Inspire and Be Inspired

A Sample of Research on Supervision and Coaching in Europe

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INSPIRE AND BE INSPIRED –
A SAMPLE OF RESEARCH ON SUPERVISION
AND COACHING IN EUROPE

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INSPIRE AND BE INSPIRED –
A SAMPLE OF RESEARCH ON
SUPERVISION AND COACHING
IN EUROPE

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The collected articles of the 1st ANSE Research
Conference on Supervision and Coaching,
24-25. April 2015, Budapest,
organized by ANSE, KRE, MSZCT, DGSv.

Edited by

Brigitte Geißler-Piltz, Éva Nemes, Sijtze de Roos

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INSPIRE AND BE INSPIRED – A SAMPLE OF RESEARCH ON SUPERVISION AND COACHING IN EUROPE

PREFACE

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Why is research on supervision and coaching of significance to supervisors, coaches, and their trainers and educators? And why should providers, clients and other stakeholders take notice of this book, which reflects the presentations and discussions of the first ANSE Research Conference as it was so beautifully hosted by the Károli Gáspár University in Budapest?

Many answers may be blowing in the wind, but this one at least is down to earth: because research is more than in one way important. To begin with, research is of importance to practitioners because it may strengthen the theoretical foundation of their trade. To (prospective) clients research publications such as this one signal the willingness of providers to have their practices scientifically scrutinized, which enhances their credibility. Research may moreover serve to (further) legitimize supervision and coaching, support professionalisation and in this way supply training institutes and educators with a more secure footing. Lastly, research may serve to advance exchange and co-operation between practitioners and researchers, not only on a national level but cross border as well, of which this book may serve as a witness. In short – researchers on supervision and coaching are inspired by, and in turn inspire, practitioners, clients, relevant organisations and society at large.

Now this is entirely in line with what supervisors and coaches pursue, namely to ´serve the development of individuals, teams and organisations, to reflect on professional functioning in complex situations and so to improve professional lives with regard to institutional roles and contexts (supervision), and/or to inspire people to maximise their personal and professional potential, to raise the level of their professional skills and to enhance their professional and personal growth (coaching)[1].

Research on supervision and coaching is very much in line with the mission of ANSE too, which in short entails the positioning and broad acceptance of

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[1] See: Michaela Judy – Wolfgang Knopf (eds.), *ECVision. Supervision and Coaching in Europe: Concepts and Competences*, Vienna, ANSE, 2015.

supervision and coaching as a profession to be recognised on the European level. To that end, ANSE promotes the cross border exchange of information on professional developments between national organisations for supervision and coaching, training institutes and sister organisations. Consequently, the ANSE community supports cross border exchange of professional knowledge and experience between practitioners, the dissemination of practical and theoretical materials, and he formulation and implementation of (European) quality standards as well as reliable quality assurance systems. Research on supervision and coaching, preferably cross border, is considered to be a potentially fruitful – and even necessary – means to strengthen our profession. ANSE therefore aims to initiate, support and sustain research as much as possible.

Support is needed, because research in this field is challenging to researchers and practitioners alike. Supervisors and coaches offer services which are hopefully useful to their clientele, and for which they expect to be publicly legitimised. But how shall they convince relevant stakeholders and authorities of the quality of their services? What can be said of their pretences, what of their methodology, what of the efficiency of supervisory and coaching processes, and what of the effects?

'Hard evidence' would help, based on both empirical and practice oriented research, such as case based reasoning, case based research or action research, supported by reliable quantitative studies and sound statistics. But various forms of qualitative research, however remote from the immediate usefulness these sometimes may seem, are just as well indicated, such as fundamental (sociological) research (why do coaching and supervision exist?), anthropological research (what do these – perhaps ritualised – practices say about our society?) and philosophical reflection (what does coaching/supervision tell us about the human condition?). This book offers a sample, and can as such be taken for a starting point on the road to further research in order to raise the quality and reliability of our services in Europe.

That is the intention. But it leaves open the question how to synchronize our efforts and at the same time pay our due respect to the cultural and institutional diversity of our continent. Europe is a continent of many speeds, and this certainly goes for the diverse tempi, directions and ways of implementing supervision, and to be sure, coaching as well. There are marked differences in history, culture, institutional developments and systems of financing professional guidance, in the views on, and the definition of, supervision and so on.

ANSE accepts and respects these differences. They are often seen as the *weakness* of Europe, but ANSE prefers to understand them as the *power* of our continent and our people. The challenge is to acknowledge diversity and simultaneously endeavour to understand each other; preferably in one and the same move. To identify and formulate research objects and outcomes, however diverse, we require a shared (scientific) language. Naturally, such a common language has to be developed 'on the road', as it were. But we do have the means to do this: the ECVision Manual[2].

The EC Vision Glossary guarantees comparability of terms, definitions and legal frameworks, and the EC Vision Competence Matrix offers comparability of supervisory competences and qualifications by describing these in learning outcomes. Active use of these documents all over Europe, by training institutes, in national and trans-national quality development and in research, would not only enhance cross border exchange and understanding, but also help to create a common European understanding of our diverse and colourful trade.

This book already offers us insight in the rich possibilities of research on supervision and coaching. ANSE is therefore proud to hereby present it.

Sijtze de Roos
President ANSE

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[2] Ibid., see also, Michaela Judy – Wolfgang Knopf (eds.), *In the Mirror of Competences – Supervision and Coaching in Europe. Concepts and Competences // Im Spiegel der Kompetenzen – Supervision und Coaching in Europa. Konzepte und Kompetenzen*, Vienna, Facultas, and the various national translations of the ECVision Manual, 2016.

"THERE IS A TIME FOR EACH AND EVERY THING"[1] – INTRODUCTION

Brigitte Geißler-Piltz – Éva Nemes

How important research on supervision and coaching is, hardly needs explanation. All over Europe, supervisors and coaches – as well as their clients and constituents – feel the need to strengthen the evidence base of their trade, and so to enhance its credibility, reliability and legitimacy. And not to forget: to raise the quality of our practice.

To meet this need ANSE in cooperation with KRE, Budapest, MSZCT, and DGSv, organized the highly successful 1st ANSE Research Conference on Supervision and Coaching "Inspire and be inspired". The event took place in Budapest, Hungary, hosted by KRE Faculty of Humanities, 24–25. April, 2015.

The most important aim of the Conference was to offer researchers, scholars and practitioners a platform to meet, be informed about and discuss past, current and future research on supervision and coaching in Europe.

Contributors and participants arrived from 14 countries. During the two days of the Conference 22 contributors presented the results of their most relevant research projects. Participants found the event a great opportunity to get to know each other's recent work and to establish new international cooperation.

Based on the great variety of conference presentations, ANSE in cooperation with Károli Gáspár University decided to publish this book to present a sample of research on supervision and coaching.

The question might justly being raised: Are not there enough books on supervision and coaching?

We think not, and are on the contrary convinced that with this book we fill a gap on the European supervision and coaching market. Research serves as critical (self-) reflection, initiates innovative practice and changes for the better.

During the Conference, we stated and restated that the European research

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[1] See: Hermann Hesse, *Siddhartha – an Indian Poem*, New York, Simon & Schuster, 2008/1913.

map shows blind spots which need to be explored thoroughly; increasingly so because supervision and coaching without research could find itself stuck on a pre-professional station.

Looking critically at the European supervision and coaching research scene, and on the conference itself, we notice:

- Most European research literature is written in the language of the respective country. Unless supervisors and coaches master the language of the contribution, or unless it is translated in their native tongue, the scientific insights thus presented remain out of reach To be accessible to all, relevant research will have to be presented in English, the language of science; otherwise it would do no more then carve out a niche existence.
- Even in ANSE, where there are numerous opportunities for exchange between supervisors from member countries, most European supervisors have little knowledge of research outcomes produced by researchers from other countries than their own.
- In some countries researchers are very active in writing in English, even though it is not their mother tongue. Consequently, they may be interested in – and more influenced by – what is produced in the USA and in Great Britain. Unfortunately, those concepts of supervision differ from the continental European ones, and little effort is made to overcome the differences.
- Taking into account the growing complexity in our field of practice, there is no agreement on what is understood when speaking of supervision or coaching. The ANSE ECVision project results mark great progress in supporting agreed definitions. But the project manual was not yet published at the time of the conference.
- The different speeds and stages of development of supervision in Europe lead to different kinds and depths in research. In countries where the tradition of supervision is well settled, we find a good selection of research projects. In other countries we see first steps in supervision and coaching research beings taken, and a developing effort to master the necessary skills and competences.

ANSE provides a platform to discuss and meet these differences on a European level, and to exchange relevant issues and experiences. And so, the Research Conference in Budapest took place on the basis of the assumptions above, and surprised critics and sceptics, who were impressed by the academic quality of this pilot meeting. Most research reports were provided and worked through on a basis of solid theories and tried methods.

The evident differences in research approaches and the vibrant discussions

had a noticeable impact on the conference community. The atmosphere was friendly, intellectually open and professionally compatible, enriched by participating students of PHD- and Supervision Courses. The discussions were strongly influenced by their contagious enthusiasm and thirst of knowledge, desiring professional communication and transforming fleeting speeches into enduring written texts. Being aware of this need strengthened our decision to record the successful first ANSE European Research Conference on Supervision and Coaching in a book to an interested public of professionals and students.

To collect, edit and publish pieces of European research, all of them contributions to the Conference, took nearly two years; an astonishing long interval in an ever accelerating time.

Moving from the conception phase up to the finished product took a long time. As a first step presenters were asked to transform and complete their spoken performances and the discussion into a text for this book, then the texts had to be read and re-read, edited, printed and finally published.

To be honest, during the process of editing, when meeting many unforeseen obstacles, we seriously considered to drop the plan but were convinced by colleagues to carry on and learned that most of the articles are still fresh and up to date. Indeed, the development of research output on the field is not yet as dynamic as the fast development of the working world supervision and coaching is dealing with. This collection of contributions of research – representing various European countries – should therefore be understood as an encouraging and inspiring step towards (further) professionalisation.

THE CONCEPTS OF STRUCTURING THE CONTENT

We structured the content of the book fitting the conference articles under eight headings, each offering insight in relevant research topics, methods and new (upcoming) independent and systematic research areas in different European countries.

