidence. As a result of this, the supervisee felt

safe in the process and could express herself freely. The supervisor also gave the kind of feedback that supported learning and the discovery of resources, and provided emotional support by being loyal to the supervisee.

I was certainly encouraging and acted as a partner, meaning that I was always on the supervisee's side, I was her extra pair of ears and eyes. /.../ Actually, my role is to help her see the impact and outcome of her activities /.../ I helped her (the supervisee) see the expectations that she had of herself, how adequate she was, how high these expectations were, to see some conflicting roles inside her. /.../ I facilitated and led the process, I created the atmosphere of supervision. /.../ I just gave her the tools, introduced this possibility to enter the situation /.../ that allowed her to see the situation through the client's eyes, which is very important to her (SV).

The actual role of a supervisor is to steer, to point people in the right direction /.../ she allowed me to really see the big picture, which I probably needed the most today (SEE).

The supervisee's beliefs, values, assumptions and feelings content of reflection during the session. Reflecting on them made the beginner supervisor more aware of her own feelings, strengths and weaknesses, beliefs and judgments, and she started to notice their impact on self-confidence.

I became aware of my weaknesses. /.../ By the end of the supervision, I discovered that I let my beliefs or even prejudices play a very big role, and they overshadow my self-confidence (SEE).

Mälkki (2011) associates the emotional dimension of reflective learning with the learner's feelings that develop

in the course of learning. For example, emotional discord encourages reflective learning and the person will feel the need to achieve a stable state and reflection is needed to reach the kind of understanding that corresponds to their existing view of themselves. In the course of teaching supervision, the supervisee and the supervisor alike felt a strong emotional discord, which required deeper reflection.

This (supervision process) was very intense for me. /.../ I was sincerely surprised. These feelings weren't always positive, some were negative as well. /.../ which really touched was this feeling of being clueless /.../ and this was one of those emotions that touched me really deeply, that I'm clueless and I have no idea what will happen next (SEE).

It was a very emotional session. /.../ The first thing I saw when the session started was that the supervisee had tears in her eyes /.../ she (the supervisee) was really emotional. /.../ I actually feel a little tired after today's supervision, but I am also really happy. I am happy that I know where we started, what this journey has been like (SV).

This meant looking deep inside myself. Noticing what I do. Seeing the world through myself from a different angle. Great self-reflection. /.../ Seeing the picture from the meta-level. Seeing this placement (the supervisor used the constellation method) and looking from different angles. This was the most powerful thing in the process. (SEE).

Reflection may also create negative emotions, which will be replaced with positive feelings in the case of well supervised and working reflection. The feelings of confusion and bafflement experienced at the start of the supervisi-

on session were replaced by enthusiasm and increased self-confidence.

And it was very important that this bafflement was replaced by this victorious emotion and victorious feeling that the situation can be solved. /.../ I know what to think about, how to go ahead, trust myself. And I guess another thing that she gave me was this self-confidence. That supervision can even teach me to trust myself. /.../ This gave me a push and really increased my enthusiasm for going forward with this long process in the organisation. /.../ I feel like I had another emotional victory. /.../ My motivation increased, because things got exciting (see).

The cognitive dimension of reflective learning (Mälkki 2011) became evident in the fact that the case in question was directly related to the supervisee's own work. Critical reflection was launched by the dilemma related to the supervisee's own work, which forced her to reassess her existing attitudes.

This (supervision process) concerned my work directly and I consider it very important. /.../ It is very important how this traineeship work can be taken further and to reflect on it with my supervisor via teaching supervision. /.../ Since this is my first traineeship of organisational supervision and my biggest concern was that I was losing my self-confidence or my motivation had decreased after the third meeting /.../ and the main reason I came here today was to find the strength to carry on. /.../ The most important thing is that the change could occur in me, that I could regain this belief and try and give the very best I can (SEE).

Looking back at the entire process of teaching supervisi-

on as a whole, then it was a meaningful dialogue between the supervisor and the supervisee.

The leading questions of the supervisor, the selected methods and techniques gave me opportunity to see things, act, think from a different angle, more diversely. /.../ Firstly, maybe this change of roles was the thing that laid the foundation to this massive change, this intensity, this excitement that started bubbling up in me (SEE).

There was a dialogue here (in the supervision process), this simple conversation, listening, reflection /.../ I changed roles /.../ we moved around in the room, it was like we entered the picture with our bodies to feel this situation, maybe assess it again, come to some conclusions, establish contact with our feelings. /.../ It happened a lot in this supervision process that we established situations together, saw what is really happening in these situations, what is happening to her (the supervisee), what is happening to these people /.../ and where this process could be taken next (SV).

