



PERSPECTIVES

ON SUPERVISION & COACHING IN EUROPE

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AN INTERNATIONAL MAGAZINE

As a national association for supervision and coaching (LVSC), we feel that it is vital to conduct a conversation about our profession within our association. In a real dialogue, we are able to explore the visions and perspectives of others. Besides being a fantastic learning experience, it also helps us improve and enrich ourselves in our profession.

This magazine contains 22 interviews with European colleagues from the same number of countries: 22 perspectives on our profession. What is the situation in your country? What about education, etc.? We are proud of the active members in our association like Gerian Dijkhuizen, Marian van Ingen, Ineke Riezebos, Sijtze de Roos (all members of the Committee International Contacts) and Reijer Jan van 't Hul (board member of ANSE) who helped plan this series of interviews. I have personally experienced how heart-warming it is to speak to colleagues at an international level. Not only do we love our profession, we also revel in our cultural differences.

In 2020, our professional association is celebrating its 40th anniversary, a remarkable achievement. Since the start, LVSC has continued to focus on international developments. Two eminent members of our association witnessed the foundation of ANSE and supported it as presidents: Louis van Kessel and Sijtze de Roos. Today, we still reap the benefits of being able to approach our profession from a broad, i.e. international, perspective. This reflects the vision of our association that it is not only good to look inside but also to let in the outside world. This is also the theme of this special magazine, in which we focus on these 22 perspectives. I am proud that we have the power as a professional association to do this. But I am equally proud that we have found such wonderful partners in Europe, through our European umbrella ANSE.

I wish you boundless insight and hope you enjoy reading these fascinating interviews and perspectives.

Wardy Doosje
chairman LVSC



SUPERVISOR IN EUROPE: STATE OF THE ART

How many specialists in the field of supervision and coaching are there working in Europe in 2021? There are no figures for the number of colleagues active in Europe. But the Association of National Organisations for Supervision in Europe (ANSE), the umbrella organisation representing the national associations for supervision, does have some insight into how big, small, young and old the national associations for supervision are in Europe.

ANSE (www.anse.eu) was founded in November 1997 and ANSE represents more than 8500 qualified supervisors and coaches in supervisory roles in 25 European countries and more than 80 training institutes. It also aims to further the exchange of information between national organisations and training and educational institutes, as well as the exchange of experiences between counselling experts, the dissemination of supervision and coaching, and the optimisation of quality-assurance standards of supervision and coaching.

The Committee for International Contacts of the Dutch LVSC has built a large European network of colleagues over the years. Several times, collaboration took place with European colleagues at ANSE conferences and Summer Universities, in the form of workshops and projects. The experience gained proved extremely beneficial for all parties involved.

Being involved with so many different colleagues from Europe curiosity led us in the CIC to draw up eight questions, which we then put to our colleague supervisors and coaches in the past couple of years in order to provide us with an overview of the diversity, knowledge and expertise that our field represents in the various countries.

These countries included:

- 1 All 16 Full Members of ANSE: Austria, Germany, the Netherlands, Hungary, Croatia, Estonia, Latvia, Lithuania, Italy, Slovenia, Romania, Switzerland, Ukraine, Bosnia and Herzegovina, Ireland and Spain. Of these, 14 colleagues responded with answers to the eight questions.
- 2 The two Associated Members of ANSE. Of these, one responded: France.
- 3 The six Members of the ANSE Network. Five of which responded: Bulgaria, Finland, Iceland, Russia and Sweden.

This brought the number of interviews to 22 in 2020! Since 2018, the Committee for International Contacts of the LVSC has published an interview in each digital Newsletter with one of our colleague supervisors or coaches in Europe. In addition, the ANSE Journal has also been publishing a number of these interviews since Issue 2 in 2018.

In 2020, the LVSC will celebrate its 40th anniversary. And since we now have 22 interviews in our pocket, we have decided to publish these interviews of supervisors and coaches in Europe, in the form of a magazine that will provide insight into the current state of affairs of our profession in Europe.

It is fascinating to read how the questions are answered: some responses are very extensive, others short and to the point. All in all, we consistently witnessed an enormous commitment to our profession. We are very grateful for the open and honest answers we received and also for all the pleasant contacts (both by e-mail and in person) that we had and continue to have as a result of this project. It has helped expand our professional network even more and we hope that this publication also shows the diversity of working in our profession throughout Europe.

We hope that the interviews are inspiring to all our colleagues working as supervisors or coaches in Europe and warmly thank the interviewees for their cooperation.

Ultimately, it is never a bad thing in our profession to learn from each other and look beyond our borders. It can only improve and enrich us!

On behalf of the Committee for International Contacts,

Gerian Dijkhuizen
chairwoman

SEYDA BUURMAN KUTSAL



... is an expert in the field of training and guidance of processes concerning diversity and inclusion.

Her background is in Social Work studies, international project management, consultancy and supervision/coaching.

The vision that what one has learned can be unlearned shows Seyda by giving people the experience how it feels to belong to a minority and being dependent of the judgement and the attention of those who have power. Tolerance as a concept is something she does not use much in a positive way. In her opinion it is a false solution that gives a good feeling to those who have privileges and afraid to lose them.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

17 years.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

My education (and later my practice) has been influenced at first by social constructivism and the Frankfurter Schule and later on by empowerment and solution focused therapy. I followed my education to become a social worker in Germany, and in the Netherlands as a supervisor/coach.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

I noticed again and again that the way I look upon supervision and coaching, and the style I practice, is sufficient and working well with groups and persons that have a high level of diversity. I am totally convinced of the power of diversity. For instance, I work with the Betzavta method by looking at natural patterns of behaviour and how much each person's freedom affects the other. To what extent do these freedoms infringe on each other, and how much is each person aware of how much freedom they 'take up' in a group? Becoming aware of your own behaviour leads to a better understanding of one's own needs as well as the others' needs. Appreciative inquiry also gives me tools to work with as a supervisor/coach/trainer.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

Yes, I do know it, although not extensively. I have used the matrix as a sort of checklist. And was happy to see that I could fill the requirements. In that sense it was not so much something that contributed to my knowledge or attitude as a supervisor/coach/trainer, but it worked more as a conformation of the way I work.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

- I think that self-knowledge and reflection is the basis of your professional attitude. Many supervisors are limiting themselves to homogeneous groups and are not aware of their own "blindness" to diversity.
- I think we should have a clear set of rules within our profession and made accountable for it, without losing the flexibility to move or mirror with the client.
- Acknowledge what you can't understand or feel. For example; you don't really know what it is to be raised in a different culture, gender, to be a refugee etc. Be aware that diversity enhances more than ethnicity and that it is not always noticeable, both in the client and in yourself.

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

In my opinion we should put more effort in finding the connection with young adults. For instance, through producing You Tube items that give a clear impression of what reflection, supervision, coaching etc. can accomplish for all members of society. To find new ways in which our profession and our qualities are of benefit to people as early as possible.

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'I think that self-knowledge and reflection is the basis of your professional attitude'



SANDRA LACE



... lives in Riga, Latvia. She worked, more than 25 years, almost all her professional life, in adult education. She has her own private practice for supervision since the year 2011 and for Cognitive Behavioural Therapy from 2014 onwards.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

I am a supervisor since the year 2010, right from the start of my study in supervision.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

As a student I experienced from the start the high ethical, working culture and standards of the work of a supervisor. It gave me a professional level of guidance on which to aim as a supervisor, which I want to maintain as high as possible. Therefore, I reflect on myself, I speak with colleagues, network and learn during the ANSE Summer University. I benefit greatly from my intervision group, I read a lot, and continuously learn from my supervisees. So, I can say – my education continues, and I enjoy that a lot!