RESEARCH NEEDS DEMOCRACY –
the Only Game of the Global Village

Under this heading you are invited by **Anton Pelinka's** historical and philosophical overview *On Democracy – Interpretations and Misinterpretations* to reflect on the relation of democracy and research. Does research need democracy? The

trait most representative of humanity is – to speak with Foucault – our "will to know"[2]. We strive to understand our world, other people, ourselves, what happens to us and what makes our societies tick. Finding things out – either haphazardly or in a systematic and organized fashion – comes natural to us, as can readily be seen in child behaviour. Scientific research, then, is one form of study to satisfy our inborn curiosity; perhaps the most pervasive. If we as supervisors and coaches want to know and understand our trade better, we will have to practice research.

Although it goes too far to state that democracy is the exclusive precondition for research, it is certainly conducive to unpopular and uncomfortable questions that pose a serious challenge to conventional wisdom, or unsettle the claims of the powers that be. True; research has been – and still is – carried out in authoritarian and dictatorial regimes too, but the political freedom to pose every imaginable question and to look for every possible outcome, even if these are unexpected, counterintuitive or painful, is best guaranteed under democratic conditions. Proof of this is the room for self-reflective study and research democracies leave, or even purposely create. Democracies – however imperfect – generally handle sharp questioning of their own preconceptions better than we see happening in any other known form of government.

This is what Anton Pelinka made clear with his opening address, giving an example of research into the various interpretations and misinterpretations of "the only game in the global village": democracy. If we want to research our trade freely and uncompromisingly, we have to understand democracy in order to (better) support it.

Role and Issues of Research in Supervision and Coaching

This heading serves as platform for **Wolfgang Knopf,** former ANSE president from Austria to deeply submerge into the topic of research. He impressively illustrates *Without Research No Development, No Professionalisation*. With an overview of the topic of the Conference he offers a short introduction to the history of ANSE, focusing on the question how to tackle the complex quality issue; a challenge by which ANSE since many years was – and still is – confronted with. In this context, the need of research for the benefit of the profession becomes apparent. Making ample use of research outcomes from other disciplines, Knopf states, the ANSE community is slowly developing

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[2]   See for instance Michel Foucault, *Histoire de la Sexualité 1: La volonté de savoir*, Paris, Gallimard, 1976.

its own methodologies of original supervision/coaching research. With this observation Knopf opens a view on the next headline:

Relation between Research and Practice

Under this heading the reader may find three articles related to the topic of the relations between research and practice.

In an empirical study **Heidi Möller, Katrin Oellerich, Denise Hinn and Silja Kotte** from University of Kassel, Germany, offer the reader an insight into *Research on Consulting – With, For, or Against Practice?* Examining the recent literature, they are filtering out which consulting research projects and consulting practices are acting in concert, and are considered beneficial by coaching practitioners. In contrast to that, they focus on the gap between expert knowledge and scientific knowledge; a gap that simply cannot be closed. The distance between them between them is insurmountable. They dig deeper into this topic by describing vividly the futile efforts spent in differentiating consulting formats, thus clearing their own position towards the research issue: "...this means letting go of an ostensible safety net in this most complex of endeavours". Following this, they examine the current state of consulting research and introduce the first findings from a comprehensive empirical survey in which coaching practitioners were asked about their motivation for – or against – taking part in a coaching research project. They encountered a contradiction: coaches seem to be keen on "hard facts" produced by research, but are unwilling to take part in research themselves.

In the next article *Latvian Supervisors' Values* **Kristīne Mārtinsone and colleagues** from Rīga Stradiņš University present the results of a pilot study of supervision in different professional groups in Latvia. They state that in their country supervision as a new profession is developing, and they find it important to characterize how its professional basis is created. This study focuses on the content of the value system of supervision by first characterizing the values of the practicing supervisors, and subsequently confronting the question if there are any differences between supervisors practicing in different professional fields. Thirdly, they explore the differences between evaluations of importance and attainability of personal values. After a review of the research methods, the reader gets an interesting and detailed explanation of the results. Mārtinsone c.s. found significant differences between supervisors practicing in different professional fields, with regards both to the value systems and the evaluations of importance and attainability of personal values.

Brigitte Schigl, Noah A. Artner from Danube University in Krems, Austria, *Building Science – Building Bridges* lead us in their contribution to the academic field, more specifically to their Department of Psychotherapy and Biopsychosocial Health. The Department offers continuing education courses which combine science with the requirements of professional practice and focus on psychosocial interventions. Their article gives an overview of the empirical studies and the master theses of supervision and coaching students, and offers abstracts of the best master theses.

The Complexity of Supervision Research

Under this heading we raise the issue of research complexity. **Zsuzsanna Mirnics** from Károli Gáspár University, Hungary opens with her down to earth contribution *A Short Overview on Supervision Outcome Research: Methodical and Practical Issues*. She invites us to look into the development of supervision and supervision research. In doing so, she is mastering the art of selectivity. She follows and outlines important debates on research, definitional problems, variability of contexts and influences and its methodology. In an overview, she emphasizes the effectively measurable and useful findings of research on supervision, at the same time questioning its weak parts.

In *Risks and Side Effects of Supervision* **Brigitte Schigl** from Danube University in Krems, Austria, accounting for the last 10 to 15 years, offers a synopsis of the young and heterogeneous discipline of supervision and its diverse research results. She summarizes that there is nothing like "the supervision"; in other words: there is no coherent definition of the format. She then mainly focuses on risks and unwanted effects of supervision. The outcomes of qualitative as well as quantitative data are leading us to the dark areas of supervision and coaching. Schigl discusses these risks and side effects from the perspective of experienced practitioners as well as supervisees, concluding that supervisors and supervision training institutes should be (more) aware. For the scientific community Schigl´s outcomes also hold a message: take a look at the dark side and provide data for evaluation and critical self-reflection.

New Demands: Acceleration in the World of Labour

Two quite different contributions are gathered under this heading, both focusing on the urgent problem of ´post-modern labour´. **Frank Austermann**

from Germany raises the question *Do Acceleration and Boundless Work Lead to Accelerated and Boundless Coaching?* He argues that a supervisor or coach can only be considered as competent if he (she) is able to take care of himself (herself) in this time of fast acceleration, understood as a sweeping social trend. This thesis he develops in steps, taking recourse to Foucault`s concept of self-care[3]. He focuses secondly on the "courage for truth", and thirdly on "critique", understood as the art not to be governed so much. He concludes that in accelerating times, it is crucial that coaching serves as an appeal to self-care, promoting critical reflection in line with the practice of freedom.

In a second theoretical approach, **Volker Walpuski**, also from Germany invites us to ergonomic findings, thereby also focusing on acceleration in labour. His contribution is entitled *Always on – Dealing with a Constant Availability* – an experience revolutionising our daily lives and our working conditions. With ubiquitous computing, reality and virtuality merge, overcoming the contrast between them. Thus boundaries are blurred in multiple ways. Total availability influences the organisation of work and has various health effects. In consequence it becomes a serious topic for health sustaining programs. Although the red threads are recognized, organisations find it difficult to handle the problem because of its hidden contradictions. Walpuski very concretely points out these contradictions, explaining the various interests and perspectives. He goes on tot demonstrate the influence of this post-modern phenomenon on supervisory and coaching processes, and why and how supervisors and coaches are affected by it.

With this contribution we change the topic and take on the perspective of development:

Development of Supervision and Coaching in Europe

Two articles are combined under this heading. **Heidemarie Müller-Riedlhuber** from Austria raises the question *How Do We Describe What We Are Doing? Supervision and Coaching in the Context of European Competence Orientation.* The title indicates how we are dealing with policy instruments of public interest. Competences and learning outcomes are important means to facilitate transparency as well as increased comparability of professional profiles with regard to the mobility of learners and workers within Europe. Thus the article leads into the European policy development, outlining

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[3]   Michel Foucault, *Histoire de la sexualité 3: Le souci de soi,* Paris, Gallimard, 1984.

different qualification frameworks and tagging its barriers in language and terminology. As examples, three competence frameworks in the field of counselling, supervision and coaching are concisely described and compared with each other. The relevance of these instruments is discussed: firstly showing them being helpful in differentiating existing facets of professional profiles of supervisors and coaches, secondly analyzing their role in supporting the professionalisation of supervision and coaching, and thirdly reviewing how they provide for commonly recognized quality criteria.

Maja Dražić from Croatia presents a special and innovative view on new applications of supervision, declaring them as the key preconditions for further development and enlargement of its formats. In her article **Supervision as an Appropriate Form of Internal Monitoring within European Union Cooperation Development Projects** she dedicates herself to the sustainable development of European policies towards, and the promotion of, ownership and participation. She describes internal monitoring of international development projects funded by the EU as a very powerful tool enhancing ownership and participation. But, she goes on stating, it could serve these goals even better if these projects were used more as a learning process rather than as revision tools. It would therefore be important to review and plan the methodology and implementation of monitoring processes as well as research, and define the competencies that monitoring experts would need to successfully achieve the monitoring aims. Dražić states that "supervision intended as a common learning process that leads to improvement of individual, team and process features, should become an appropriate form of monitoring."

EXPERIMENTS IN THE WORD OF LABOUR

Related to this topic, two further contributions are singled out under this heading. **Brigita Rupar** from Slovenia presents with her article *Development of Teachers' Professional Competencies through Supervision* a quantitative comparative research analysis, questioning the effects of supervision. Involved are two groups of elementary teachers. One group participated in supervision processes; the other group had no such experience. The leading question was to determine the extent to which teachers following supervision during their training influences the formation of their professional identity, and if supervision has effects on their reflective and emotional efficiency, and on their use of active and direct methods of coping with stressful situations in the pedagogical process.

The study reveals encouraging findings.

Supervision processes influence the professional growth of teachers. Progress can be observed in self-regulation techniques, as well as in their ways of reflecting, thinking and reacting. The findings indicate an supervision to be an effective way in supporting teachers to become more competent, and more able to apply strongly developed skills crucial for the upbringing and education of autonomous, reflective and socially responsible young adults.

