

Poster created by Marina Ajduković

**Leonardo da Vinci Development of Innovation Project  
 A European system of comparability and validation of supervisory competences**

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**The purpose and aim of the ECVision project**

The purpose is to develop a common platform for understanding supervision and coaching, and to define learning outcomes for their training at the European level

The aim is to:

- 1) contribute to the development of quality life-long learning in supervision and coaching by comparing the differences among the participating countries, identifying common core tasks and responsibilities of supervisors;
- 2) describe a common European standard without harmonizing diverse country-specific approaches and to develop a comparable professional terminology;
- 3) assure comparability in professional training for supervisors;
- 4) create an instrument for planning and evaluating supervision and coaching, especially as a tool for personnel development.

**The expected outcomes**

- Defined tasks and responsibilities of coaching and supervision on the European level, which means to:
  - 1) identify the criteria for tasks and responsibilities, both on the sides of training providers as well as customers of coaching and supervision;
  - 2) delineate common criteria for these tasks and responsibilities in the participating countries;
  - 3) compare diverse criteria of tasks and responsibilities in the participating countries;
  - 4) create a description of tasks and responsibilities on the European level.
- Developed glossary comprising the main terms used in the fields of supervision and coaching.
- Developing a Competence Matrix based on learning outcomes that will serve as a comprehensive qualification framework for supervision and coaching.

**Long term impact**

The outcomes should ensure on the European level:

- 1) comparability of professional training for supervisors/coaches without harmonizing the training curricula;
- 2) comparability of supervisors/coaches competences on the European labour market;
- 3) support supervisors/coaches to develop own competence profile;
- 4) provide an orientation for supervisors and consultants as well as (potential) customers;
- 5) to enhance quality assurance requirements;
- 6) clarify aims and tasks for supervision/coaching as a tool for personnel development;
- 7) promote the European dimension of the professional fields of supervision and coaching and to develop a Professional Card for these professions;
- 8) develop learning outcomes based on the descriptions of European VET systems for supervisors/coaches curricula.

**Domain: Supervision & Coaching**

In Supervision & Coaching, outcomes are the result of a self-organized process, during which the supervisee:

- Creates a reflective space for him/herself;
- Understands thereby more of the complexity of an actual situation;
- Develops ambiguity-tolerance;
- Is able to understand organizational issues and to include them into personal goals;
- Discovers that there is always more than one solution;
- Develops increasing competences in building decisions on self-reflection.

To achieve this the supervisee/coachee usually needs a vis-à-vis supporting him-/herself.

This vis-à-vis is the supervisor/coach.

**Supervision – Scope of Concept**

According to the understanding of ANSE, the European Association for Supervision, the glossary covers the definitions given under:

1. Supervision as a counseling profession focuses on the interaction of persons, professional tasks and organizations
  - 1.1. Supervision for work with clients
  - 1.2. Educational Supervision for trainees in professional training courses
  - 1.3. Supervision as improvement of professional functioning
  - 1.4. Organization supervision
2. Supervision as a managerial function

**Coaching – Scope of Concept**

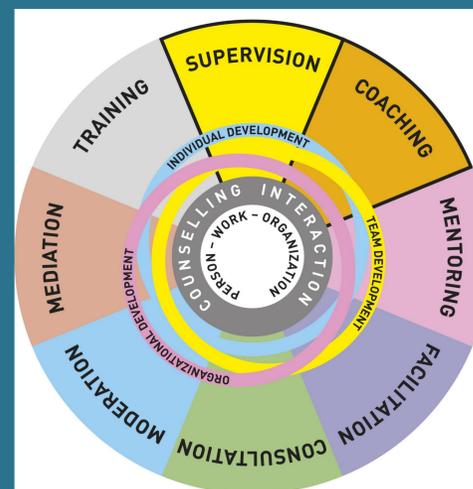
Many definitions of coaching used in Europe can be reduced to some of the five different concepts:

1. Coaching is a form of professional counseling that inspires the coachees to maximize their personal and professional potential.
2. Coaching primarily aims at managers, working with specific objectives, methodology and approach
3. Coaching is a form of professional guidance focusing on the professional and personal growth of the coachee
4. Coaching is one of many competences that professionals such as managers, teachers or social workers have acquired.
5. Coaching is a synonym for training or mentoring in very different fields (e.g. health, dating, job coaching etc.).

**ECVision Glossary**

Typology

- Stakeholders
- Core Qualities
- Types
- Settings
- Methods
- Outcomes



Picture 1. Glossary - Domain

**ECVision Competence Framework**

Description of Competences by "Knowledge", "Skills", and "Performance".

Typology:

- Professional Identity (Professional Attitude, Ethics, Quality Development, Perspective on Person, Work and Organisation)
- Professional Conduct (Building a Professional Relationship, Facilitating Outcomes, Performing Advanced Communication, Handling Diversity, Mastering Settings, Techniques and Methods)