Mezirow (2000; 2009) considers the ideal of reflective discourse as an important medium for validating meaning. Reflective discourse is a special type of dialogue that aims at searching the justifications of beliefs or interpretation and searching for common understanding through a wide variety of perspectives (Merriam & Caffarella, 1999; cit by Mälkki 2011:6).

At the end of the session of teaching supervision, the supervisee drew a picture to illustrate the supervision (Figure 1) and characterised the session with these metaphors:

I sit here at the edge of a hole and dangle my feet.

There's a lot of life here. /.../ I got on the ship. /.../ It was like being on the ocean at some point, very stormy /.../ but then I got to this island, got a helicopter to fly high and then I saw what the situation was like and saw this river here, it's flowing but I have to cross it /.../ I just have to build a bridge /.../ a bridge was put in place, but I am the one who has to cross it (SEE).

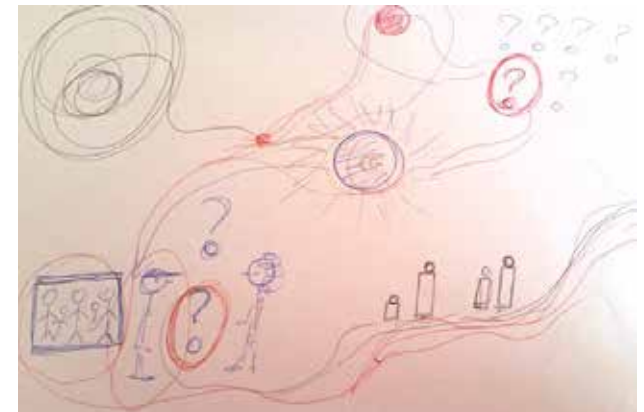


Figure 1. The supervisee's drawing of the experienced teaching supervision process.

The supervisee describes teaching supervision as a comprehensive process with clearly distinguishable stages, in the course of which initial feelings (bafflement, decrease in motivation and self-confidence) are replaced with an increase in motivation (the belief that a solution can be found) and self-confidence.

The teaching supervisor was also asked to draw a picture of the session (Figure 2). The supervisor's picture showed that the supervisee had several questions, which were related to her prior experience and which the supervisee tried to answer during the supervision process.

At first, there was this phase of confusion, also for her (the supervisee), she was not sure what she

wanted to work on and then there were all these question marks /.../ Then we warmed ourselves under the sun for a bit /.../ but pretty soon, we fell back into this /.../ like a box or a closed room /.../ The supervisee was facing her question marks again /.../ Then we were in a constellation with this same thing (with the question marks set at the start of the work) and looking at the situation from various angles (SV).



Figure 2. The supervisor's drawing of the experienced teaching supervision process. The teaching supervisor described the session as a process that supports development and encourages the beginner supervisor to acknowledge the boundaries of her competency, find her resources and feel empowered.

Supervision is certainly a form of learning, but it (supervision) is always a deeper form of learning than ordinary learning /.../ learning through experience, learning through perception, learning through acknowledgement (SV).

Her confidence certainly increased today. /.../ She (the supervisee) found her inner self-confidence /.../ She realised that she must be in good contact with

herself/.../, that would make her feel stronger when going forward. I think we got to the point where she (the supervisee) knows, after all, how she will continue planning the process and what she will have to do for this. She (the supervisee) gained some courage and knowledge or confidence, she now knows how to approach this school principal (SV).

The teaching supervisor also experienced that the supervisee became more self-aware and gained confidence during the supervision. As a result of supervision, the supervisee established contact with herself and learned how to proceed with the given case.

Summary

In conclusion, we can point out that the analysed supervision process was reflective and the supervisee was included in the process of self-reflection. The supervisee and the supervisor alike experienced all three dimensions of reflective learning (Mälkki, 2011) in the supervision process.

Reflective learning was supported at the social level by:

- the partnership and dialogue between the supervisee and the teaching supervisor;
- the existence of a relationship of trust between the supervisee and the teaching supervisor;
- the acceptance of the supervisee's feelings and thoughts by the teaching supervisor;
- the focus and attention of the teaching supervisor during the entire session;
- the supportive attitude of the teaching supervisor and the use of techniques and methods during supervision that promoted a revision of the supervisee's thoughts and feelings and finding new points of view: the use of a constellation to prepare the initial picture; change of roles with the person in relation to whom the supervisee started losing self-confidence;

- the appreciative approach of the teaching supervisor and her support of the supervisee's resources.