In the next article *Supervision Experience and Expectation of Child Protection Workers in Estonian Municipalities,* **Tiina Merkuljeva** from Estonia invites us to explore questions of supervision in the social field. Her study is focused on different forms of external supervision for child protection workers in 15 municipalities. The main aim of the survey was first to analyze the current situation of child protection in Estonia, including the welfare problems related to societal changes and growing demands child protection workers have to face. The second aim was collecting information of the supervisory experiences and expectations of professionals working in the field. They were also interested in ideas and suggestions how to improve supervisory practice in order to develop more 'tailor made' supervision related to their special needs. The results are revealing and offer useful and practical suggestions. Child protection workers are on the one hand highly qualified social workers, but on the other hand have to keep on 'learning their profession by doing' because of new regulations. They need structured, regular supervision with deep reflective work to help them to deal with constantly changing situations to enhance their professionalism.

Diverse Approaches to Supervision and Coaching

Finally, under this heading we present three more fundamental contributions to the research conference: three methods that reveal special insights into case- and group work using specific tools.

Jutta Müller, Dirk Bayas-Linke and Elmar Schwedhelm use the *Video-Interaction-Analysis (VIA) in Coaching and Consulting Teams* as an optional, relevant technique in face-to-face interaction, looking for hidden, subjacent structures and patterns, focusing on the dynamics and the learning processes of teams. The method of qualitative interaction analysis is based on different sociological interpretative methods and in particular on hermeneutic 'case reconstruction procedures' which provide the empirical and methodological foundation of VIA. Thus, this method creates a rather distant position of observation, which makes a fresh view on the team in question possible, and puts

certain attitudes and judgments into a new perspective. The VIA distinguishes between three levels of analysis which are being successively assessed: text (transcript), video and sound-video. At the end, a contrasting analysis of the levels text and video is conducted, using a sound-video analysis. In addition, the intensive 3 -level analysis supports the discovery of the observation patterns of the supervisor, which for her or him also makes VIA a usable instrument of *self-reflection and self-control.* Thus this method offers a triad of potential: as an analytic tool and generator of hypotheses, as a type of intervention within the consultation system, and as self-reflective tool to scrutinize the supervision process and its sensitisation to possibly blind or underexposed perspectives.

In the next study ***Changing the Pattern State of University Students with a Self-coaching App*** **Carmen** **Wolf** from Germany shows a newly developed electronic tool for self-coaching. She states that here is hardly any research on self-coaching, not to mention when conducted with the help of technology. To self-coaching, the biggest challenges in the systemic-solution-oriented approach next to the missing interaction with a professional coach are the change of pattern state and the transfer from problem to solution. To counter these challenges, the study introduces a new self-coaching app developed at the Karlsruhe Institute of Technology. This app has been tested on university students to find how the required pattern state can be realized. The study then further concentrates on the effects of self-e-coaching on self-reflection, using this app.

The results show how self-coaching can be very useful as a facilitating contribution for practitioners and clients, enhancing self-reflection resulting in potential changes in their pattern state.

The last study by **Yasmin Aksu** from Germany is ***Using the Micro-level Perspective of Conversation Analysis to Improve Communication in Supervision.***

Her article opens the self-concept and functions of individual or one-to-one supervision in Germany. Following this, the author presents a very interesting report on her authentic qualitative research project from her PhD thesis on how conversational analysis can help clarify the most important supervisory communication strategies during individual supervision processes. She uses conversational analytical methods to investigate two exemplary excerpts from audio-taped, authentic one-on-one supervision sessions. She describes in detail how conversation analysis can be useful in investigating supervision, and by doing so she contributes to widening our perspective of research methods on supervision.

The results offer an overview of the most commonly used communication strategies by supervisors and supervisees. She found that demonstrating openness and cognitive and emotional understanding are the most vital in making supervisees feel secure, and she presents a list of the communication strategies used by supervisors to achieve these results.

Finally, we take this opportunity to thank the rector of Károli Gáspár University Prof. Dr. Péter Balla for kindly making the university facilities available to us, and the dean of the Faculty of Humanities Dr. Enikő Sepsi for hosting the conference and supporting the production and publication of this book. We also like to thank our colleagues from the Hungarian Association of Supervisors MSZCT for their moral and logistical support. We are moreover grateful to Barbara Baumann, who was a great help in organising the conference.

A special word of thanks goes to Beate Fietze, who provided her knowledge of supervision and coaching, so leaving her theoretical fingerprints on the conception of the conference.

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RESEARCH NEEDS DEMOCRACY –
THE ONLY GAME OF THE GLOBAL VILLAGE

ON DEMOCRACY –
INTERPRETATIONS AND MISINTERPRETATIONS[1]

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ANTON PELINKA

"Democracy is the only game in the global village" (Fukuyama)[2]

ABSTRACT

In this opening article, Anton Pelinka deals with the way democracy functions in modern times. He first presents the major backgrounds of present day (political) democracies, and various definitions and typoes or forms of democracy.

He subsequently goes on to the tensions and (internal) contradictions, such as the effect of globalisation on the citizens of formal democracies, and to a description of various – sometimes conflicting – interpretations and misinterpretations of democracyan. He concludes with saying that democracy is certainly not perfect, but that there is no feasible alternative for it up till now.

INTRODUCTION

In the 20th century, global "waves of democracy" (Samuel Huntington's expression) have strengthened the impact of democracy on politics: Especially as a result of World War II, when the three non-democratic axis powers (Japan, Italy, and Germany) became democracies. India, at the beginning of the dramatic process of de-colonization, became the world's "biggest democracy". In the 1970s, 1980s and 1990s other countries followed this wave of democratic transformation: In Europe, the semi-fascist dictatorships in the Mediterranean and the communist systems in Central-Eastern Europe became democracies in the liberal (Western) style: Multiparty systems in which free and fair and competitive elections decide about the government. Outside Europe, the military (and other authoritarian) dictatorships in Latin America, South-Korea,

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[1] The content of this article is a reproduction of the opening lecture by Anton Pelinka at the ANSE Research Conference on Supervision and Coaching, Károli Gáspár University, Budapest, April 24-25, 2015, based on extensive notes of Sijtze de Roos, and edited and accorded by Anton Pelinka.

[2] Francis Fukuyama as quoted by David Held – David Mepham, *Progressive foreign policy – new directions for the UK*, Cambridge, Massachusetts, Polity Press, 2007, 40.

Taiwan, and the Philippines also became transformed in democracies – and in South-Africa, the ethno-racist Apartheid-regime was replaced by a democratic system, based on inclusive free elections.

Today, existing democracies combine the political freedom and legal equality of democracy with the principles of a market economy, based on private property. The future debate will circle around the problem if democracy can only be possible in a capitalist economic environment – or whether democracy could become possible in combination with another (post-capitalist?) economic system.

DEMOCRACY IN MODERN TIMES

No future without history. Yet to understand democracy historically, a short overview of the history of thought about democracy may serve to help us. I mention a few significant highlights:

- The birth of the American Republic (Late 18th Century) (Founding Fathers USA)
- The United States used the pattern of the separation of power, established in England after the Glorious Revolution of 1688, but replaced the unelected monarch with a president, elected for a specific number of years
- In the 1830s, Alexis de Tocqueville analyzed American democracy from the viewpoint of post-revolutionary Europe ("Democracy in America")
- Abraham Lincoln (The Gettysburg Address)[3], the Civil War and the abolition of slavery ended the legal exclusion of African Americans

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[3]   The Gettysburg Address was – in the midst of the American Civil War – delivered by Abraham Lincoln on 19 November 1863 at the Soldier's National Cemetary in Gettysburgh. Pennsylvania. It is a famous and constitutive part of the American political heritage, and may be found in publications and textbooks everywhere in the US and around the world. In his short speech Linclon stated – among other things – that: *"four score and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here, have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which*

- The enfranchisement of women, in most democracies during the first decades of the 20th century, made all citizens politically equal
- The 1940's: Schumpeter's "Capitalism, Socialism and Democracy" redefined democracy as the competition between political parties for votes, and half a century later, Robert Dahl's theory of citizenship balanced procedural aspects of democracy (competition for votes) and substantive aspects (all persons must be entitled to political participation)
- Francis Fukuyama – responding to the most recent wave of democratization, at the end of the 20th century – declared in his "End of History" democracy as the global winner in the conflict between different political systems[4]

DEMOCRACY HAS WON – BUT WHICH DEMOCRACY?

Since WW 2, democracy seems on the rise. But the question is: which democracy? As almost all existing political systems define themselves as "democracies" (including the People's Republic of China), it is more than ever necessary to look behind the smoke-screen of democratic rhetoric.

It may be helpful to follow Robert Dahl's attempt to define democracy from its opposite: Democracy is not tyranny. In the tradition of Aristotle, Dahl sees three types of tyranny[5]:

- The tyranny of one person
- The tyranny of a minority
- The tyranny of the majority

The two first definitions are self-evident. And the tyranny of the majority– even if based on elections- can neither be called a democracy. It is the last definition that which emphasizes democracy as the majority rule *plus basic entitlements for minorities*:

- Political minorities (especially political opposition) which must have a fair chance to become majorities
- Ethnic and/or religious minorities which are to be respected in their specific identities.

The minority rights have to be protected by constitutional arrangements and watched over by an independent judiciary (like the US Supreme Court or like

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they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth".

[4] Francis Fukuyama, *The End of History and the Last Man*, New York, The Free Press, 1992.
[5] Robert A. Dahl, *Democracy and its Critics*, New Haven, Yale University Press, 1992.

the European Court of Human Rights). Contemporary democracies have to face certain ambiguities or even contradictions, like:

- The tension between legal equality among all citizens and a social inequality, expressed by an unequal distribution of property and income
- The world-wide increasing number of people living in a state without enjoying this state's citizenship and therefore without the right of political participation
- The consequence of economic globalization, reducing the impact of national policies when national governments are confronted by transnational trends

In so far as democracies are successful in managing these tensions, they may be seen to be able to withstand inside or outside 'undemocratic pressure'.

Forms of democracy

Any democracy is a combination of indirect democratic (representative) and direct democratic elements:

- Parliament, the executive (government), and political parties are the key representative elements. They act as the result of free and fair elections. As the actors of representative democracy have an inbuilt interest to be re-elected, they are observing the public mood and try to satisfy specific interests which seem to be important for the next electoral outcome.
- Elections are the decisive link between "the people" and the people's government. In most democracies, in addition to elections, certain instrument are provided to give the voters the possibility to have an immediate impact on political decisions, independent from parliament and government – like plebiscites or "people's initiatives".

