

CSA Coaching Supervisor Capabilities

This is designed to complement the Diploma handbook and provide some additional detail for Students in terms of behavioural indicators of the skills and capabilities expected of an accredited CSA Coach-Supervisor and is aligned to the EMCC's Coaching Supervisor competencies. It is offered as a supplementary document for your reference and to deepen your understanding of the requirements set out in the handbook for successful Diploma students.

'Who you are is how you supervise' - CSA graduates are trained in contemporary and classic models of supervision. This immersive training and development programme draws on a breadth of 21st century knowledge and practices with robust scientific underpinning, to ensure that our graduates work intelligently and comfortably within living systems and with diverse populations. The following capabilities are those demonstrated by a CSA Supervisor. On the following pages the behaviours that illustrate these capabilities are outlined in some detail.

CSA Coaching Supervisor Capabilities

1. Attends to contracting
2. Facilitates supervisee development
3. Upholds Professional Standards
4. Holds and accompanies supervisee in their work
5. Maintains relationship and systems awareness
6. Fosters relational presence
7. Models reflective practice
8. Understands and facilitates groups (FOR GROUP SUPERVISORS ONLY)

1. Attends to contracting

Indicators
Establishes a contract for the supervision relationship including multi-stakeholder contracts where applicable
Establishes contracts within groups when appropriate
Addresses practical, professional and psychological aspects of the relationship on an ongoing basis
Revisits and reviews the contract, on an ongoing basis as required, to ensure an effective working alliance
Re-contracts in the moment as necessary
Works with the supervisee to explore and develop their contracting with their own clients as appropriate
Is able to explain the purpose and practice of effective supervision
Can describe the philosophy – including values and beliefs - that informs their practice
Is able to structure and tailor supervision sessions to meet individual needs
Works in an open, honest, transparent, sincere and collaborative way
Manages disagreements and facilitates dialogue when appropriate

2. Facilitates Supervisee Development

Indicators
Understands and employs supervision models, theories and frameworks including the Full Spectrum Model, Seven-Eyed Model, Theory U and more
Is able to adapt to the stage of development of the supervisee and facilitate their learning as appropriate
Uses constructive challenge to assist the supervisee to expand their range of interventions
Where appropriate, holds the space and facilitates the supervisee to develop their coaching skills
Is able to share personal experience e.g. stories, in service of the supervision process
Facilitates the supervisee to reflect on their work
Works with the supervisee to recognise unconscious biases
Assists the supervisee to develop their 'internal supervisor'
Encourages the supervisee to experiment with new techniques, methods and approaches
Explores new possibilities with the supervisee, so that they gain different perspectives
Understands and can apply adult learning theory and learning styles

3. Upholds Professional Standards

Indicators
Promotes and models adherence to an ethical code
Encourages active membership of at least one professional body and work to an ethical framework
Encourages appropriate and relevant insurance cover
Accesses relevant legal and professional advice as required
Maintains supervision records and agrees management, access to and eventual disposal of these
Accompanies the supervisee as they develop their own ethical maturity
Operates within the limits of their own professional competence
Raises awareness and explores with the supervisee should the need arise to refer the supervisee to another professional when necessary
Is committed to continuing professional development as a supervisor and invites feedback from supervisees
Engages in supervision of their supervision

4. Holds and accompanies supervisee in their work

Indicators
Develops supervisee's confidence through active feedback, assisting reflection by the supervisee on their work and encouragement
Balances concern for the well-being of the supervisee with respect for their autonomy
Holds the space for the supervisee to recognise and explore issues which could impact on their capacity
Explores with the supervisee the most appropriate way to proceed with difficult cases
Creates awareness of and advocates for professional and personal sustainability

5. Maintains relationship and systems awareness

Indicators
Recognises the potential beyond their own perspective
Develops and models a capacity for working with uncertainty, ambiguity and complexity
Respects and works with the supervisee's learning style, personal patterns, beliefs and values
Is willing to work at the edge of their own comfort and learning without compromising the safety of the client

Creates a sufficiently safe reflective space for the supervisee
Establishes, maintains and models effective boundaries in the supervision relationship
Engages in supervision as a collaborative relationship between equals
Supervises from an I'm OK, you're OK position
Seeks to overcome barriers or obstacles within the supervision relationship
Understands and works with non-conscious psychological processes
Is able to take a birds-eye view and hold multiple perspectives
Maintains an awareness of the system and/or culture in which the supervisee is operating
Maintains an awareness of the complexity of the relationships that exist within the system
Is alert to the impact of aspects of the system on the supervisee
Understands and is able to work with parallel process and other relational dynamics

6. Fosters relational presence

Indicators
Establishes and maintains relational presence

Is able to notice when relational presence is compromised and re-centre as necessary
Uses whole self as a source of interpersonal data within the relationship
Is aware of, and can manage energy within, the relationship
Is able to work from heart, mind and body

7. Models reflective practice

Indicators
Demonstrates awareness of self and the impact of self on others
Is able to reflect in action and on action
Engages in a process of regular reflective practice
Actively uses own supervision to reflect, learn and apply learning in own client work
Is committed to own personal and professional development
Demonstrates applied learning in practice
Continues to develop their own, authentic approach to supervision
Explains and models how own reflections have informed and shaped their practice.

8. Understanding and facilitating of groups (FOR GROUP SUPERVISORS ONLY)

Is aware of how the group may impact on capacity and uses energy management to increase resourcefulness
Manages time according to an agreed process
Create the conditions for a safe learning space
Understands, notices and is able to facilitate stages of group development
Pays attention to group dynamics and adapts facilitation style as required
Adapts to the stage of development of group members
Can vary approaches to meet the different learning styles within the group
Elicits contributions from all group members
Is committed to the benefit of all present and the systems in which they are working