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

My first teacher in supervision originated from the Gestalt and Family Therapy field. I was influenced by that therapy “frame”. Besides that, my intervision group colleagues have added elements of other therapy schools to my insight and vision as a supervisor. Whilst I am Cognitive Behavioural therapist myself, I therefore use CBT approaches. In addition to that, mindfulness is more and more an integral part of the supervision sessions.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

I am happy to use the ECVision glossary as a framework. I can say – it is like a mirror in which I look at myself and also to encourage my supervisees, who are still within the training process, to do the same. I feel comfortable with the glossary because of the strong focus on its contents during my study years. I am thankful to my teachers, who did a great job teaching me about the competences and the meaning of supervision.

‘My intervision group colleagues have added elements of other therapy schools to my insight and vision as a supervisor’

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

- Ethical and work culture standards
- Continuous education and self-reflection
- Open-minded and mindful personality

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

I am an active member of local Association

of supervisors and a supervision teacher for new professionals. My passion is to support the high quality education of supervisors, to help to develop a reflective, friendly and self-development oriented culture inside supervisors’ network. I believe this is the way supervision and supervisors in Europe should develop continuously; and never stop :).

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PER WOLFRUM



... lives in Berlin. He is supervisor and worked as teamleader in youthcare and as a psychologist in a therapeutic community for adolescents. Since 2019 he is a teacher at a social pedagogic school. Besides he is a supervisor in youthcare. He loves to read and make pictures.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

I have been working as a supervisor since the beginning of my training in 2002.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

Eric Emmanuel Schmidt's Monsieur Ibrahim says: "If you really want to learn something you do not pick up a book, but talk to someone." For me, every conversation, every exchange of ideas, every encounter and the reflections over this are more important than lectures and books. I have always appreciated these opportunities during my studies. That is why I enjoy the ANSE Summer University and the International Supervision groups so much. In that sense, my education is still going on.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

During my studies in psychology my theoretical framework was influenced by the rise of solution-oriented short-term therapy. Later on I was much influenced by my training as a systemic family therapist. Until my supervision training, I have called myself an orthodox systemic working professional.

When I studied to become a supervisor I asked my supervisor and teacher again and again, whether the way I practised was really systemic.

At last she asked me (on edge): "Did it work?"

I answered: "Yes".

She replied: "Then it will probably have been systemic."

Therefore in this respect, I always try to act systemically.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

I'm sorry, I have to confess that I have not read the glossary and the matrix yet. But that question has finally led me to download it and I am planning to read it.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE AN EU-SUPERVISOR/COACH SHOULD COMPLY?

What is an EU-Supervisor? In my opinion, a good supervisor should have an insatiable desire to broaden his/her horizon. He/she should follow the idea attributed to Blaise Pascal: "The universe is a circle whose centre is everywhere and whose circumference is nowhere." As long as he or she knows that he or she, his or her home, his or her native language, his or her ideas or methods are not the centre of Europe, he or she will do a good job anywhere.

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING DEVELOP IN EUROPE?

I wish that supervision / coaching ought to develop in such a manner that it contributes to make Europe even more as today a place for diversity, cooperation and peace.

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'For me, every conversation, every exchange of ideas, every encounter and the reflections over this are more important than lectures or books'

MARGOT SCHERL



... lives in Vienna, Austria. She worked more than 30 years as a supervisor and has been Lector in the Master program Supervision and Coaching at the University of Salzburg. At the moment she works as supervisor and Meta-supervisor at the University of Vienna. She lives with her partner for 30 years. They don't have any children, because work was very important for both of them. They were and are good aunts and enjoy it. Besides her friends, her passions include travelling, cycling, cooking, reading, theatre, music, swimming and she loves all kinds of water.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

I have been working as a supervisor since 1992.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

In my training, it was particularly important to me that we were able to combine the demand of the dynamics of the clients with the dynamics of the organizations and the team dynamics. I was also very interested in the specific effects of a field of work and interdependencies between person and organization.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

My supervision training is called supervision and institutional analysis and is characterized by group analysis. Added to this were organizational sociology and group dynamics.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

The glossary is a first attempt to find a common language and common definitions for supervision and coaching. I keep checking the European competence profile and I am still enthusiastic about the classification: competence, knowledge, skills and performance. I find these distinctions very helpful, as do the pillars on which supervisors stand: Professional identity and professional behaviour. This always gives me clarity in a confusing process.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE AN EU-SUPERVISOR/COACH SHOULD COMPLY?

Supervisors should continue their education, continue to reflect on their work and broaden their understanding of the meaning of work / society / humans.



‘I keep checking the European competence profile’

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

The challenge is to find out about our different approaches to supervision, our different understanding of supervision, as well as our different tasks in the supervision and to understand them as enrichment. If we could get

to the point where we talk, as I learned from the concept of Sweden or Norway and so on, then that would be a great development for me and a great asset. I wish for such a Europe.

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KARIN LONDON



... lives in Tallinn, Estonia and works as a supervisor and coach since 2006 and as a senior supervisor since 2016. She works in Estonia, both in the public and business sector. Karen has been working with many orphanages for the last few years, and she is starting individual coaching with school directors.

She also teaches supervisors and coaches and is one of the leaders in the Health Care section at the Estonian Supervision and Coaching Association.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

I have been a supervisor and coach for 12 years. I finished my supervisor and coach studies in 2006. I teach supervisors and coaches since 2012.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

The most meaningful was its long theoretical and practical part.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

My theoretical frame is formed by psychodrama, NLP, business, organizational and family constellations, psychoanalytic developmental theories, trauma theories, economy and organizational theories, pedagogic theories. I am influenced by the valued professional attitude: reflection. Reflection for me consists of:

- Subconscious processes and related theories
- Theories of Human Perception, Thinking and Emotion
- The importance of sharing practices of professional behavior, specialist experiences, facts, thoughts and feelings
- Reflection of the person's personal thinking style - how to do it

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

Not really, but I can say this about the situation regarding supervision and coaching in the Estonian organizations:

- Research in Estonia (according to the State of the Global Workplace) shows that 16% of employees in Estonian organizations feel they are engaged to their organizations; 64% feel they are not connected and 20% is not actively committed or involved at all. This kind of research has been done in every country in Europe.

- To feel engaged is a positive mood that persists for a long time. The engaged employee is energetic, committed and focused. The job is perceived as pleasant. Surveys around the world have shown that a trained worker functions better and is more positive, proactive and motivated. He/she experiences less stress or burnout, is likely to stay longer employed, learn more and make a positive impact on the organization as a whole.

I am personally convinced that supervision and coaching help to increase the commitment of employees, and thereby the accumulation of gross domestic product, or the wealth of the people.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE AN EU-SUPERVISOR/COACH SHOULD COMPLY?

Quality Development Criteria:

- Ensuring continued professional development
- Ensure continuous personal development
- Contribution to the development of professional standards and the development of a specialty

‘I am personally convinced that supervision and coaching help to increase the commitment of employees’

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

To answer this question, we should look at question 4 and the answers I gave there. I am fully convinced, that supervision and coaching could increase our GDP (gross domestic product) through engagement and enhancement. To do this, we have to increase research and publish as much as possible in various publications.

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BARBARA GOGALA



... is a Slovenian supervisor, a talented ceramist and a former member of the ANSE board.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

19 years

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

Learning to reflect and to support other people to do so; meta-cognitive skills, enabling me to choose questions and interventions within supervision; awareness of the process within the group = listening to my physical reactions and interpreting them.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

The model is called Developmental Educative Model. It is based on the Dutch supervision school, group dynamics and the humanistic psychology. My work is also influenced by Transactional Analysis, which I studied before taking the supervision course.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

I was part of the ECVision project team. It gave me the opportunity to re-evaluate my skills and put more focus on organizational and systemic counselling skills.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE AN EU-SUPERVISOR/COACH SHOULD COMPLY?

- Metacognitive skills and self-awareness;
- Knowing and using communication skills. By this I mean interventions as questioning, interpreting, active listening, and paraphrasing as well as powerful questioning (coaching);
- Understanding systems and systemic thinking.