As political parties – out of self-interest – use the techniques of opinion research to get information about the most recent trends in the electorate's interest, the difference between the representative (and necessarily elitist) and the direct democratic ("populist") factors has become less and less significant. The parties in government and in opposition know what is expected and what is necessary to win elections. Democracy has become more and more plebiscitarian.

The mechanisms of democracy are in many respects similar to the mechanisms of an economic market. In that respect, democracy is linked to liberalism: Based on the assumption that each person is able (and entitled) to define his/her interests and decide about his/her own fate.

As the term "liberal democracy" is open to different understanding, certain tendencies in some democracies are seen as "illiberal" – like in contemporary Hungary, as the government is interested in controlling the media and reducing the independence and importance of the judiciary. In many democracies, there is also a tendency to use nationalist feeling for the manipulation of public opinion: When specific groups are singled out as "defining others" (like Roma in some Southeast European countries), the inclusiveness of democracy seems to be jeopardized.

<div align="center">

Equality and Inequality –
the paradox of globalization

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Democracy is based on the idea of the intrinsic equality of men as in– the wording of the American Declaration of Independence, 1776: *"all men are born free and equal".* But inequality exists. When inequality is enshrined in laws, this can be changed by political means. But when inequality is the result of an economic, social, cultural dynamism, it cannot be eroded by political decisions. Democracy has to learn to live with inequality. The effects, the consequences of inequality can be corrected, but only within certain limits.

The ability of democracies to correct the impact of inequality is confronted with the impact of globalization. Globalization creates winners and losers. The winners seem to be the poorer countries – the over-proportional economic growth in China and India indicates this, as does the significant improvement of Human Development Indicators (like life expectation, literacy, gender equality) in the same parts of the world. The losers are the prosperous industrialized regions of North America and Europe – especially the socially weaker segments of the richer parts of the world, like American and European "blue collar" workers.

The result is an increasing frustration in specific segments of democracies, explaining why in Europe the parties profiting from this trend are not the traditional parties of the left but right-wing populist parties (like the French FN) articulating an interest of excluding "others" (like migrants, refugees).

The trend towards an increasing inequality is a trend – a trend convincingly described and analyzed by authors like Thomas Piketty[6] – within the relatively privileged regions of the world. It is not a trend which can be seen in all major

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[6]   Thomas Piketty, *Capital in the Twenty-First Century*, Cambridge, Mass., The Belknap Press of Harvard University, 2014.

regions of the world, and especially not concerning the inequalities between global the regions. Globalization is an enemy of equality – but at the same time it is the reason for an increase of equality.

Conclusion

Democracy must not be seen as a perfect system. Any known form of democracy is full of contradiction, and any democracy can be improved – and it also can lose some of its qualities.

At this very moment, in the second decade of the 21st century, there is no conclusive alternative to democracy. There will never be a guarantee for democracy – but where is non-democracy? The best argument in favour of democracy is the catastrophic consequences all modern non-democracies have lead to.

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THE ROLE AND ISSUES OF RESEARCH
IN SUPERVISION AND COACHING

WITHOUT RESEARCH NO DEVELOPMENT AND NO PROFESSIONALISATION![1]

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Wolfgang Knopf

Abstract

In this article the author strongly argues that development of supervision and coaching as well as further professionalisation of its practitioners presupposes research, both quantitatively and qualitatively. After describing how ANSE ever since its foundation strove to secure and promote the quality of practice, and which complications were encounterd on the way, he focuses on the matter of raising quality standards. Stressing the need for ongoing quality development, he analyses the demands on practitioners, trainers and educators that would follow from this. To live up to these challenges, supervisors, coaches and their educators should make good use of the ECVision Glossary and Framework of Competences, which the author describes at some length. He concludes with a short overview of what needs to be done to take further steps in the (near) future, and with a playful suggestion to stimulate all of us along on this path.

Quality assurance: the first steps

Since the foundation of the Association of National Organisations for Supervision in Europe (ANSE) in 1997, the promotion of quality is one of its main objectives. In the field of consulting, ANSE represents over 8.000 qualified supervisors and coaches and over 80 training institutes spanning 22 European countries. Since ANSE represents the professional interests of supervision and coaching on a supranational level, the development of cross border, common standards has been one of its most urgent priorities.

Initially this was attempted by defining so-called "minimum standards", which may be found on www.anse.eu. National organisations for supervision and coaching would have to meet these minimum standards to become a full

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[1] With consent of the author, this article was translated and edited by Sijtze de Roos

member of ANSE. But how to draw up, and agree to quality standards in a culturally diverse field? To overcome the disparities arising from differing theoretical approaches and historical roots, and to at least establish the initial base for a cross border, professional understanding of supervision and coaching, long and intensive discussion proved necessary. But we succeeded in establishing consensus on a minimum level, representing the first important definition of quality criteria all concerned could agree to

Up till now, these initial ANSE standards have proved to be workable. But at a minimal level only.

Times are changing, however, and confronting us with more complex quality issues. Around the beginning of this century, the rise of coaching confronted the community of supervisors with new challenges. In intensive discussions on both policy and content level, ANSE and its members tried to clarify whether coaching could be an option for supervisors. Clearly, there appeared to be more under the sun than just reflecting on the dyad 'person and work'. An so, the appearance of coaching, thus far mainly applied to the support of managers, forced the community of supervisors to face the role of organisational matters within supervisory processes in a new way, and challenged them to self-reflect: is our traditional approach still 'state of art'? Do we act on behalf of the supervisee, on behalf of the organisation or on behalf of both, managing tensions and contradictions within the supervisory process?

Yet, partly because of these discussions – and the heightened awareness of the system character of supervision they brought with them – the recent decades may be seen as a success story of theoretical and practical development of supervision and – in later years – of coaching as well; supervision influencing coaching as much as the other way round. So far, the provisional conclusion of the ongoing discussion on the interaction between "Person – Work – Organisation" is that supervision and coaching have assumed an important and relevant role in a world of rapid changes and developments in the workplace, offering critical reflection together with task orientation.

Ongoing development:
what do supervisors and coaches need to master?

For further quality development, the initial standards soon proved too limited to properly serve the mission of ANSE. Luckily, already from the eighties onward, the gap between science and consulting has gradually diminished, leading to a broader definition of supervision and coaching. Supervision and coaching

are more and more conceived as 'a scientifically based, practice oriented and ethically linked concept of individual and organisational consulting activities within the working world'[2].

In later years, this definition has begun to have a specific impact on the contracting phase of supervision processes as well as on coaching. Integration of organisational matters like 'core business and core competences of the organisation', 'mission/mandate/charge of the organisation" and "the assignment (and concurrent job description) of the supervisee/coachee" have to be clearly mentioned. 'Triangulation', i.e. clarification of the needs and wishes of the supervisee/coachee to be managed by the supervisor/coach, has now become 'state of the art'.

Consequently, supervisors and coaches additionally need specific socio-scientific knowledge. This includes:

- Basic knowledge about organisations, such as types and concepts, organisational dynamics and development phases, and changing processes;
- A specific mode of knowledge application to analyse formal phenomena and interior structures within organisations;
- Diagnostic models of the relationship between environment and organisation as well as action models of conflict management, to enhance the efficiency of decision making processes, to avoid wasting human resources, to develop creativity and to increase commitment. And not to forget: minimal knowledge of the development of a 'learning organisation' is an important requirement as well.
- Basic knowledge of the (political) idea, history, definitions, concepts and perceptions of both the phenomenon as well as the term "work" ("Arbeit", "Labour").

These necessities lead us to the conclusion that integration of different areas of knowledge should be a main aim of supervision and coaching in our days, which needs active and mutually reciprocal networking between different approaches of knowledge, with the intention to facilitate mutual clarification and to deal with complex interpretations of the contingent phenomoma practitioners encounter in practice, as well as to correct one-sidedness and dogmatism

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[2]   See Jörg Fellermann – Annette Lentze – Manfred Leppers (eds.), *Supervision, Ein Beitrag zur Qualifizierung beruflicher Arbeit*, Köln, Deutsche Gesellschaft für Supervision e.V., 2012, 8.

THE NEED OF RESEARCH FROM THE PERSPECTIVE OF ANSE

Hands down, with benefit to our profession we make ample use of research outcomes produced by different sciences. But to create our own, professionally specific, scientific understanding, we will have to continue and further develop our own methodologies of 'original research.' This could – and should – be done along the following lines:

- Applied research on the practice of supervision and coaching, focusing on differences and tensions between 'espoused theory' and 'theory in use'.
- Research on the effectiveness of supervision and coaching. Important levels of effectiveness are:
  - The level of the supervisor or coach,
  - The level of the organisation,
  - The level of the clients.
- Research on the quality and effectiveness of trainings programs, and of concepts of supervision and coaching.
- Research on the implications of changes within workplace and society, such as technological and capital driven effects on the position of (professional) workers ("decent work!").
- Research as critical reflection on our formats.

Next to quantitative research, we clearly also need to develop qualitative research projects.

BASIC STEPS TAKEN BY ANSE

In order to follow up on these necessities as a professional body, ANSE had to support the development of a basic understanding of our trade on a European level. A clear and – as far as possible – evidence-based definition of terms, concepts and competencies was missing. This shortcoming was noted repeatedly at several conferences run by ANSE, and also literally experienced in ANSE "International Intervision Groups", in which supervisors and coaches from different countries and with different theoretical approaches came together and, in order to find common ground and be able to start working, first of all had to clarify terms and definitions.

And so, dealing with diversity within their community of practitioners proved a demanding task. Grass roots experiences like these shaped the focus of the 2010 Grundtvig project "Counselling in a Multicultural Europe". This

project finally produced a module that may be fruitfully used in training programs for supervisors and coaches, as well as in their further education.

A next small step was made in the method of (terminological) clarification as applied in the Grundtvig program, but this did not go far enough. On the one hand, a lot was learned about the difficulties of comparing the various, sometimes conflicting approaches to supervision and coaching in the participating countries, on the other hand, it was only possible to explore this superficially. The urgent need to dig deeper and find a consistent way of describing supervisory skills and competences became undeniably obvious. To make this possible, a further project had to be developed and – in order to also obtain European funding – presented as an application to Brussels. Successfully, because in 2012, the LEONARDO 'ECVision Project' was selected by the European Commission to develop a European System of Comparability and Validation of Supervisory Competences.[3]

In my view, this project proved to be a very important step for ANSE and for the entire community of supervisors and coaches.

