

ICF Coaching Supervision Competency Model



September 2024

ICF Coaching Supervision Competencies: Advancing the Quality of Coaching and Coaching Supervision

Summary

The overarching goal for developing an ICF coaching supervision competency model was to use rigorous, evidence-based methods to determine what Knowledge, Skills, Abilities, and Other characteristics (KSAOs), or competencies coaching supervisors use in their work.

The ICF coaching supervision job analysis took a robust quantitative and qualitative analysis approach, following best practices in competency development and informed by experienced coaching supervisors at every stage. Phases included a literature review, development of tasks and knowledge domains, a survey, and workshops for Subject Matter Experts (SMEs) to review the data and draft competencies.

Eight new competencies for coaching supervision practice were identified as a result of this research. These eight competencies are unique, distinct competencies for coaching supervisors that represent the full scope of responsibilities of the coaching supervisor role.

ICF Coaching Supervision Competency Framework

Overview

Coaching supervision is a relatively new and ever evolving helping modality that has many different approaches, frameworks, and philosophies. This model was designed to offer enough structure to promote effective coaching supervision while also providing enough flexibility for the coaching supervisor to explore their own approach to supervision. We recommend that prospective coaching supervision clients review a variety of coaching supervisors and approaches to coaching supervision to ensure that the frameworks, approaches and values of the coaching supervisor are in alignment with the needs of the coaching supervision client and their stakeholders.

It is also important to highlight the symbiotic relationship between coaching supervision and mentor coaching. Coaching supervision primarily focuses on the “self” of the coach, the quality and impact of their work, and how they relate to broader contexts and systems. Mentor coaching focuses more on the skill development of the coach. However, the skills of the coach and how they are used cannot be separated from the self of the coach and their way of being in their work and in the world.

ICF Definition of Coaching Supervision

Coaching supervision is a dynamic and reflective process of collaboration, guidance and support through which coaches develop their personal, professional, and ethical capacity and maturity.

A. Foundation

1. Provides Ethical Guidance

Definition: Models ethical standards and encourages the coaching supervision client to do the same.

1. Abides by relevant legal and ethical codes and standards, such as the ICF Code of Ethics and Core Values.
2. Upholds and clarifies the distinctions and similarities of coaching, mentor coaching, coaching supervision, coaching performance assessment, therapy and other roles.
3. Recommends additional resources when the coaching supervision client's needs seem to be beyond the scope of the coaching supervisor and supervision process.
4. Emphasizes the need for the coaching supervision client to understand the legal and professional requirements and guidelines for the countries, contexts and systems in which they practice coaching.

5. Works with the coaching supervision client to explore, manage and resolve ethical dilemmas that, if left unattended, could become ethical breaches.

2. Engages in Ongoing Reflection and Self-Care

Definition: Engages in ongoing learning, development and self-care as a coaching supervisor, including maintaining an ongoing reflective practice to enhance one's coaching supervision.

1. Engages in ongoing learning, development and deliberate practice as a coaching supervisor, including maintaining an ongoing reflective practice to enhance one's coaching supervision.
2. Engages in self-care to maintain emotional, mental and physical wellbeing as a coaching supervisor.
3. Develops and uses understanding of self to enhance the coaching supervision process.
4. Manages the impact of personal values, beliefs, biases, perspectives and interpersonal patterns on the coaching supervision process.
5. Reflects on the limits of one's competence and knowledge as a coaching supervisor.
6. Explores various reflective practice models, theories, competency frameworks, and research to further develop as a coaching supervisor.
7. Develops awareness of the influence of systems, context and culture on self and others.
8. Seeks guidance and support from other sources when necessary to support the coaching supervision client, including but not limited to one's own supervision.

B. Process Structure

3. Establishes and Updates Contracts

Definition: Partners with the coaching supervision client to create contracts and revise them as necessary to support the coaching supervision process.

1. Creates contracts that outline the guidelines and specific parameters of the coaching supervision relationship such as logistics, fees, scheduling, duration, termination and inclusion of others.
2. Ensures that the supervision approach meets the needs of the coaching supervision client and other stakeholders.
3. Establishes the boundaries of the supervision relationship, including the terms and limits of confidentiality and the reporting of ethical breaches, in alignment with relevant ethical codes and laws.
4. Reaches agreement with the coaching supervision client to establish the purpose of the supervision, areas of focus and desired outcomes for the supervision process.

5. Adjusts written or verbal agreements as needed to increase effectiveness and meet the evolving needs of the coaching supervision client and other stakeholders.

4. Manages the Supervision Process

Definition: Manages the supervision process and makes adjustments to meet stakeholder needs and increase effectiveness.

1. Manages the logistics and focus of the coaching supervision process.
2. Adjusts the coaching supervision process to meet the needs of the supervision client.
3. Requests feedback about the coaching supervision process, including what has been useful to the supervision client or what is not working.
4. Makes improvements to the coaching supervision process as needed.

C. Client Learning & Reflection

5. Creates a Supportive Environment

Definition: Creates an environment that supports the coaching supervision client personally and professionally.

1. Creates a supportive and inclusive environment for the coaching supervision client to openly share their personal and professional experiences.
2. Manages the interpersonal dynamics of the coaching supervision relationship.
3. Encourages the coaching supervision client to engage in self-care.
4. Reinforces the coaching supervision client's resourcefulness and capacity for growth.
5. Acknowledges and honors the coaching supervision client's experience, development and success.
6. Offers guidance and resources as needed to support the coaching supervision client.
7. Encourages the coaching supervision client to reframe setbacks as learning opportunities.
8. Assists the coaching supervision client to effectively work with complexity.

6. Facilitates Client Reflection

Definition: Guides the coaching supervision client's reflection on self, work, systems and contexts to develop personal and professional awareness and insight.

1. Guides the coaching supervision client in a reflective process that supports their personal and professional development.
2. Encourages the coaching supervision client to engage in deliberate reflection and practice to enhance the quality of their work.

3. Explores the impact the coaching supervision client's identity, personal beliefs, values, philosophies, perspectives, biases and blind spots has on their work.
4. Guides the supervision client to reflect upon and manage cultural and diversity-related factors relevant to their coaching practice.
5. Invites reflection on contextual and systemic influences that may be impacting the coaching supervision client's coaching practice.

7. Guides Client Development

Definition: Supports the coaching supervision client's personal and professional development.

1. Works with the coaching supervision client to further develop their capacity and way of being.
2. Encourages the coaching supervision client to explore issues that arise in their coaching practice.
3. Suggests approaches, resources or actions to enhance the quality of the coaching supervision client's work.
4. Explores how the coaching supervision client's personal values and identity influences their coaching style.
5. Encourages the coaching supervision client to integrate learning from their reflection on self, work, contexts and systems.
6. Supports the coaching supervision client to evaluate their developmental progress across sessions.

D. Group Supervision

8. Manages Group Supervision

Definition: Effectively manages the group supervision process. Note: Relevant for coaching supervisors who offer group supervision services.

1. Creates a reflective, collaborative and inclusive group learning experience.
2. Acknowledges the complex intersection of identities, values, approaches to work, and contextual and systemic factors present in the group supervision process.
3. Manages group dynamics that are impacting the effectiveness of the group supervision process.
4. Encourages all group members to participate in the supervision process.

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COACHING.