‘In my education as a supervisor learning to reflect and to support other people to do so was important to me’

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

Connecting professionals from European countries, providing quality and ethical standards, or even better, a European licence for the supervisor/coach. Promoting the business through new media.

Contact and more information:
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ZILVINAS GAILIUS



... is trainer and supervisor, partner at consulting company “Kitokie projektai”. He has a Master of Education science. Zilvinas is a member of the Association of Supervisors in Lithuania (2010-2012 chair of the Association).

He currently supervises teams and managers of business companies, provides groupsupervision for schoolteachers and social workers, and consults non-governmental organizations. Zilvinas has 20 years of experience in international training projects in more than 25 countries. He is author of practical handbooks on working with youth groups. Zilvinas is interested in dog behaviour, child rearing, Russian rock, transactional analysis, gender relation issues. He as-

sumes that “the best male chefs are men, and the best female chefs are women.”

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

I've studied supervision in 2005-2007. Since 2007 I work as supervisor and coach.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

All studies of Supervision were meaningful for me. And they still are. Working with my supervisees/coachees I often remember the words of my Supervision tutor. I am glad to still use these attitudes and values, such as respectful relations to the client, or saying that “*all living creatures need love, warmth and recognition*”. The most meaningful for me was the practical part of the studies – supervision practice, peer supervision and learning supervisions (individual and in a group). It helped me to get experience, to reflect on it and to integrate theory and practice.

At the final part of the supervision studies we asked our tutor (Bernd Jansen) “what now?”, “how shall we develop ourselves further?”, “are we supervisors already?”

He smiled, and his answer was “look at the title of your studies, read books, watch movies, observe people wherever you go, be interested in human relations, be interested in life; never stop doing it”. But now 11 years later I open my notes of the supervision study, and I see that the title of the supervision education is “*On becoming a supervisor*”. For me it means a never ending process, such as “*On becoming a person*”.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

Our lecturer of supervision was a supporter of the psychoanalytical school. But I myself use the integrated approach combining the Systemic approach, Psychodynamic, Gestalt therapy and the Humanistic existential psychology. My background is youth work and youth non-formal education. I worked in the youth field as a trainer and educator since 1996 and from 1998 I start-

ed long-term training programmes for youth workers and for organisers of the international youth exchanges. From 2000 onwards I started to coach teams of youth initiatives and then turned to team coaching of NGOs, public and business organisations.

In the mean time I've passed many courses and seminars, became good in Group Dynamics, Outdoor Experiential Learning, Forum Theatre and Intercultural Learning.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

I am using ECvision Glossary and A European Competence Framework of Supervision and Coaching in many cases. Checking competences for my own personal and professional development, arguing and discussing minimum standards in the Lithuanian Association of Supervisors (I am an active member involved in different working groups), working on the recognition of supervision as a profession and on the promotion of supervision as a service in social and educational fields and on training supervisors in Lithuania and Ukraine. For me it is the best document for reference when I talk about the supervisor's professional standards and competences.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE AN EU-SUPERVISOR/COACH SHOULD COMPLY?

- Transparency. We (supervisors) are bringing the culture of transparency into working places and organisations. Supervision for me – is always a clearer and more transparent vision.

- Empowering attitude. The purpose of Supervision for me is that it brings more equality, more justice and raises dignity.
- Continuous development – the personal self as well as the professional development. Never stop doing it!

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

I think ANSE is a very good platform for recognition and promotion of supervision/coaching in Europe. ANSE opens a lot of possibilities for international cooperation, the sharing of experiences, mutual understanding and a conceptual framework. It is a very good platform for people to meet and to get in contact.

. I am strong believer of international cooperation. I am promoting, and I will continue to promote international supervision groups. Among other benefits, the members of such groups start to trust each other more and continue professional relations. Meaningful projects can start from such professional “friendships”. For example, training of supervisors in Ukraine (2017-2018) where Latvian and Lithuanian colleagues were involved. This project will continue in 2019.

Smaller initiatives: In August 2018 Latvian association of supervisors organised the Baltic Summer Supervision Quality Day. The idea was to meet colleagues from Baltic countries and to encourage the regional cooperation. The event was open for guests from other countries as well.

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RUSLAN GOSHOVSKYI



... has a private practice for systemic and family psychotherapy and from 2016 onwards for supervision and coaching. Since 2016 he is chairman of the Ukrainian Society for Supervision and Coaching. He works as a supervisor in Lviv since 2016.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

The highly cultural level of our profession and the professional level of the people who taught us, during my education. They have inspired me and gave me guidelines how to be a supervisor and how to be as qualified and as good as possible professionally. I think it is important, and personally I really love it, to maintain and keep developing my quality

as a supervisor by embracing the concept of "lifelong learning". It is also important to meet people within the ANSE-community during Summer Universities, in international supervision groups (IIG) and so on.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

My theoretical frame originates from the systemic and family therapy field. Besides that, during my education as a supervisor, we had different modules which were presented by tutors with other points of view/background/approach (Narrative, Gestalt, Psychodrama, Analytical approach...) so elements of other therapy schools were added.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

It helps me to feel more connected to the profession and to get a better knowledge and understanding of what I am doing as a professional supervisor.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

- ECVision
- Ethical standards. The Ukrainian Society for Supervision and Coaching uses an ethical code that is mainly based on the ANSE ethical standards. I think that it is correct to have the same basic principles for the whole European Union, but sometimes our cultural differences can interfere. So the last word in case of ethical questions should be discussed at a national level.
- "Lifelong Learning". As it is said: "If you do not want to stay at the same place, you need to

'EC Vision helps me to feel more connected to the profession of supervisor'

move". So our (International) Intervention Groups, Summer University, Conferences, professional meetings, our work with clients and even our daily communication with friends will push us to learn more and enrich ourselves with a lot of (professional) information. If we want to maintain our professional competence and standard up to date, in our fast changing world, we must also professionally read, speak, learn and develop. On the other hand there is so much information available, that it is sometime better to ask colleagues (during SU 2019 for example). We do not always have to spend energy at reinventing the wheel.

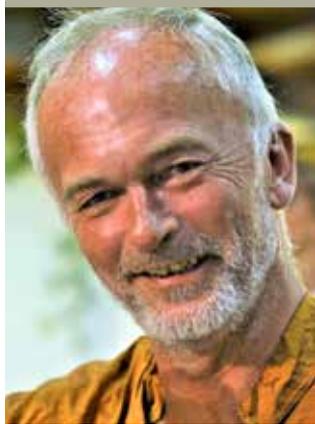
I'm a strong advocate of continuing professional development.

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

By cross-cultural education. This must be based on a highly respectful understanding of the several cultural differences. In combination with the "lifelong learning" concept and the integration of all new experiences from different people/countries/associations ...

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ARILD STENSLAND



... is 62 years. He has a MBA in Economics and Business Administration in Norway (NHH,1983), MSc in Supervision and Coaching (the Donau-University in Krems 2006). Integrative Therapist EAG / FPI, and is a member of NFIT (Norwegian Association for Integrative Therapy).

Arild is Managing Director of a small advice- and consultancy company (IAV) since 2007 and a guest lecturer at the Supervision Training Course of the University of Stavanger (2007, 2009). Arild was project leader for the ANSE Summer university in Stavanger 2011: "Inspiring moments in supervision. How to promote change" and a co-founder of the Supervisors' Network NOSCO in Norway 2003 (President of NOSCO 2003 – 2012, 2016 -present).