Two main results are:
- A Glossary to guarantee comparability of terms, definitions and legal frameworks, and…
- A Competence Framework to guarantee comparability of supervisory competences and qualifications by describing them in terms of learning outcomes.

These outcomes should not be seen as 'the one and only truth' of supervision and coaching designs, methods and practices. The idea is to see it as orientation, as a base for fruitful discussion and for further development. It is, again, a minimum consensus on quality. But this time on a decidedly higher level.

The glossary is an attempt to collect all important terms in use within supervision and coaching. It offers descriptions and definitions, and as such may be useful for practitioners, but also for organisations and clients assigning, recommending or undertaking supervision or coaching. The glossary may moreover be useful as a basic resource of disambiguation to providers of supervision or coaching training programs. Ultimately, it is expected to be beneficial for everyone concerned. In addition to being a clarification tool, it is an initial step towards establishing a professional identity for supervisors and coaches on the European level.

In the competence framework, supervisory and coaching competences are described on different levels, covering all activities of supervisors and coaches

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[3] Michaela Judy – Wolfgang Knopf (eds.), *ECVision. Supervision and Coaching in Europe: Concepts and Competences*, Vienna, ANSE, 2015.

with regards to their profession and the different levels on which it is carried out: as supervisor/coach, as trainer/educator of supervisors and coaches, or as meta- supervisor/ meta-coach.

To be more precise:

- The competence framework is of great importance to providers of training programs, using it to describe curricula in terms of learning outcomes. It may moreover be applied to compare their curricula nationally as well as cross border, to ascertain the competences of their trainers and meta-supervisors, and to guarantee, as far as possible, the quality of the staff.
- Supervisors and coachees may use the competence framework for self-assessment and further education.
- Human resource managers can use the competence framework as a checklist to asses their proposals when dealing with consultants.
- National organizations for supervision and coaching can apply the competence framework to adjust standards and to initiate and improve quality management. It is also desirable to make use of the framework on national policy level, for instance in policy discussions regarding the EQF (European Qualification Framework) and the NQF (National Qualification Framework).
- The scientific community can use ECVision outcomes as a starting point for research and to further the systematic of their research terminology.

ANSE will continue to promote and support the use and the further development of the ECVision glossary and competence framework, as well as critical discussion on these products and the policy issues deriving from them. To that end, an instruction workshop consisting of different modules is in the process of being developed. The main goal of this workshop would be to entice and support members of our professional community to work with the three ECVision products: 'Glossary", Competence Framework" and Competence Matrix".

Module 1: General Introduction

Module 2: Using the ECVision Glossary for disambiguation

Module 3: Using the ECVision Competence Framework and Competence Matrix in reformulating standards

Module 4: Using the ECVision Competence Framework for Describing Curricula in Learning Outcomes

Module 5: Using the ECVision Competence Framework for (Self-) Assessment

Module 6: Using the ECVision Checklist in HRM

Finally, a critical reflection on the materials should be enhanced. As already

mentioned before, the ECVision outcomes offer a starting point. When dealing with competences and learning outcomes, it is always dangerous to focus solely on visibly measured results. Supervisors and coaches need to be able to command a wide range of attitudes, behavioural alternatives, and high level professional competences that cannot all be described operationally and cannot all be measured quantatively.

Conclusion

In the future members of ANSE are charged to:
- Promote (with the support of the community) the use and the further development of the glossary and the competence framework. As already mentioned these products are a consensus on a next higher level but still in progress.
- Develop and offer platforms for exchange of experiences in the field of research on supervision and coaching, and for facilitating cooperation of scientists within Europe; in this way supporting the development of a common research systematic (for instance by initiating co-operation between universities under the umbrella of ANSE).
- Actively enhance contacts with colleagues outside the 'German speaking' area and colleagues, and to establish contacts within the Anglo-Saxon world. This would further the use of English as the ANSE lingua franca.

Let me close off with an idea:

Within all master-programs and universities dealing with supervision and coaching, a lot of research is being done. Let's create a EUROPEAN SCIENTIFIC AWARD for supervision and coaching. An international jury under the lead of ANSE selects the best and most relevant scientific publication, which is then to be published in English.

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RELATION BETWEEN RESEARCH AND PRACTICE

RESEARCH ON CONSULTING –
WITH, FOR OR AGAINST PRACTICE?[1]

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HEIDI MÖLLER – KATRIN OELLERICH –
DENISE HINN – SILJA KOTTE

ABSTRACT

This article examines the extent to which consulting research and consulting practice are acting in concert or whether the gap between them still seems insurmountable. To this end we examine the literature on consulting research, report on what kind of research coaching practitioners would consider beneficial, and introduce the first findings from an empirical survey in which coaching practitioners were asked about their motivation for – or against – taking part in coaching research.

INTRODUCTION

The need for consulting within organisations is massively increasing. Nestmann[2] characterises the changing social framework conditions and the consequential need for consulting in such a way that it is no longer about consulting but rather about supporting the company. Organisations and teams no longer function so well due to the demanding balancing act required. The dimensions we all have to balance in our everyday working life can be outlined as: head and heart, exterior and interior, global and regional, old and young, top and bottom, men and women, work and life and so on. In a postmodern working environment, we have to deal on a daily basis with multiple contradictions, dilemmas and differentiations which have to be overcome by the members of the organisation. Self-reflection through consulting serves as a potential outlet for maintaining the operation of the organisation and also for the restoration as well as the growth of damaged organisations[3].

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[1] Published online: 19 August 2014, © Springer Fachmedien, Wiesbaden, 2014.
[2] F. Nestmann, *Handbuch der Beratung*, Bd. II., Tübingen, DGVT-Verlag, 2004.
[3] H. Möller – B. Hausinger, (eds.), *Quo vadis Beratungswissenschaft?*, Wiesbaden, VS Verlag für Sozialwissenschaften, 2009.

Consulting has to fulfil many functions though its main purpose is to provide a compensatory effort. Lammers[4] describes the compensatory function of consulting as follows:

- Where chaos exists, consulting is to restore order
- Where there is a lack of care, consulting is to be sympathetic
- Where overwork exists, consulting is to bring relief
- Where there is confusion, consulting is to provide solutions

When we approach the task profile of consulting, there is a great deal of responsibility resting on the consultants' shoulders. The fact that the professional standards and methodological safeguarding of much of what we in consulting deal with still leaves much to be desired certainly does not make our task lighter. The call for consulting research (a cry for salvation?) is growing louder, from professional associations as well as from consultants themselves. But what kind of research are they calling for exactly?

THE NARCISSISM OF THE SMALL DIFFERENCE

When we look back upon the development during the last few years, the main topic of publications coming from the consulting field was the delimitation of single formats. It seemed important as well as necessary to describe: "This form of consulting is supervision and not coaching, coaching is exactly this, and this is distinguished from mediation in the following aspects, etc." Much energy has been expended in differentiating consulting formats. Now this tendency seems to have come to an end. The scientific community is now refocusing on similarities between consulting formats and this is leading to more holistic consulting research. From a customer's point of view, the experts' lack of agreement regarding delimitations was entirely superfluous. The name of the product the customers are buying was and is quite irrelevant to them so long as the consulting approach solves their most urgent problems. The motivation for establishing future research within the consulting divisions of organisations continues to fade away when one considers that consulting will be bought either way. Nissen[5] estimates the sums within the area of organisational coaching at a turnover of around 12.3 billion Euro. It does not seem to be of importance to the organisation whether or not the consulting approach in question is scientifically based. One reason for this, as described most vividly by

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[4]   W. Lammers, Beratung zwischen Geld und Geist, *Supervision*, 4 (2008) 32–35.
[5]   V. Nissen, *Consulting Research*, Wiesbaden, DUV, 2007.

Alvesson[6], Kühl[7] or von Ameln[8], is that consulting fulfils many latent functions for an organisation but when it comes to matters of expediency; it is completely insignificant whether or not what is provided is scientifically sound.

Currently the movement seems to be more about the joining and fusing of single formats, as shown by the discussion about fluent transitions between expert and process consulting[9]. Rappe-Giesecke[10] describes the "Sowohl-als-auch" ("both this and that") approach to consulting and instruction which is indicated in various fields of consulting. Even the separation of life coaching on the one hand and business coaching on the other, which had always been artificial at best, cannot in general be maintained. Fluent transitions between consulting formats and consulting methods are what determine the current discourse. It is these transitions which may include the most interesting aspects. For consulting research, this means letting go of an ostensible safety net in this most complex of endeavours. We must be careful not to get confused by this transformed complexity and, in a rescue attempt – understood as a necessary reaction – act in a haphazard manner, following the motto "anything goes" or to work with out-dated clichés.

The current state of consulting research

Scherf[11] suggests the use of what he himself admits to be a rough and simplified structure on the different consulting literature. He distinguishes four different groups of consulting literature.

First of all he mentions the category "articles by consultants". This group features practical guidebooks, texts from practice for practice and also case descriptions, which give a templated image of consulting processes by means of known project phases and put particular emphasis on the success of the work performed. "The authors of these articles do not concern themselves with

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[6] M. Alvesson – D. Kärreman, Unraveling HRM: Identity, Ceremony, and Consulting in a Management Consulting Firm, *Organization Science*, 18 (4) (2007) 711–723.

[7] S. Kühl, *Coaching und Supervision: Zur personenorientierten Beratung in Organisationen*, Wiesbaden, VS Verlag für Sozialwissenschaften, 2008.

[8] F. v. Ameln, Latente Funktionen von Organisationsberatung – Beratungswissenschaftliche Perspektive, in Haubl, R. – Möller, H. – Schiersmann, C., (ed.), *Positionen, Beiträge zur Beratung in der Arbeitswelt*, Kassel, Kassel University Press, 2014/1.

[9] R. Königswieser (ed.), *Komplementärberatung, Das Zusammenspiel von Fach- und Prozeß-Know-how*, Stuttgart, Klett-Cotta, 2006.

[10] K. Rappe-Giesecke, *Karriereberatung*, Bergisch-Gladbach, EHP, 2008.

[11] M. Scherf, *Strukturen der Organisationsberatungsinteraktion*, Göttingen, Vandenhoeck & Ruprecht, 2010.

scientific reflection but with the marketing of their own person or company"[12]. These depictions sometimes call to mind faith healing but make up the lion's share of the publications about organisational consulting. Scherf contends that, in this way, consultants retain sovereignty over consulting literature. The self-explanatory logic of those advisors who are self-marketing and thereby have to emphasise their success naturally produces a very specialised form of literature, which nonetheless is also bought *en masse*.

