

## AC SUPERVISION PRINCIPLES FRAMEWORK



PRINCIPLES		FUNCTIONS
<p><b>Principle 1:</b></p> <p><b>To do no harm, by recognising boundaries and staying within the limits of their competence</b></p>	<p><b>1. Facilitates the process</b></p> <ul style="list-style-type: none"> <li>a) Creates clear contracts and renegotiates as required.</li> <li>b) Is able to explain what supervision is.</li> <li>c) Ensures an effective working alliance, built on trust and collaboration.</li> <li>d) Agrees outcomes and establishes processes to evaluate effectiveness.</li> <li>e) Monitors and evaluates the supervisory process.</li> <li>f) Assesses coach competency and recommends further interventions as required.</li> </ul>	<p><b>Encompassing Educative, Supportive and Administrative functions of supervision</b></p>
	<p><b>2. Ensures ethical and professional behaviours for the benefit of the coach's clients</b></p> <ul style="list-style-type: none"> <li>a) Encourages high standards of professionalism, including understanding and adherence to an ethical code, membership of professional bodies and professional indemnity insurance cover.</li> <li>b) Explores the coach's understanding of ethical and boundary issues.</li> <li>c) Works with the coach to identify boundary issues in relation to specific contexts and techniques, and so raise the coach's awareness of their duty of care to the client.</li> <li>d) Intervenes appropriately where ethical issues are at stake.</li> </ul>	
	<p><b>3. Supports the wellbeing of the coach</b></p> <ul style="list-style-type: none"> <li>a) Builds confidence in the coach.</li> <li>b) Enables the coach to work on difficulties when coaching is "stuck".</li> <li>c) Intervenes when the coach is at risk, e.g. isolation or burnout.</li> </ul>	
<p><b>Principle 2:</b></p> <p><b>To keep at the core of their supervision the purpose of developing capacity for reflective practice in their supervisee</b></p>	<p><b>4. Facilitates reflection, learning and development of the coach</b></p> <ul style="list-style-type: none"> <li>a) Challenges the coach to consider how their own thoughts, beliefs and perspectives influence the coaching.</li> <li>b) Builds skills of reflection and enables the coach to develop insight and awareness.</li> <li>c) Provides feedback and challenges appropriately.</li> <li>d) Encourages creativity and experimentation.</li> <li>e) Works with the parallel process and enables the coach to do the same.</li> <li>f) Enables the coach to have new perspectives.</li> </ul>	<p><b>Encompassing Educative, Supportive and Administrative functions of supervision</b></p>
	<p><b>5. Demonstrates Psychological mindedness</b></p> <ul style="list-style-type: none"> <li>a) Is able to articulate and demonstrate the principles and philosophies of human psychology that underpin their practice.</li> </ul>	

Core Competencies

		<ul style="list-style-type: none"> <li><b>b)</b> Has a highly developed awareness of the origin and purpose of their chosen course of action with their supervisee. In any recording, this will be evident “in the moment” and/or in their reflection.</li> <li><b>c)</b> Demonstrates an open and humble mind-set, has a continuing curiosity about how their coaching supervision may be stretched and enhanced. Their reflections on a session will cover not only what they did, but what they did not do, and why. They will consider whether they might have chosen to do things differently and where it might have taken them and their client had they done so.</li> <li><b>d)</b> Is able to observe their own feelings and responses to what is happening in a session, distinguishing what might ‘belong’ to whom and, where appropriate, to offer such insights to the supervisee to promote their understanding of what might be going on.</li> <li><b>e)</b> Responds constructively to the supervisee’s internal psychological tensions.</li> <li><b>f)</b> Appreciates and deals with complexity, accepts uncertainty, resists the need to resolve things to black and white.</li> </ul>	<p style="text-align: center;"><b>Encompassing Educative, Supportive and Administrative functions of supervision</b></p>
<p><b>Principle 3:</b></p> <p><b>To ensure the client receives the best possible service at all times; this to include the individual coachee and, where it applies, the sponsoring organisation</b></p>		<p><b>6. Demonstrates credibility as a coach</b></p> <ul style="list-style-type: none"> <li><b>a)</b> Is able to role model coaching and demonstrate essential attributes and ways of being, e.g. reflective, client focused, collaborative.</li> <li><b>b)</b> Shares where appropriate their own knowledge and experience, and is able to explain how their reflections have informed and shaped their practice.</li> </ul>	
	<b>Group</b>	<p><b>7. Enables value creation for clients and their stakeholders</b></p> <ul style="list-style-type: none"> <li><b>a)</b> Provides perspectives of wider contexts/ stakeholders.</li> <li><b>b)</b> Explores the coaches understanding of coachee’s wider context and enables coach to consider how best to serve client in the context of client’s stakeholder needs.</li> </ul>	<p style="text-align: center;"><b>Encompassing Educative, Supportive and Administrative functions of supervision</b></p>
		<p><b>8. Knowledge of Group Dynamics</b></p> <ul style="list-style-type: none"> <li><b>a)</b> Demonstrates flexibility in style of facilitation of the group appropriate for the stage of group development.</li> <li><b>b)</b> Manages the behaviours of individuals within the group.</li> <li><b>c)</b> Raises awareness of group dynamics impacting on the group effectiveness and invites the group to explore them.</li> <li><b>d)</b> Identifies group dynamics, which may relate to the parallel process of the coach-client system.</li> </ul> <p><b>9. Competence in Facilitation Skills</b></p> <ul style="list-style-type: none"> <li><b>a)</b> Creates a safe space for all group members.</li> <li><b>b)</b> Eliciting the knowledge of the group members.</li> <li><b>c)</b> Works purposefully for the group members’ mutual and collective benefit.</li> <li><b>d)</b> Holds the accountability for ensuring the time is used equitably amongst participants, whilst sharing responsibility with all those present.</li> </ul>	