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

I graduated as a supervisor in 2006. All my work has benefited from this education as I always needed to relate to different people: As leader, managing director, consultant, advisor, president of voluntary organisations like Nosco, lecturer and supervisor.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

Integration between the very different fields of 1. Supervision and therapy 2. Economic & business administration. This is also a deep integration process in myself. On the one hand, economy oriented – and on the other, oriented to development within human relations; including the relation to myself.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

"Integrative Supervision, Meta-Consulting & Organisationsentwicklung, Modelle und Methoden reflexiver Praxis, Ein Handbuch" by Hilarion G. Petzold, translated into Norwegian. "An introduction to Social Psychology" by Miles Hewstone, Wolfgang Strobe and Klaus Jonas. Some Norwegian authors: Tom Andersen (Reflecting teams), Anne-Marie Aubert and Inger Marie Bakke (Development of relational competence), etc.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

The glossary makes it easier to communicate with supervisors across borders. We can use the matrix and competence framework from the ECvision project in our communication with universities in Norway, for benchmarking or comparing of study programs – "in the Mirror of Competences"...

Compared to other ANSE countries in Europe, in Norway we have our own supervision history. We do not have a long tradition of one or more interdisciplinary networks for supervisors.

Vocational education in supervision in Norway is usually not meeting ANSE standards. During the last years, at least two or three universities in Norway have reduced their programs (giving less study points). Fewer universities than before offer ANSE level programs. Nowadays more attention is given to what might be translated as "Profession-focused Supervision" in Norway. Basic field competence will be gained through education and practice, followed up by further education in Supervision (like 10 - 30 study points or more). This is qualifying for work as a supervisor for new teachers (pedagogic supervision), or for new healthcare employees like nurses (healthcare supervision) etc. Nosco also focuses on ANSE quality standards for supervision. Hence, Nosco is bridging worlds through supervision: We are "the bridge between Norway and Europe for Supervision". We can offer European networking and participation in ANSE activities and projects to our members, and to universities in Norway. The ECvision glossary is a contributing tool.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE AN EU-SUPERVISOR/COACH SHOULD COMPLY?

An EU-supervisor / coach is crossing borders doing supervision in different countries, so we are mainly talking about the future.

Criterion 1: An EU supervisor / coach would need a minimal competence level as defined clearly by ANSE, based on individual academic education and relevant practice. I think it's very important that ANSE defines the standards and let the National organisations for supervisors be responsible for issuing "ANSE Certificates" only to those of their members who comply with the ANSE standards. Individual certification is necessary as long as

there are individual members in national organisations in ANSE that do not master sufficient competences as specified for supervisory education programs.

Criterion 2: Relevant Field competence on different levels, as there will be differences between people, systems, organisations and culture in different countries.

Criterion 3: The EU supervisor should have his / her own network of supervisors in EU, at least in the countries and fields he/she is going to practice supervision in. This will make it possible to cooperate with a colleague when this is relevant, and to get relevant supervision on supervision. The EU supervisor will benefit from being a member of the ANSE network, participate in IIG groups and ANSE Summer-universities as well as joining ANSE conferences to develop that personal network of colleagues.

HOW WOULD YOU LIKE TO SEE SUPERVISION /COACHING TO DEVELOP IN EUROPE?

Supervision is still a young discipline in the academic world. I would like to see more research on what enhances high quality in supervision. Based on this, universities will be able to develop more research-based study programs. For example: How could a reflection level be developed and measured through a study program? I would also like to see research documenting effects of supervision, and why some supervisory approaches are more effective than others.

New students in Supervision should find the same research-backed quality standards in their study plan or curriculum at universities in all of the member countries of ANSE in Europe.

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JEANNE-ELVIRE ADOTEVI



... lives in Paris, France. As the International Vice-President of the Professional Supervision Federation (PSF), she is also the ANSE delegate for her country. PSF became an Associate member of ANSE at the General Assembly held in Budapest in October 2018. The next step is to become a full member within 2 years.

For more than 25 years, Jeanne-Elvire Adotevi has acquired an extensive experience in executive positions both at the private and public sectors in Organizations and NGOs on a national as well as an international level.

Ten years ago, she became an entrepreneur in the fields of Leadership development, Executive coaching, Supervision, Facilitation and Mentoring.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

I have been a coach since 2005 and became a certified Co-Active coach trained by CTI (The coaches Training Institute, San Rafael-USA), in 2011.

I officially supervise individuals/teams since 2012 right after my certification as a Supervisor through the EMCC's European Supervisor Quality Awards' (ESQA) program delivered by UNIDICI in France.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

In my education as a CTI Certified Professional Co-Active Coach (CPCC), I experienced a "...model based on the principle of Co-Active® interaction, a relationship-based approach rooted in the competencies of emotional intelligence and the belief that people have an inherent desire to strive toward meaningful and fulfilling goals". This model also taught me how to balance self-awareness, a keen agility with relationships, and courageous action to create an environment where individuals are fulfilled and better connected to themselves and others.

Within this model the "designed alliance" is a tool that builds trust. It is also a key coaching strategy to teach the client about their own power to design a fulfilling life and performance results.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR?

I work with different frames of reference among which NLP, the Systemic approach, Adult development theory & Dynamic of change in complexity (R.Kegan, Jennifer Garvey Berger), Narrative Coaching (David Drake), Constellations in organisations, Coaching from Source, Somatic approach, Daniel Ofman's Core Quadrant to name a few. I am passionate in my professional activities and interested in new developments and approaches that can help me better my interaction with the coachees/supervisees I serve. I am therefore very committed in continuing education.

On a regular basis within small practice groups, I interact with colleagues internationally and we

share our best practices as well as our understanding of new tools.

Starting from April 2018 I have been participating in my first International Intervention Group (IIG) with ANSE colleagues from different European countries (Germany, Netherlands, Hungary and Czechoslovakia).

ARE YOU FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX? HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

The ECVision glossary and matrix are valuable tools as they "provide instruments to assure the comparability of supervisory and coaching competences". Given the European diversity and different approaches in our field of practice, it allows our community members to work with mutual agreed terminology both in coaching and Supervision. The great idea is that it does not aim at harmonisation.

At PSF we translated it into French in 2017 and organized a webinar last year for our members. Our Keynote speaker was Michaela Judy (ANSE Austria). In this webinar, our intention was to introduce more broadly the ECVision framework to our colleagues in France. Their questions focused on similarities and differences of our practices in comparison with other colleagues in Europe.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

- Maintain a high standard of Ethics in our professions (Supervision and Coaching)
- Ongoing development of a cross-cultural network between professional
- Recognition of equality and diversity through Continuous education

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING DEVELOP IN EUROPE?

Mutually enrich our respective practices, considering the difference of approach and what occurs in other countries.

We can always learn so much from our colleagues in the way they use tools in different contexts, do our own experiment and see how that posture helped us gain additional skills and wisdom.

Because of that, we need to work together hand in hand, reflect more and share our experience in order to enrich ourselves and develop an open mind that will enable us to really demonstrate "the common sound ground" which is mentioned in ECVision.

I would also like to work more and more from the following question: 'Can supervision/coaching helps us make a difference in Europe as we are currently transitioning through profound mutations?' It is the main topic of our forthcoming 2nd Colloquium on September 26th, 2019 in Paris.

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JEAN-PAUL MUNSCH



... has a Master in Secondary Education and worked many years as a lecturer at the Zurich University of Teacher Education (PH Zurich) which is a leading centre of expertise for schools, teachers and educational authorities. He also owns a Master in Philosophy from the University of Zurich (Switzerland) and Amsterdam (UvA).

Jean-Paul is a trained family therapist, skilled coach, clinical supervisor and counselor. He is a lecturer at the Institute for Continuing Education and Counselling at the North-western University of Switzerland School of Education where he runs a Master program for Supervision, Coaching and Change Management.

Since 2016 he is president of the BSO, the Swiss Association for Coaching, Supervision and Organizational Consulting.