The second group of consulting literature is the representation of a specific consulting approach or a consulting theory: literature showing specific methods and theoretical traditions. It describes how disciplinary knowledge from sociology or psychology influences organisational consulting. The attempt to transfer disciplinary knowledge into consulting works equally with a clear interest in legitimation and application whose immediacy must at the least be scrutinised.

In the third category he describes texts which aim at closing the gaps between theory-driven consulting research and practice. Consulting is described from the perspective of consultants or clients and the consultant-client relationship is addressed, the laws of motion in the consultation market are sounded out, the internal and/or external placing of consultants is described, and so on.

Finally, the fourth category of consulting publications is that of empirical examinations of consulting processes. This category contains the fewest example and therefore provides the least data[13]. There are compelling structural reasons for this phenomenon. On the one hand, this circumstance might be due to the fact that consulting research is in its early days. We find a great deal of individual research but there are few networks or research groups which work together in a coordinated manner. This state of affairs is particularly astonishing considering that we consultants are always talking about the transformative functions of group-work. In our own research however we seem to have a tendency towards going it alone.

On the one hand we find consultation concepts which are models of unambiguous clarity; on the other hand there is a significant lack of empirical

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[12] Ibid., 32.

[13] H. Möller – S. Kotte, Die Zukunft der Coachingforschung, *Organisationsberatung, Supervision, Coaching*, 4 (2011) 445–456.; S. Kotte – K. Oellerich – D. Schubert – H. Möller, Das ambivalente Verhältnis von Coachingforschung und –praxis: Dezentes Ignorieren, kritisches Beäugen oder kooperatives Miteinander? in A. Schreyögg – Ch. Schmidt-Lellek (eds.), *Die Professionalisierung von Coaching, Ein Lesebuch für den professionellen Coach*, Wiesbaden, VS Verlag, 2015, 23–45.

consulting research[14]. This also follows a system. If we go by Baecker[15], research and consulting are first and foremost closed autonomous systems and entirely different from each other. Taking a look at the aims and underlying values of these two systems clarifies this all too well. The aim of consulting is to make a system capable of acting or to keep it in that state. Science on the other hand is allowed (for a certain period of time) to remain in a state of ignorance, of distraction, of unpleasantness and of criticism. As consultants in a system it is our task and duty to uphold the system's capability to act – even if in the meantime we unsettle and confuse the organisation, which is a principle of systemic consulting. Lastly it is a matter of absorbing this uncertainty and to this end, consultants fall back on somewhat simple models.

Even if we as scientists allow ourselves to continually raise the level of complexity, as consultants we must keep within the following limits: the capacity of the organisation members (and consultants) to make sense of it. While we in the consulting business make our money with *double-dealing* (absorbing uncertainty and replacing it with new models), the comparatively sparse research funds flow much more by means of increased complexity and further differentiation, at least when it is not commissioned research. This makes for communication barriers between the practitioners and the scientists because scientists pursue different aims, for instance boosting their own reputation, and naturally the best way to achieve this is by increasing complexity, not by reducing it.

There are two inherently different fields of knowledge which cannot simply be integrated into each other: expert knowledge and scientific knowledge. The generation of knowledge is not independent of the construction of reality via the consultants' day-to-day lives and their training institutions on the one hand and the universities as research facilities on the other. A recourse to research-generated knowledge by consultants is in no way a given, since: "The probability of any kind of knowledge being rejected can be explained by the fact that both the view of reality of the social system in which the knowledge is being communicated, as well as the system itself which constructs this reality and not another, is at stake."[16]. The knowledge which consultants use in practice and which they consciously or unconsciously ignore would itself be another demanding though rewarding research question. "Experts know and

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[14] H. Möller – S. Kotte – K. Oellerich, Wissenschaft und Praxis – ein unauflösliches Spannungsverhältnis? *Coaching Magazin*, 1 (2013) 35–39.

[15] D. Baecker, Zum Problem des Wissens in Organisationen, *Organisationsentwicklung*, 3 (1998) 4–21.

[16] Ibid., 15.

consultants consult based upon their own skill in a highly selective handling of scientific knowledge"[17]. This results in the much-lamented detachment of the counselling profession from science.

WORKSHOP: THE UNIVERSITY AS A SERVICE PROVIDER FOR PRACTITIONERS

The two closed autonomous systems, science and practice, need selective means for opening up to each other. In the context of an event at which practitioners and scientists interacted, both systems came into contact. In workshops they worked on the following topics: they imagined the university as a service-providing company which they could mandate with research tasks. "What we always wanted to know about coaching but were afraid to ask" – This was the headline chosen by a group of experts for their "research wish-list". The results from the small groups are arranged in the following subject areas: 1) content-related knowledge interest; 2) diagnostic instruments and evaluation tools; 3) coaching as a profession and representations of coaching; 4) research approaches and 5) desirable features of the scientific literature.

Content-related knowledge interest

The experts want research on the requirements and/or expertise of a coach; for instance, how significant are experience, training and personality? Which ethical attitudes consolidate practical counselling?

Furthermore, the working groups expressed the desire for more process research: what is actually effective in coaching processes? Which variables play a role, for example in relation to the effectiveness of different tools in a specific coaching process and their long-term effects. Experts asked for knowledge about different indications: when are the various methods relating to various purposes most effectively engaged, and what benefit do they have in particular cases? What importance can be attributed to the client's self-reflection? What are the effects of coaches' "mistakes" in unsuccessful processes? What effects are produced in relation to the coaching duration and the number of coaching sessions? And where lies the border between efficacy and damage?

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[17] Ibid., 17.

Questions on research relating to the coach-client interaction were posed as well, for example about the influence of the coach's speech behaviour or about the acquisition and analysis of the coachee's emotional condition.

In addition, the experts wished for a comparison of the different coaching approaches and methods and wanted to know which tools have proven reliable, which ones are used in practice and whether (and if so, how) coaches change these over the course of time, and whether the efficacy of coaching can be increased in combination with other human resources development measures (for instance training courses or the use of 360° feedback).

On an organisational level, experts ask for research support relating to the efficacy requirements of coaching: how can coaching be successfully implemented within organisations? Which supporting framework conditions must be in place? What role is played by the organisational and leadership culture? Which (possibly latent) aims does an organisation pursue by implementing coaching? What positive and negative examples are there for the implementation of coaching within organisations? Additionally, the participants wanted to know more about the competencies of those who are responsible for coaching within an organisation and how well matched are the companies' coaching pools and the organisational requirements.

Diagnostic instruments and evaluation tools

The development of diagnostic instruments which better facilitate the planning and adaption of coaching to the needs of the coachees and the organisation should also be aspired towards, in accordance with the understanding of the experts. This would allow for the implementation of appropriate methods based upon these.

Furthermore, there is a need for measuring instruments which indicate the success of coaching, such as a Key Performance Indicator (KPI), biofeedback relating to work-life balance – not just for the coachee but also for the coach and the organisation and/or internal controlling.

The experts wish for evaluation tools for quality measurement which make observable the professionalism of coaching. These should be easy to use. The experts think that well-researched coaching can be a marketing tool when it comes to selling coaching as well.

Coaching as a profession and representations of coaching

Further proposals related to professionalisation and concept research. On the one hand there still is a need for clarification concerning the occupational image of a coach in contrast to other counselling and consulting formats. In the long run, the experts' aim is the protection of the job title "coach". The clarification of a potential discrepancy between the self-image of the coaches and their actual conduct also seems to be of interest. There is a desire for clearly defined and certified training curricula with standardised content which will be accompanied by research. The social representations of coaching also occupy the experts: how is the coaching product perceived and rated by customers?

Research approaches

In addition to self-reports by coaches and coachees by means of questionnaires, experts desire research results with 'hard facts' such as field observations, written documentation or video analysis. The research methods should also be broadened – there should be single case-oriented, interdisciplinary, holistic, methodologically diverse and internationally oriented approaches as well as control group designs.

Desirable features of the scientific literature

Experts want the scientific literature to "speak the language of the customers – from initial investigation to publication", meaning that the publication should be aimed at the target audience of consumers and research should provide added value for the customers. "Who exactly is meant to benefit from the coaching research?"

In line with psychotherapy research

The practitioners' research ideas and desire for further knowledge which resulted from the workshop relating to science as a service provider show that practitioners have differentiated interests in science which exceed pure legitimation research.

Still, most empirical studies work with small samples because, among other things, it is extremely difficult to find a larger number of coaches for scientific studies. So it seems meaningful and even necessary to examine more closely the attitudes and expectations of practitioners towards research as well as their motivation for participating in research, so as to also be able to carry out ecologically valid studies.

There are currently few systematic surveys on coaching. For this reason, borrowing findings from psychotherapy research could also be expedient in relation to the question of attitudes towards research. Approaches originally stemming from psychotherapy already exert a strong influence in the coaching field. This influence is visible for instance in the use of psychotherapeutic methods[18] or the adoption of theoretic models such as the common factor as per Grawe[19]. Künzli[20] sums this up by saying that despite all the differences in regard to target groups, contexts and aims, there are many similarities on a structural basis, so that taking findings from psychotherapy research can prove beneficial for coaching research. Smither[21] is also convinced that psychotherapy research is not only beneficial for practice but can also serve as a guideline for coaching research.

MOTIVATION TO PARTICIPATE IN RESEARCH

Due to the establishment in the late 1990s of the German "Wissenschaftlicher Beirat Psychotherapie" ("Scientific Advisory Body on Psychotherapy") which has a statutory duty to examine psychotherapeutic methods and techniques, psychotherapeutic methods in particular are put under political and economic pressure to prove their efficacy[22]. As a proof of the efficacy of psychotherapeutic methods, psychotherapy research requires randomised controlled trials (RCT), i.e. experiment-based studies of efficacy. To meet these requirements, and for ecologically valid studies in general, there is a need for patients who are willing

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[18] C. Rauen, *Coaching*, 2. aktualisierte Auflage, Serie Praxis der Personalpsychologie, Band 2, Göttingen, Hogrefe, 2008.

[19] K. Grawe, Wie kann Psychotherapie noch wirksamer werden?, *Verhaltenstherapie & psychosoziale Praxis*, 31 (2) (1999) 185–199.