Reflective learning at the emotional and cognitive levels was supported by:

- acknowledgement of the emotional discord related to the supervised case by the supervisee;
- the supervisor allowing the supervisee to be with her feelings and creating possibilities for the emergence of concordance: dialogue, reflection, role reversal and constellation;
- the teaching supervisor's readiness and ability to be with the negative emotions felt by the supervisee and accepting them.

Analysing the interviews revealed that both the supervisee and the supervisor found it important to assess the situation from the meta-level and to examine the experience of the supervisee from different perspectives. The supervisee has a metaphoric meaning to viewing the situation from the meta-level in the supervision process – looking from the window of a helicopter. Studying the

The supervisee experienced becoming more aware of her strengths and weaknesses, beliefs and judgments as a result of the teaching supervision, and started to notice their impact

experience from different perspectives helps the learner to become more systematic and connect themselves to the bigger picture (Carroll, 2008).

The experience of the teaching supervisor and the supervisee indicated that transformative learning occurred in the course of the teaching supervision process. The supervisee experienced becoming more aware of her strengths and weaknesses, beliefs and judgments as a result of the teaching supervision, and started to notice their impact. The experience of the teaching supervisor revealed that as a result of the supervision, the supervisee learned what she had to change in her practice and how she would have to behave in the future. The acquisition of knowledge appeared as a metaphor in experience of the supervisee – the bridge was built and the supervisee has to cross it herself. It is also important to point out that the beginner supervisee gained self-confidence and motivation as a result of the supervision.

The study indicates that teaching supervision is a reflective learning process for the supervisee and the teaching supervisor alike, where the supervisee studies her experience, thoughts, feelings and behaviour, assess her experience, create new meanings and plan her further activities with the objective of changing the solutions and approaches she used before. The teaching supervisor has an important role in this – she promotes reflection and supports learning. The supervisor creates a safe atmosphere and uses methods that support reflection in order to make reflective learning possible in teaching supervision. As a result of supervision, the supervisee acknowledges her thoughts and feelings, notices their impact on her behaviour, becomes more aware of her experience, sees it more systematically, plans how to implement changes in her work, finds new motivation and confidence. ■

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Report on the workshop “Partin from the beloved?”

*Supervision in Projects for Refugees – What is new?
What remains?”*

■ Agnes Turner

The explosive force of the topic “Refugees in Europe” has already entered the supervisory practice. As accompaniment of aid programs and the work of governmental organizations, NGOs and the civilian population, the offer of supervision in this field has been - and still is - extensive.

The issue of being alien and feeling foreign, as well as the fear of the stranger are essentially aspects that need to be discussed and reflected upon in supervision. The foreign thus becomes a central issue in the supervisory context.

In this workshop, Angela Gotthardt Lorenz and Klaus Obermeyer therefore focused on the issue of strangeness and the loss of familiarity. They raised the matter of the different perspectives on being alien and feeling foreign. For refugees it is traumatizing to lose loved ones, to overcome the hardships of flight and to orientate themselves in a world full of new dependencies. At the same time, the dynamics of flight cause the local population to fear strangers. These are just as a few possible aspects which occur in the dynamics of working with fugitives.

Introducing their workshop, the two moderators offered theoretical insights into concepts on the topic of strangers, such as the four modes in which ‘the foreign’ is experienced according to Schäffter. Furthermore, deepening attention was given to the issue of traumatization.

Together with the participants, the focus moved on to concrete supervisory praxis in refugee projects. Questions were raised such as how alien this type of work really is - what makes it different from other supervision processes, and why does it cause great uncertainty within the supervisory profession?

As questions vary from project to project, no simple answers can be found. It should be remembered, however, that socio-political dimensions, as well as their own experiences with alienness and feeling foreign, just as feelings of partial impotence with regard to the refugee dynamics, could accumulate and so have a strong negative effect on reflection. Supervisors are experiencing the tension between the ‘well-known stranger’ in supervision on the one hand, and current factors inhibitory to reflection on the other. These factors may be experienced as a threat to one’s own professional actions, such as feeling directly affected as a citizen, or lacking orientation within the fast dynamics of voluntary work with refugees, and finally - since this is a new supervisory field - the lack of specific expertise. Although there is a lot of experience in the area of interculturalism, we are nevertheless dealing here with a largely unexplored field.

In summary, the supervisor community would like to have more workshops of this kind, as well as to set up international intervention groups or other platforms in which in-depth expertise can be created on the European refugee issue. In the workshop, the participants were offered the opportunity to present cases in order to set an example in-situ.