Jean-Paul published articles and books covering topics of School and Organisational Development, Leadership, Purpose driven organisations, and Selfmanagement. He is born 1968 in Zurich, Switzerland and lives with his wife in Zurich.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

Since 2009

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

Knowledge of groupdynamics, casestudies and reflection of own cases in training supervision and self-awareness of my (reactive) patterns.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

My framework is an integrative approach in which I assume that human beings are responsible for their thinking, acting and feelings. I understand the human being as a physical-mental-spiritual unit and the neurosciences show us how these three parts influence each other and are inseparable. I understand human beings holistically in this sense, even though we come from a tradition of one-sided emphasis on male rationality that neglected our feminine, emotional, spiritual, existential and intuitive sides.

‘I’m familiar with the ECVision glossary and matrix. I do use it in my intervision group’

My foundation is the integral-humanistic psychology, I use experience-oriented, creative and systemic methods that are supported by a dialogical approach which implies a deep respect of every human being.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

I’m familiar with the ECVision glossary and matrix. I do use it in my intervision group to enhance and deepen our sessions when a person is in focus for the three years turn of “quality check and development”.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

- Rigorous training and continuing education
- Regular reflection in intervision/supervision
- Connection to the professional community

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

I would love to see more professional exchange, conferences and developmental projects (all things ANSE is fostering ...).

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JOHANNA WAHLBECK OY



... is a Helsinki based entrepreneur. She is an Art Philosopher (MA), Art Therapist, Supervisor (STOry qualified) and a Neemo Method Coach. She lives in Helsinki with her German fiancée, who is a neuroscientist. They both enjoy piano playing, scifi and international jokes :)

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

From 2012/2013, so about seven years

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

This question is a bit wide... Many things. The fact that it is inter- and multidisciplinary. Practice combined with theory. That the training program met the qualifications of the Finnish Supervisors Association (STOry).

I chose a training program with versatility: people studying to become supervisors together came from different backgrounds. Some from business, some from healthcare, some from third sector, some were entrepreneurs from different fields of expertise. In Finland we have a long tradition in supervision and different training programs that meet our associations qualifications.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

My theoretical frame is also very interdisciplinary. On the one hand there is the psychodynamic spice cause I have also studied art psychotherapy, but I am also quite solution based and integrative, the context and goals comes first. As an art philosopher and art therapist, I am specialized in using also art methods in supervision. I have developed low threshold ways to for example visualize the goals of the supervision process. The participants do not need any previous know-how in art to use these methods.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

Not familiar with it.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

Confidentiality, regular supervision of supervision, continues education within the context of supervision

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

I would like to see supervision develop to be an even more visible tool in the rich European field of making work-life better. I would also like to see more and more international co-operation take place.

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‘As an art philosopher and art therapist I am specialized in also using art methods in supervision’



MAYA GRÉEN



... is 55 year young and lives with her husband and her youngest daughter. She has a total of 4 kids and one grandchild. The best moment in her life is when they are all together.

She has been living in the depths of the Swedish nature for 22 years, with lakes and forest just outside her doorstep.

In the village where she lives there is a lot of local commitment towards the village and eachother. For example they have just built Swedens most south ice-Bandy indoor arena.

She is writing a book about complex meetings.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

I have been working as a supervisor since 2012. First I started as a local supervisor employed by the city. My function was to supervise different branches in social psychiatry. I have also been employed in private and municipal health care to supervise professionals. Since one year I am self-employed and I work through a consultancy network. We have a common goal to create good workplaces for professionals in Sweden. My role is to give supervision, work with teambuilding and the development of leadershipqualities.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

The most meaningful in my education was that we focused a lot on creative methods, supervision on supervision, writing and discussing our reflections of the literature. I found it opened my mind. I liked and have used in my work methods which are narrative, symbolic and on a gestalat base. My style is to make visual pictures of what we are talking about in the supervision.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

My theoretical frame is systemic theory and psychodynamic therapy. I am a social worker, have a diploma in St.Lukas which is psychodynamic therapy with philosophical approach. I am also educated in leadership and supervision in creative methods.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

I am not quite familiar with it yet. I joined the Summer University of 2019 in Italy to learn and to meet supervisors in Europe. I am very happy to be the new contact person for ANSE for the Swedish supervision organisation.

‘I’m very happy to be the new contactperson for ANSE for the Swedish Supervision Organisation’

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

Three criterias: I think we should comply: Ethic standard, education standard and some sort of monitoring. The ethic standards are maybe the most important so our knowledge will not be used in a wrong way.

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

The development of Supervision in Europe: I think supervision is very useful in organisa-

tions that are changing. We can help a group through change, with communication , processes and what emerges. When we meet the world in our supervision we meet many different and fast processes that are both complicated and complex. This includes at the same time expanding opportunities but also conflicts in the room of supervision.

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BARBARA EBETSBERGER



... mainly worked in the field of clinical- and teamsupervision and life coaching in Salzburg. After moving to Italy (Alto Adige) Barbara opened her own studio as an independent supervisor, coach and psychotherapist. She is working in the areas of profit and non-profit-organisations, leadership, health care, and education institutions, as well as working as a teacher of supervision. She works in different European countries.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

I've been working as a supervisor/coach for 25 years.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A

SUPERVISOR/COACH?

As soon as I started working with the first supervision cases, it was very helpful to take part in intervision groups and to take teachers supervision by myself. It gave me the opportunity to reflect on current situations, to examine methodological models for their effectiveness, and to expand or change strategies and intervention if necessary. The accompanying process of self therapy helped me to self-reflect and I began to deal with transmission and countertransference. Collaboration with colleagues in different projects, allowed me to directly exchange and expand knowledge and experiences. This encouraged my learning and supported my confidence and safety.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

My theoretical frame of reference is based on a:

- Systemic approach
- Indepth psychological approach
- Humanistic approach
- Group dynamic approach

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

The ECvision glossary and matrix offers a wide frame to move in the field of supervision/coaching. The theoretical frame is helpful for checking and evaluating again and again, to remove doubts and find answers to questions arising during a process of supervision/coaching. It offers a possibility to constantly get tuned in for doing professional work.

‘Ignorance
should be our
constant
companion’

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

A supervisor/coach should comply in:

- Offering strategies to generate solutions from the knowledge of the systems
- Systemic empathic thinking
- Open-minded

These criteria and attitudes are necessary to accompany and support the new challenges. Due to social, economic and political changes and innovations we are invited to create new strategies and interventions, for example in the fields of migration, leaderships, non-profit-organisations, structures in schools and kindergartens. First of all, we only have to thoroughly observe, listen, try to understand and then, together with our supervisees/coachees develop new solution-focussed strategies and interventions by connecting the knowledge of the previous systems and combining them to the new ones. We are required, to expand

continuously the present state of concepts, methods and working-fields of supervision/coaching.

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

I am referring to the statement of Varga von Kibèd: NE science, ignorance should be our constant companion.

Basically supervision/coaching must be prepared to offer new strategies and solutions to problems and questions arising out of new forms of business, leadership, cooperations and social changes. Existing concepts and methods will have to be checked, adapted and expanded, to continue, to professionally develop and so generate solutions together with our supervisees/coachees.

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SIMON LACI



... is 45 years old, lives in Budapest and works in his own company as an organization developer, supervisor and coach. He believes in lifelong learning.

He is passionate about collecting and reading printed books.

In the future he will look for opportunities to use invisible technologies and augmented reality in development processes.