[20] H. Künzli, Wirksamkeit im Führungskräfte Coaching, *Organisationsberatung, Supervision, Coaching*, 16 (2009) 4–18.

[21] J. W. Smither, Can psychotherapy research serve as a guide for research about executive coaching? An agenda for the next decade, *Journal of Business Psychology*, 26 (2011) 135–145.

[22] J. Protz – H. Kächele – S. Taubner, Die Ambivalenz mit der Therapieforschung: Beweggründe und Erfahrungen von Psychoanalytikern, *Forum Psychoanal*, 28 (2012) 67–88.

to make themselves available as study patients[23] as well as study therapists who are willing to let others watch over their shoulder. It has long been the standard practice in psychotherapy research to use students as study therapists since they are readily available. This often diminished the generalisability of research results on therapeutic practice. This makes the participation of experienced practitioners all the more relevant[24].

The practitioners' motivation for participating in research is therefore an important element in closing the gap between science and practice. In general, many practitioners see the need to support psychotherapy research, yet the number of those who actually participate in studies is rather small[25]. This much-decried gulf between researchers and practitioners is itself an important topic of therapy research[26]. The relationship between clinical practice and science is characterised by mutual criticism and prejudice; clinical practitioners question the relevance of scientific results in clinical practice and scientists question the scientific evidence of the applied therapeutic approaches[27]. This highly charged relationship also expresses itself in studies which show that practitioners rarely read research results[28], do not integrate scientific results into their work[29] and rarely carry out their own research[30].

A scientific position would imply that critical questions are being asked about their own preferred procedures and/or methods as well. Practitioners who have already decided on a valid truth (as they see it) might not be willing to hear the answers to such questions[31].

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[23] S. Taubner – G. Bruns – H. Kächele, Studienpatienten gesucht, *Psychotherapeut*, 52 (2007) 236–238.

[24] Protz et al., Die Ambivalenz mit der Therapieforschung.

[25] F. Bush – B. Milrod – M. Rudden – T. Shapiro – J. Roiphe – M. Singer – A. Aronson, How treating psycho-analysts respond to psychotherapy research constraints, *J Am Psychoanal Assoc*, 49 (2001) 961–983.; G. Rudolf, RcTs und die Realität des praktischen Therapierens, *Psychother Psychosom med Psychol*, 58 (2008) 357–358.

[26] P. Talley – H. Strupp – S. Beutler (eds.), *Psychotherapy research and practice, Bridging the gap*, New York, Basic, 1994.

[27] R. Elliott – C. Morrow-Bradley, Developing a working marriage between psychotherapists and psychotherapy researchers: identifying shared purposes, in P. Talley – H. Strupp – F. Butler (eds.), *Psychotherapy research and practice: Bridging the gap*, New York, Basic, 1994, 124–142.

[28] L. Cohen, The research readership and information source reliance of clinical psychologists, *Prof Psychol res Pract*, 10 (1979) 780–785.; J. Schachter – L. Luborsky, Who's afraid of psychoanalytic research? Analysts attitudes towards reading clinical versus empirical research papers, *Int J Psychoanal*, 79 (1998) 965–969.

[29] C. Morrow-Bradley – R. Elliott, Utilization of psychotherapy research by practicing psychotherapists, *Am Psychol*, 41 (1986) 188–197.

[30] J. Prochaska – J. Norcross, Contemporary psychotherapists: a national survey of characteristics, practices, orientations, and attitudes, *Psychother Theory res Pract*, 20 (1983) 161–173.

[31] G. Rudolf, Psychoanalyse und Forschung: unüberwindliche gegensätze? in G. Poscheschnik

The question as to why psychotherapists participate in psychotherapy research or not has been researched in some studies. The results show that there is low motivation to actively participate in psychotherapy research. Bednar & Shapiro[32] asked 16,100 psychotherapists whether they were willing to have two of their cases audio-recorded for scientific purposes. Only 85 psychotherapists agreed, in other words less than 1%. The authors summarised that there are good reasons to believe that the attitude towards psychotherapy research shown by most of the clinical practitioners is not merely indifference (as is usually assumed) but uncooperativeness and ultimately antagonism[33]. In a study by Wynne and colleagues[34], 98% of the 845 contacted psychotherapists declined to take part. The study design required the audio-recording of a therapy session. Vaughan and colleagues[35] reported that they had to cancel their clinical study with patients because they were unable to recruit a sufficient number of participants. Most of the patients refused to participate in a study after the psychotherapists introduced them to the study. The authors interpreted this effect as an indirect result of psychotherapists' dismissive attitude towards psychotherapy research.

The question as to the specific reasons why participation in (psychotherapy) research is accepted or declined is however still relatively under-researched. Two studies examined the motives for non-participation by psychotherapists[36]. Reasons for non-participation were mainly the lack of time and general criticism towards the study design or the research instruments to be used (e.g. audio recordings). Vachon and colleagues[37] also asked which aspects could potentially increase the willingness to participate in psychotherapy research. As supporting possibilities, external factors such as more time, financial compensation or research designs which did not feature audio recordings were

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(ed.), *Empirische Forschung in der Psychoanalyse: Grundlagen – Anwendungen – Ergebnisse*, Gießen, Psychosozial-Verlag, 2005, 63–76.

[32] R. L. Bednar – J. G. Shapiro, Professional Research Commitment: A Symptom or a Syndrome, *Journal of Consulting and Clinical Psychology*, 34(3) (1970) 323–326.

[33] Ibid.

[34] M. Wynne – M. Susman – S. Ries – J. Birringer,– L. Katz, A method for assessing therapists' recall of insession events, *J counsel Psychol*, 41(1) (1994) 53–57.

[35] S. C. Vaughan – R. D. Marshall – R. A. Mackinnon – R. Vaughan – L. Mellman – S. P. Roose, Can we do psychoanalytic outcome research? A feasibility study, *Int J Psychoanal*, 81(3) (2000) 513–527.

[36] Bednar – Shapiro, Professional Research Commitment; D. O. Vachon – M. Susman – M. E. Wynne – J. Birringer – L. Olshefsky – K. Cox, Reasons therapists give for refusing to participate in psychotherapy process research, *Journal of Counseling Psychology*, 42(3) (1995) 380–382.

[37] Vachon et al., Reasons therapists give for refusing.

principally given. Still, 20% of the participants in the survey mentioned general doubts about psychotherapy research.

By contrast, a new study shows a potential reversal of such attitudes towards psychotherapy research. Felber and Margreiter[38] examined the attitudes towards psychotherapy research by means of semi-structured interviews. The results showed that the participants of that sample (N=50) had a positive attitude towards psychotherapy research and saw, above all in the research, added value in relation to the effectiveness and quality assurance of psychotherapy. Furthermore, 50% of sample participants were able to name current research projects and studies. This positive trend was also reported in a study by Thurin and colleagues[39]. These results show that the participating psychotherapists perceived positive effects for their own clinical practice and reported no negative effects on their patients.

The same applies to coaching: in a survey carried out at a coaching research conference in 2010, Wegener and colleagues[40] showed that the attitude of practicing coaches towards research is generally positive and that the attitude towards coaching research was rated as very/rather positive by 88% of participants. The use of coaching research was principally viewed as furthering coaching as a profession (98%), making coaching more efficient (88%) and improving the public image of coaching (86%)[41]. Still, the current state of coaching research – as mentioned already – shows that many studies have only small samples and many studies are carried out on coaches who are still studying[42]. So there is a need for experienced practicing coaches who are willing to let others watch over their shoulder. This is the basic requirement for ecologically valid studies, without which the development of professional standards and quality assurance would be impossible.

The actual motivation behind coaches deciding for or against participating in research still has not been thoroughly examined. Only when the decision

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[38] M. Felber – U. Margreiter, Einstellung von Psychotherapeut(inn)en zu Psychotherapieforschung, *Pscyhother Forum*, 15 (2007) 192–196.

[39] J.-M. Thurin – M. Thurin – N. Midgley, Does participation in research lead to changes in attitudes among clinicians? Report on a survey of those involved in a French practice research network, *Counseling and Psychotherapy Research*, 12 (2012) 187–193.

[40] R. Wegener – A. Fritze – M. Loebbert, *Coaching entwickeln, Forschung und Praxis im Dialog*, SpringerLink, Bücher, 2., durchgesehene Auflage, Wiesbaden, VS Verlag für Sozialwissenschaften, 2012.

[41] Ibid.

[42] S. Kotte – K. Oellerich – D. Schubert – H. Möller, Das ambivalente Verhältnis von Coachingforschung und –praxis: Dezentes Ignorieren, kritisches Beäugen oder kooperatives Miteinander? in A. Schreyögg – Ch. Schmidt-Lellek (eds.), *Die Professionalisierung von Coaching, Ein Lesebuch für den professionellen Coach*, Wiesbaden, VS Verlag, 2015, 23–45.

criteria are clear can future research efforts be attuned to them and the research coordinated to meet the demands of coaching practitioners.

INCENTIVES AND EXCLUSION CRITERIA
FOR PARTICIPATING IN COACHING RESEARCH

For this reason, an on-going study asks coaching practitioners for their attitudes (response rate to date 58%, N=50) by means of an online questionnaire. For this article, we single out two key questions which the coaches could answer using a comments field:

- In the opinion of the coaches, what preconditions have to be met in order for them to participate in a coaching study?
- What would be exclusion criteria for participation?

So on one hand, coaches were asked what would positively influence them to participate in coaching research (preconditions, incentives) and on the other hand, they were invited to give reasons why they would decide not to participate (exclusion criteria). The answers received were evaluated by means of content analysis[43]. A category-based system was developed from the answers wherein the individual answers were allocated to the corresponding category and the allocation confirmed by means of communicative validation within the research teams.

In total, 105 statements relating to preconditions for participating and 67 statements relating to exclusion criteria could be identified from the responses. From both question (incentives and exclusion criteria), an overall view revealed a similar structure to the answers. Four overarching themes could be detected:

1. Statements by the coaching practitioners relating to the *research concept*
2. Statements relating to the *effort required* and *potential (financial) compensation*
3. Questions as to what extent the *interests of the coaches themselves and of their clients would be taken into account in the research process*
4. Statements about the *working relationship between researchers and practitioners*

A comparison of these answers in accordance with the four themes illustrates similarities and differences in regard to the incentives and exclusion criteria:

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[43] P. Mayring, *Qualitative Inhaltsanalyse. Grundlagen und Techniken*, 11. ed. vol., Weinheim, Beltz, 2010.; M. Schreier, *Qualitative Content Analysis in Practice*, London, Sage, 2012.