The next workshop takes place in Hamburg on 29th and 30th January 2018 (16h - 20.30h).

Please register at:
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Inspire and be inspired

Book Review



“Inspire and be inspired” - the conference volume on a European congress held in Budapest has the same title as the conference itself and presents readers with a “sample of research on Supervision and Coaching”. It is refreshingly different from conventional publications on research in that it gives voice to researchers who are willing and able to get those working in the academic and practice spheres to become interested in each other and thus to encourage other colleagues to be confident enough to risk presenting their own research results as an inspiration for practitioners.

■ Prof. Dr. Brigitta Geißler-Piltz

It is a collection of papers in which twenty-two authors from all over Europe open a window on their research work. The contributions include texts defining the role of supervision and coaching in a community dominated by practitioners. They support the view that only a researchbased supervi-

sion can help to reach the profession’s high self-set goal of achieving scientific substantiation for their work, whereas failing to support research sufficiently places the development of the professionalisation of supervision and coaching at risk. The book also provides insight into the sensitive attitude of practitioners towards research and also of that of researchers towards practice. It includes contributions on “desk research” which analyse and reflect on changes in society and others that discuss methodological issues or show encouraging new paths for the professional field of supervision and coaching. Above all, it provides a platform for projects that use empirical and analytical methods to examine the practice of supervision and coaching, some of which are qualitative, others quantitative. The wide variety of approaches employed is witness to the fact that no single original academic discipline is the basis of (research on) supervision, but a range of different disciplines and (research) methods. However, precisely because of this multiplicity of approaches we need research in order to be able to capture the complexity of supervision and its effects.

However, the diversity of research approaches and methods also is also a reflection of the nature/membership of the ANSE Community. ANSE is the umbrella organisation of the European Supervision and Coaching Associations. This ANSE volume contains texts by researchers and academics of international repute. However, most of the researchers, who are recognised researchers, are entering the European arena for the first time. Some are up-and-coming young scientists. It is the charm of the European ANSE Community which particularly appeals to these young researchers and encourages them to rise to the challenges of supervision research.

The articles on the European supervision and coaching, landscape which has to date been relatively unknown, invite readers to participate in developing research questions and diverse research methods. They give us an important opportunity to see what is happening outside of our own immediate vicinity. This is only possible in a common language, the ANSE language. Unfortunately in the past it has not been a matter of course to report contributions to research on supervision in scientific language or to translate them. As a result, while the German researchers, for instance, are familiar with literature from the USA or the United Kingdom, they have no knowledge of projects carried out in neighbouring countries. By the same token, colleagues from many other European countries who are able to read English are unable to gain access to supervision and coaching literature in German. This volume over-comes the language and comprehension barriers, while at the same time ensuring that some of the texts preserve the characteristic features of the source languages. Retaining these features in the English translations is part of the “ANSE identity”, for which it is important to understand the thoughts, reflections and research results of the others and to concern ourselves with them, in order to be able to learn from them.

And last, but not least: this collection of papers gives the lie to the charge that no research is being done on supervision. It brings together a wide variety of different papers from the ANSE community and permits the conclusion that research on an international level work, especially in a networked community with a culture that is open to doing research and in which even the initial steps towards developing research can be successful. ■

In the Mirror of Competencies

Book Review



The research results presented in this bilingual volume (German and English) are based on the European glossary for supervision and coaching and the ECVision project. The volume is published as the fourth book of the book series published by the professional associations bso, ÖVS and DGSV in Facultas Verlag.

■ Angela Taverna

The differentiated discussion between the formats Supervision and Coaching as well as the multiple possibilities and differences in the settings reveal the facet-richness of the consulting world. For consultants, the reflected discussion can serve as an argumentation portfolio for approaching one's own professional identity and in dialogue with their clients. The skills for coaching and supervision, in turn, are a useful guide for the professional development of interviews. And the ambitious demonstration of competences can be of interest to training institutes. The core qualities

provide a framework for the activities and stimulate free policy and interpretation for the consultant identity.

Not only the members of the national associations, but all the supervisors and coaches are given an overview of the minimum requirements for their own professionalism and can make their mission statement and their portfolio more perceptible. The book serves as a basis for the national associations to place their own understanding in the fields of coaching and supervision, on the one hand, on the terminology level, and to build up future dialogues on the other.

Information about the book: Michaela Judy & Wolfgang Knopf (2016, Ed.): In the Mirror of Competences, Facultas, Vienna. ■