He thinks we have a very exciting future ahead of us.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

Since obtaining my degree in supervision (Educational Centre, Department of Psychology of the Faculty of Humanities, Károli Gáspár University of the Reformed Church in Hungary, 2007), I have been regularly supervising workers both in non-profit and for-profit areas. I have been working in the field of coaching since 2002 and obtained the basis of the profession at workshops and short-cycle trainings, and decided to deepen my knowledge after having performed more than 1,500 hours of fieldwork. As a professional coach, I obtained my degrees as business-coach and coaching supervisor in 2009 and 2011 at state-approved establishments of higher education. The perspective and approach of supervision helped me a lot in my coaching work as well.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

In the course of my supervision education, the most important message, experience and realization I gained was that a person is supposed to recognize and discover or re-discover passion in his or her career, no matter where and what he or she does. I have come to observe the operational similarities and internal struggles of supervision and coaching institutions and fields day after day. Throughout the training, I was happy to realize how beautifully different and, at the same time, substantially similar these human-made organizations and institutions are. The richness of professional and organizational stories is endless.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

Our university course ... is fully in line with the principles, ideas and ethics that are represented by ANSE. A system based and interdisciplinary approach is of utmost significance. Major changes (changes in the following areas: social, technological, economic, scientific, organizational, educational, social psychology, psychology, methodology, etc.) are to be looked for and paid attention to and, subsequently, reflected on at all times. Furthermore, my respective personal ethics and the ethical framework of the Hungarian Association of Supervisors govern my own work. The most relevant aspect of my work is the HUMAN, who is developing in its dignity and freedom, and experiences this fully within a psychologically safe workplace and a loving space.

I hold the view that love is of utmost significance with regards to supervision (a love of people, learning, profession and career).

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

I know those well and apply them in the course of my work, as it is a great and important reference for adjustment. I am very pleased that it was prepared by the ECVision working group. I am looking forward to its continuation and consider constant actualization and development rather important. As supervisors we need to promote a constant shared understanding and think about what sort of challenges we have to face, and how we deal with the concepts of work, profession and career in the near future and generations later. We need to respond to the questions regarding how supervision and coaching deal with the concepts of leisure time and society, the new paradigms of life-long learning, micro-learning, the consequences of artificial intelligence, works performed in virtual reality, and so on.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

(Why not an 'ANSE-supervisor?' SdR)

- High-level knowledge and application of supervision and coaching ethics,
- Constant further education and self-improvement, and participation in the supervisory process (peer, controlling),

- Intellectual attitude, a critical, academic way of thinking that is sufficiently assessed and arrived at as a result of constant self-reflection (especially in the age of fake news), openness to novel developments and innovations

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

With regards to the future of supervision and coaching in Europe, the most important issue, in my opinion, is the cross-professional value-creating dialogue. The sharing of concepts, existing values, thoughts and best practices of supervision/coaching that already exist and develop in each European country, and moreover, the dissemination of knowledge and joint construction are of major importance in my view. With regards to the intensive expansion of artificial intelligence that is to be expected in each field, and the changes within the working world that are resulting from this, it is necessary to search for and provide answers to the arising questions from a supervisory and coaching aspect as well solutions, tools, support. There is still much to be done for supervisors and coaches. I feel quite confident ahead of the coming decades.

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VICTOR MENOVSCHIKOV WLADIMIR MITSCHALOV



Victor Menovshchikov lives in Moscow and is manager of the Institute of Counselling psychology and consulting. He is president of the Federation of consulting psychology in Russia and consultant/psychotherapist in Moscow.

Wladimir Mikhaylov is a counselling psychologist, member of the Russian Association for Co-experiencing Psychotherapy; psychologist at the Moscow Service for Psychological Help to Population. He has a wife and a son. His hobbies are playing guitar and street photography.



HOW LONG HAVE YOU BEEN WORKING AS SUPERVISOR/COACH?

Victor: I have been working as a supervisor for twenty years. It is not my main job. Next to that I am manager at the Institute of Counselling Psychology and Consulting in Moscow, President of the Federation of Consulting Psychologists (Russia) and consultant-psychotherapist in Moscow.

Wladimir: I am working as supervisor since 2012. We both take part in a 2-year training program conducted by Louis van Kessel, which consists of five three-day seminars, sixteen webinars, intervision groups, a thesis and a final examination.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

Victor: The integrative and consistent training in the humanistic approach as well as in the Dutch model of supervision is important. The latter separates the administrative function from the function of the supervisor aimed at the personal-professional development of the supervisee. Currently, in the Russian psychological and psychotherapeutic organizations, either the administrative form of supervision or the mixing of the functions of administrator and supervisor prevails. This creates an unsafe work environment and hinders the development of professionals.

Wladimir: I was, and still am, inspired by some great supervisors. Such an inspiration makes me feel free and creative during the moderation of supervision processes.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

Victor: The integrative approach - Astrid Schreyögg, Karl Dvorak, Peter Hexel- is important to me, as is the client-centered supervision (Rogers et al.), and the leading principles brought for-

‘It would be great to realise cross-country connections’

ward in the ‘Dutch Model’ (Louis van Kessel). Twenty years ago I participated in a supervision training program in Vienna. At that time, supervision did not exist in Russia. The intention was to promote its appearance in social and medical institutions.

In my opinion, a new stage has currently begun. Not just the presence of supervision is required, but also supervision, aimed at developing a supervisory practice that is more humanistic and not just measuring people up. To promote this approach, two years ago I initiated with Louis van Kessel a training program in Russia that meets ANSE standards. Together with my colleagues, I am now organizing an all-Russian (national) organization of supervisors. Previous attempts to create such an organization in Russia have not gone beyond a single city, located far from the capital of our country, such as, for example, Vologda or Novosibirsk. The Federation of Consulting Psychologists, of which I am the president, already includes representatives of more than forty regions in Russia: from Sevastopol to Vladivostok. This means we already have a basis for the development of our project nationwide.

Wladimir: My theoretical frame of reference is co-experiencing psychotherapy based on the person-centered approach by Carl Rogers and the cultural-historical approach by Lev Vygotsky.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

Victor: I am familiar with the ECvision glossary and matrix. That brings clarity to many interpretations and controversial issues of interpretation of various approaches and terms and stimulates me as supervisor in my professional identity.

CAN YOU MENTION THREE CRITERIA WITH WHICH YOU BELIEVE A EU-SUPERVISOR SHOULD COMPLY?

Victor: I would call for a humanistic orientation, and a focus on the development of supervisees, flexibility and creativity.

Wladimir: I would like EU-supervisors and coaches to be open-minded, creative and stable.

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

Victor: I would like to develop, expand and strengthen international relations and contacts, to overcome the relative isolation in which Russia and their professional supervisors are now finding themselves.

Wladimir: It would be great if cross-country interconnections - in any possible way, such as conferences or training courses - could be realised; especially between EU-countries and Russia.

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Wladimir Mitschalov (iarim@yandex.ru)

BOGDAN SEBASTIAN CUC



... is President of the Romanian Association of Supervisor. His professional life developed in two directions: clinical work and organisational work. Firstly as a clinician, with almost 20 years of clinical experience with children, adolescents and adults. He is a psychoanalyst, and holds a PHD in psychopathology and psychoanalysis of the University Paris 13, Sorbonne, Paris Cité; Bogdan is a member of the Romanian Society of Psychoanalysis. I also completed a training in art-psychotherapy at the Training Institute for Psychotherapy 'L'Atelier' in Geneva. Bogdan teaches Psychoanalysis and Human Resources in University (Spiru Haret University, Bucharest and Titu Maiorescu University, Bucharest).

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

Since 2008, over 10 years

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

The idea of creating space and time for reflection. It is what I call "the reflection space-time unit".

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

As psychologist and psychoanalyst, my theoretical and clinical background plays a very important role. But as a former employee and manager of organizations with different backgrounds - before I started to work freelance - I developed my approach slightly differently, and I use the economic perspective as a very important reference to balance between the necessary resources and the expected results.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

ECvision represents a very important asset for both of my activities related to supervision: practicing supervision with clients and educating supervision trainees or young supervisors. The main reference is the setting and the supervisors identity, as they are part of a community of supervisors inside the Europe, inside the EU. In this respect, ECvision represents, besides the professional tools provided, an identity reference for the members of ANSE, which is not just a professional association of supervisors, but a professional association inside the EU. The sec-

ond reference is represented by the glossary, which I apply mostly in training, but also with supervisees.

CAN YOU MENTION THREE CRITERIA TO WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

- The setting of supervision should be a reference shared by all, so we all have the same instruments in our work. I believe that this is provided by the ECvision, at least around Europe.
- The identity reference for professional supervisors provided by the ECvision represents an important tool in practicing and in training supervision.
- The specific methods for supervision described by the ECvision, also represents an important tool in practicing and in training supervision.

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING DEVELOP IN EUROPE?

I consider that the best way of developing supervision in Europe is by intensifying professional and educational exchange within and between the national associations of ANSE.

My professional life developed in two directions: clinical work and organisational work. Firstly as a clinician, with almost 20 years of clinical experience with children, adolescents and adults. I am psychoanalyst, and hold a PHD in psychopathology and psychoanalysis of the University Paris 13, Sorbonne, Paris Cité; secondly I am a member of the Romanian Society of Psychoanalysis. I also completed

‘Important to me: the reflection-spacetime unit’

a training in art-psychotherapy at the Training Institute for Psychotherapy 'L'Atelier' in Geneva.

As an organisational specialist, I completed a training in Project Management, two 'Train the Trainer' (TOT) trajectories, a training in Social Work Supervision. A training program in social management and a TOT at the Cardinal König Haus in Vienna. My work experience, from 2001 up to the present, includes: project management, training, executive search (a process recruiting middle and top managers for organizations), general management.

Since 2010 I teach Psychoanalysis and Human Resources in University (Spiru Haret University, Bucharest and Titu Maiorescu University, Bucharest).

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MARIA RATZ



... is a trainer and professional coach, career advisor, SDI facilitator PwC's Academy Leader in Bulgaria.

Maria has more than 15 years of professional experience in various areas of people development and corporate management in different industries. Her expertise and experience include managing people and resources in a changing environment, enhancing the organization's business processes in restructuring, developing employee programs,

Maria has extensive knowledge and practical experience in determining business needs, creating and implementing programs and strategies for the development, motivation and retention of employees to engage people and achieve high business results.

Maria is interested in self-cultivation practices according to the Shaolin way. In her spare time she likes mountain hiking. Maria speaks several languages: Bulgarian, English and French. She lives in Sofia.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

I have been working as a coach and group facilitator using instruments of supervision for more than 15 years.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

It was and still is meaningful: being present here and now, listening without agenda, the ability of asking powerful questions from the position of not knowing, contracting and finally sensitivity to connect with people.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

I am a solution focused coach, who truly believes in the resourcefulness of every human being.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

Ethics, values, professional standards (qualities and experience) are of critical importance for supervision and coaching. My personal and professional development is enhanced by openness, maturity, proven and shared expertise and the diversity of this community.

'I truly believe in the resources of every human being'

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

Professionalism, Ethics and Curiosity.

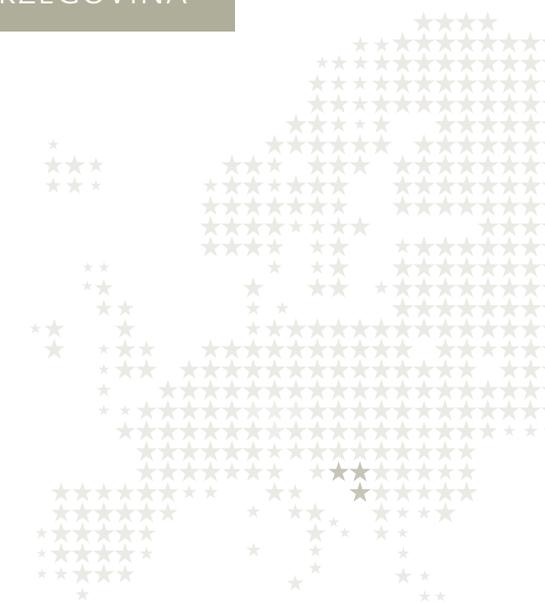
sion of coaching /supervision. And a lot more cross-border projects.

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HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING DEVELOP IN EUROPE?

Aligning, sharing and working together on the credibility and visibility of the profes-



ANDREA PUHALIC



... is Assistant Professor of Social Work. She works at the University of Banja Luka, Department of Social Work. She teaches, writes about and practices supervision.

Andrea is the President of the Association of Supervisors in Bosnia and Herzegovina and is co-author of the book 'Professional Supervision- Theory and Practice', together with an international group of supervisors/authors. She lives and works in Banja Luka.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

Ten years.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A

SUPERVISOR/COACH?

International experiences and group work. We were part of the special international, master of science education program, which was co-managed by the University of Göteborg (Sweden), the University of Sarajevo and the University of Banja Luka (Bosnia). Lectures were held once per forty days, in 3 day sessions, which we attended in different cities in Bosnia. We had professors from all around: Sweden, Slovenia, Croatia, and Bosnia. That international character of education, and a lot of time spent with a small group of students, made it special and important for all of us, professionally and personally.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

Psychodynamic theory, systems approach, learning theories, especially Kolb's learning theory.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

Yes, of course. I have used it as a base to explain supervision as a special, 'second profession'. I have been a co-editor of a book on that topic, and the glossary and matrix were a very important source of information. Besides, they offer answers to a lot of questions that I encounter in my supervisory work.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

- Standardized education.
- Personal psychotherapy.
- Meta-supervision.

'In my education as a supervisor we had professors from all around: Sweden, Slovenia, Croatia and Bosnia'

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

I'd like to see supervision go on growing and be standardized as a special profession, and to be unified in European countries. I'd like to see more co-operation between supervisors and educators from different countries. I would like to see a more specific Code of

Ethics in supervision. I would like to see more concrete and clear boundaries between supervision and coaching. They can support each other indeed, but they also need some space and light to keep growing by themselves.

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MARINA AJDUKOVIČ



... is a Ph.D. psychologist, university professor, family therapist and licensed supervisor. She is head of the Postgraduate Master Program on Supervision and the Doctoral program in Social Work and Social Policy at the Department of Social Work, University of Zagreb, Croatia. Works as a supervisor and meta-supervisor in different contexts. Editor of the first university text books on supervision in the Croatian language (2004).

Marina was President of the Croatian Association for Supervision and Organizational Development from 2004 to 2012 and she participated in the Project ECVision - A European system of comparability and validation of supervisory competencies (2012-2015).

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

25 years as supervisor.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

As I am a professionally trained psychologist and family therapist, the most important influence in my Supervision Training, were some theoretical concepts as ambiguity tolerance, reflectivity and diversity awareness. On the skills building level the most important was meta-supervision (supervision on supervision).

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

Professional empowerment through the developmental and integrative approach in supervision.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

I am familiar with the ECVision glossary and matrix and I am using it as a very helpful tool for Post MA supervision training.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

- At least two years of supervision training after obtaining the MA professional degree;
- Regular meta-supervision as part of the basic training and later on as a part of relicensing;
- Relicensing as a required part of continual professional development.

‘I’m using the ECVision glossary and matrix as a helpful tool for Post MA Supervision training’

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

According to criteria to which EU supervisors and coaches should comply, and which should be adopted by ANSE.

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IOSEBA GUILLERMO



... is 41 years old and was born in the North of Spain: Pamplona. He thinks this is one of the most beautiful cities in the world. He graduated in pedagogy and psychopedagogy and has two masters in management. Ioseba works in a development NGO on management issues. Ten years ago he studied supervision and this was a discovery that changed his way of seeing the relationship between people. Ioseba loves music, travelling and sports, especially CrossFit. The latter has a therapeutic effect on him.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

I am currently working as a manager in an organization for international cooperation, development, and protection of vulnerable children, and I have been making this work compatible with that of a supervisor for eleven years now.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

If I had to point out just one thing, it would surely be the personal work process that accompanied my two-year theoretical training in supervision. I think self-awareness is key in avoiding projections and egos, working with other people.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

I guess that most of us, who have a professional practice in Spain, move along these axes:

- Communicative models/theories that use processes based on “language” or on the ways in which we communicate - verbally and non-verbally.
- Classical systemic theories.
- Constructionist models, based on the evolution of systemic models. These are based -more than on communication - on relational and dialogical processes. Here the important thing is not the language but the relationship, the dialogue as a meeting and relational process.

To curl the curl, with coaching practices we are talking about an integrated model of Systemic Supervision and Coaching, which derives from different practices. We should identify the differences not from a dogmatic definition, but from the needs of the clients or the systems that consult us or request our services.

‘It is important for supervisors in Europe to see our profession as based on values’

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

For us, knowing the glossary and the matrix has been key to having the feeling of being under an umbrella at a European level, and understanding that our way of working has a solid and consensual support beyond our country.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

As in other professions, I think it is important for supervisors to be open to new knowledge or ways of doing things in our practices related to the topics that are essential for people, groups, work teams and organizations: for example migratory movements, gender issues, new forms of work, social movements, online work, etc. I do not think these issues should be included as specializations, they should be included in the basic design of the new training programs, and in the necessary adaptation of our practices.

A second question that seems important to me is co-responsibility in the construction of

the profession through reflexivity, through professional writing, participating in associations, researching or reporting innovative practices. I believe that ANSE and the member entities have an important role in stimulating this function.

In the present times we are living in, I think it is important for supervisors in Europe to see our profession as based on values. This implies a vision on connectivity and co-responsibility: being connected as a network of people who share a way of seeing relationships, rather than as a lobby or a corporate group. Perhaps we should share common actions, prototypical projects in our communities / societies, which reaffirm us at this level of belonging.

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

I hope and wish that the development of supervision at the European level will go on with the homogenization of training programs and professional exchange, very much in line with the work ANSE has been working on to develop for long time.

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SVEINDÍS ANNA JÓHANNSDÓTTIR



... studied psychology and social work at the University of Iceland. She has a master degree in social work and later she added a diploma in supervision. Sveindís has been a parttime teacher at the University of Iceland from 2006.

She is chairman of the Ethical committee for the Icelandic Association of Supervision.

In 2009 Sveindís founded her own company which is specialized in family counselling, vocational rehabilitation and supervision. She is a member of the editorial board for the first book in Icelandic on supervision (2020).

Sveindís is married and has three daughters at the age 12-19. She lives in Hafnarfjörður, a town in the capital area. Her hobbies are mostly outdoors activity like hiking and running but she likes also to read and listen to books.

HOW LONG HAVE YOU BEEN WORKING AS A SUPERVISOR/COACH?

I have been working as a supervisor for 10 years.

WHAT WAS/IS MEANINGFUL TO YOU IN YOUR EDUCATION AS A SUPERVISOR/COACH?

Both the academic literature on supervision and supervision on supervision (SOS) as part of the training. It is also very meaningful to get to know other supervisors, to connect and work further together.

WHAT IS YOUR THEORETICAL FRAME OF REFERENCE FROM WHICH YOU WORK AS A SUPERVISOR/COACH?

The 'Five Stages' of Bertha Reynolds (1942) in teaching and learning a profession are classic in starting supervision; it is helpful to understand the process of supervision. Inskipp and Proctor (1994) have been influential on the supervision framework in three ways: a) the helping process, b) the varied roles and tasks in the supervisory relationship and c) putting things in context. The aim of supervision is to help the supervisee grow ethically and develop self-esteem and creativity, so as to be able to give the best possible service. One of the pioneers of supervision in Iceland has defined supervision as a method of enhancing professionalism, protecting the professional and ensuring the quality of service (Sigrún Júlíusdóttir, 2000). Christina Maslach and Susan E. Jackson (1981) have also influenced me with their 'Maslach Burnout Inventory' and so has Scott D. Miller. He is the founder of the International Center for Clinical Excellence and I use his performance metrics. Last but not least are Peter Hawkins and Robin Shohet (2012) and their book Supervision in the Helping Professions, especially their 'Seven Eyed Process Model' of supervision.

All this, together with my formal education as a social worker and supervisor, forms my theoretical frame working as a supervisor.

IF YOU ARE FAMILIAR WITH THE ECVISION GLOSSARY AND MATRIX: HOW DOES IT INFLUENCE OR ENHANCE YOUR WORK AS A SUPERVISOR/COACH?

I have to admit that I am not very familiar with the ECvision glossary and matrix, I just recently saw it for the first time, but for sure I will take a much closer look at it.

CAN YOU MENTION THREE CRITERIA OF WHICH YOU BELIEVE A EU-SUPERVISOR/COACH SHOULD COMPLY?

- Have a formal education and training as a supervisor
- Follow the ethical standards of ANSE and their own country
- Have supervision on supervision as a quality standard for supervisory practice.

HOW WOULD YOU LIKE TO SEE SUPERVISION/COACHING TO DEVELOP IN EUROPE?

I would like to see government agencies, especially those who provide welfare services, to provide professionals with regular supervision and to have a clear supervision policy. I want to see supervision included in the legislation and the administration of occupational safety and health care, and I'd like to see supervision used preventively against stress and burnout first and foremost. I believe it is used reactively too often. I would furthermore like profes-

'I would like to see more cooperation among European supervisors'

sionals to be more aware of their rights to supervision and other professional support. To reduce stress and help people balance work and family life I want the working environment to develop humanely. Lastly, I would like to see more cooperation among European supervisors and a lot more research in the field of supervision.

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REFLECTIONS ON THE INTERVIEWS

What are the motifs to become a supervisor and what are the needs for supervisors in Europe? Questions like these were raised by our colleagues of the LVSC to increase understanding of the Supervision and Coaching Community by collecting 22 voices from different European countries. The aim is to gain insight into the experiences, attitudes and needs of supervisors and coaches. It was fascinating to see the diversity of inspirations to become a supervisor and the various methodological backgrounds in supervision training as well as in other vocational training and education. It shows the wealth of theoretical models and approaches the profession can boast of.

Reading the various interviews with regards to the meaning of supervisory training, it is particularly striking that 'reflection' is very often stated as a core competence in supervision and coaching. Although it is not surprising that the art of reflection is a fundamental skill in supervision and coaching, it is still enlightening to see so many different aspects and perspectives of reflection highlighted. The more so, since reflection is not (only) a technical matter, but rather defines the attitude of a supervisor or coach and therefore shapes the quality of their work with their supervisee or coachee. It was particularly stimulating to read how the different levels - individual, organizational, systemic, but also cognitive and affective, consciously and unconsciously - were discussed. This shows again how multidimensional the work for supervisors and coaches is as well as how these different approaches strengthen the dialogue between practitioners and so enrich our profession.

The ANSE community agreed that the quality of supervision should be a central topic in the coming years. As stated in the interviews, there already have been initiatives in that direction, such as the ECVision project. How wonderful to read that most of the interviewed supervisors and coaches find the ECVision products supportive in their daily work, but also on a meta-level to enable the discussion on quality; for instance in training programs or intervision groups. This underlines the mission of ANSE, which is to promote and enhance the position of supervision and coaching in Europe. To continue this track, a new project entitled SuperPrax on quality in education and practice has recently been launched. As mentioned in the interviews, the desire for sustainable argumentation and ongoing dialogue on quality issues is obviously a basic requirement of supervisors. Therefore, the new initiatives of the ANSE community are expected to meet the need for a theory-based and experience-based approach to quality and to keep the discussion alive.

The quality issue is also linked to the question of how to deal with and further develop mutual recognition. Research and development projects such as ECVision and SuperPrax shall create a common ground for quality and heighten awareness of supervision in Europe – so we could probably speak one European language in Supervision and Coaching; even though keeping multi-perspective approaches and diversity alive. However, ANSE will keep up its mission and vision to promote qualitative and cross border discussion as a backbone of supervision, and to foster ethical and quality standards across Europe. To conclude, I want to thank all contributors to this interview-study for sharing their knowledge and experience. We are looking forward to keep the professional dialogue on quality in Supervision in Coaching going.

Agnes Turner
president ANSE

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