Research concept

In the matter of incentives and exclusion criteria, around 25% of all answers featured the research concept. The participants named content-related criteria (relevance and traceability of the question(s), aims and knowledge acquisition sought) as well as methodical aspects (research design, methods used and evaluation strategies). In relation to the incentives, the relevance of the content, questions and aims were prioritised: questions which are of interest to the coaches themselves and relevant to practice, a clear theoretical foundation of the study or specific content-related ideas such as a clearly limited definition of coaching. The statements about methods and design were however less frequent and phrased in a very general way (e.g. "high quality of study design"). For the statements about exclusion criteria, the opposite was true: coaches mentioned design and method considerably more often than content. In addition to general comments about methodologically questionable designs, they ruled out 'more invasive' research methods (audio, video, participatory observation) as well as purely quantitative survey and evaluation strategies.

Effort required and (financial) compensation

Around 20% of the answers to the two questions related to the effort required in participating in a study. It was particularly common for the coaches to bring up the extra time demands as well as potential additional travel or administrative costs. For the coaches, these represent a significant hindrance in relation to participating in studies and should be as minimal and as clearly defined as possible. Only a very minor proportion of those questioned (2 out of 50) mentioned financial remuneration as an incentive or the lack of such as an exclusion criterion.

Question of the interests of coaches and clients

About a third of all answers to the two questions asked to what extent the interests of coaches and clients are taken into account in the research. The percentage of such statements was higher in 'preconditions' (35% of all statements) than in 'exclusion criteria' (30% of all statements). For the coaches these related to anonymity, potential interference in the coaching process by the research and the use of the research for themselves and their clients. Most frequently, coaches

mentioned anonymity – both in general and especially in relation to their clients. When it came to exclusion criteria, in addition to general statements they mentioned that their clients must not be endangered, particularly by a failure to maintain anonymity or due to unreliable anonymisation strategies. Furthermore, some coaches feared interference in the coaching process and results, and formulated criteria for the selection of coaching cases (especially in regard to their clients' consent) which would be suitable for research. In this context they also specifically mentioned the difficulty in properly explaining the research concept to the clients in question. The desired usage of the results for coaches themselves appeared mostly on the side of the incentives: they express a definite interest in and clear expectation of receiving feedback on the results from the researchers after the study has concluded.

Working relationship between researchers and practitioners

About 20% of statements related to the expectations the coaches had about the working relationship between researchers and practitioners during the research process. These included statements about the researchers' competence, the transparency of the research proposal and organisational and technical support. A transparent mediation of the research aims and methods was most frequently mentioned – positively as a precondition as well as negatively, when transparency is insufficient, as an exclusion criterion. The researchers' competence (or lack thereof) was mentioned as well. The specific answers hinted at the expectation of working on an equal footing with (professionally) experienced researches. Another precondition for participation by the coaches was good overall organisation and expert technical support by the researchers during the research process. Specific individual statements about exclusion criteria referred to a lack of trust and the asymmetrical relationship structure – for instance due to patronising attitudes on the part of the researcher or the lack of opportunity for the coach to give process feedback.

The previous results of systematic questioning of coaches correspond in part to the topics of this research/practice workshop. It is evident that practitioners expect a great deal more from research than simple legitimising research. They have a genuine, content-related interest, want to participate in defining the "relevant" questions and expect these to be integrated into good research designs. They also expect a summary of the feedback in return for their participation.

The impression arises that some coaches have had poor experiences with qualitatively questionable coaching research. This would correspond to the accounts given by very experienced coaches who we encountered multiple times during the course of personal conversation. These coaches in particular are virtually flooded with coaching research requests relating to Bachelor and Master theses. In the online survey, many participants expressed the wish (in a surprisingly explicit manner) for "theoretical foundation", "intelligent designs" and "integrity on the part of those conducting the study". There is indeed a need here for action on the part of the researchers and it requires the willingness of experienced researchers to enter into dialogue and cooperation with coaching practitioners and to develop and implement systematic research programmes instead of merely sending Bachelor and Master students to do the job.

We encountered however a contradiction: while practitioners at the workshop wished for "hard facts" like field observations and written documentation or video analysis, which would also be desirable from a scientific-methodological point of view, many coaches in the online study explicitly mentioned these methodical approaches as exclusion criteria for their own participation. Together with the oft-mentioned concerns that the coaching process might suffer interference, coaches seem keen to have such research but (to phrase it somewhat provocatively) are unwilling to take part in it themselves. This leads us to ask the critical question as to whether coaches – akin to what Vaughan and colleagues[44] suspected about psychotherapy research – are concealing their own discomfort and holding their cards close to their chest while using concerns about client protection as a smokescreen.

As scientists, we want to challenge ourselves to develop high-quality research concepts and at the same time encourage practitioners to engage themselves more fully in coaching research.

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LATVIAN SUPERVISORS' VALUES[1]

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Abstract

A new profession has been created and is developing in Latvia – supervision, and it is important to characterize how its professional basis is created, including the content of the value system. The goal of the pilot study is to characterize the values of the practicing supervisors. This study addresses the following research questions: (a) What are the values of the practicing supervisors? (b) Are there differences between supervisors who practice in different professional fields? and (c) What are the differences of evaluations of importance and attainability of personal values? The participants of this research were 28 supervisors who practice in different professional fields. They filled out an electronic demographic data form online and evaluated the importance and attainability of the offered values on a 5-point Likert scale. The results showed statistically significant differences in the importance of the transcendence value and in the attainability of expediency and practicality value, as well as many differences between the evaluations of importance and attainability of personal values.

Introduction

Supervision has entered Latvia starting from the turn of this century for many industry representatives, especially in the helping professions – psychologists, social workers, psychotherapists, art therapists etc., providing targeted professional advisory and educational support options (also during the study process), to develop professional competencies and stimulate the

quality of professional work. For a long time, supervisors were seen by the state as typically lacking in coordination and suffering form an unclear attitude towards professionalisation. For example, by making supervision obligatory for all social workers, but not defining the educational frame of supervision and not setting standards for work quality; by stating this in many political planning documents but not issuing any financing for it. Supervision was segmented in many professional associations, giving interpretation of the various concepts of supervision, organization, and defining necessary competencies for the practicing supervivors.

Approximately four years ago, thanks to the activities of supervisors who were trained in cooperation with foreign colleagues, work was started in Latvia towards regulating supervision: rallying supervisors, putting the system of education and further education in order, defining professional standards, creating a professional masters study program "Supervision" at the Rīga Stradiņš University. Furthermore the "Latvian Supervisor union" has begun certifying supervisors[2]. At time being supervision has many faces: for instances in practicing supervision. The supervision education and experience, as well as understanding of the standards of professional activity significantly differs, so the matter of supervisor professional qualities, including values is very topical[3].

Value System

Values are to be understood as an individual's belief which is determined by a personally or socially more acceptable specific type of action and state of

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existence (important purpose)[4], as ideals, highest principles and criteria[5], they are connected with the realization of purpose. Values are the main concepts that unfold in their subjective sense, identity, life style etc.[6], they characterize communication, cooperation with others, priorities when faced with a decision making situation, allowing to separate the essential from the non essential and choose a defined purpose and behavioural model[7]. Different values have different importance for individuals, which can thus help understand and explain their attitude and behaviour[8].

An important factor that affects ones professional activity is the content of the specialists' personal values.[9] Members of one profession tend to have values and attitudes in common, differentiate from other profession members, On the one hand values affect the choice of profession, on the other – values are acquired during the process of the development of professional competencies and change with the impressions gained from different occurrences and experience.[10]. This has been confirmed by studies that have been dedicated to determine the values connected with the results of professional activity[11] and for the research of the instrumental values of different professional group members.[12]

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[10] M. W. Kramer, *Organizational Socialization*, Cambridge, Polity Press, 2010.

[11] О.Л. Чернова, Цели и ценности профессиональной деятельности американских и российских дошкольных педагогов, Психологическая наука и образование, 2 (2012) 38–47. // O. Chernova, American and Russian pre-school teacher professional activity goals and values, *Psychology science and education*, 2 (2012) 38–47.

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Value conflicts

Alongside the value system the professional activity can be affected by value conflicts. For example conflicts between personal and professional values can affect making ethical decisions[13]. In the study of supervisors' clinical value conflicts[14] it was concluded that within this group the value conflicts are promoted by the differences between world views and power positions, contradictions between clinical and administrative roles etc.

To understand values and their conflicts better, a Russian psychologist J.Fantalova advises to divide two aspects – evaluation of the importance of current values and evaluation of which values the individual sees as achievable. The difference between both evaluations can be interpreted as internal conflict (a value is important, but it is hard to reach) or "inner vacuum" (the value is not important and it is easy to reach)[15].

The task for supervisors within the process of value integration and solving value conflicts can be a triple challenge: to integrate ones own personal values, professional values that are connected with one's first education and first profession (i.e. most often connected with the field of supervision practice), and professional values that are important specifically in the supervisor's professional activity.

Taking into account that values are one of the prerequisites to promote a common development for professional fundamentals, this pilot study had a purpose of characterising Latvian supervisors' values. Many research questions were raised: what are the values of practicing supervisors; are there differences

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[15] Е.Б. Фанталова, Диагностика и психотерапия внутреннего конфликта, Самара, БАХРАХ-М., 2001. // J. Fantalova, *Inner conflict diagnostics and psychotherapy,* Samara, BAHRAH-M., 2001.

between personal values of the supervisors practicing in different professional fields, and if so, then what are they; are there differences between the evaluation of importance and attainability of the personal values of practicing supervisors, and if so, then in regards to which values; within which fields the differences between the importance and attainability of supervisor's personal values are the biggest?

Research on values began during the first half of the 20th century, in the beginning examining values as a philosophical concept in regards to a virtuous life and morals,[16] as well as separating value typology. German philosopher Eduard Spranger wrote about six types of human beings[17], in regards to their way of thinking, way of life, most important and overall beliefs (values). Each of these types is oriented towards defined core values: theoretical – towards discovering the truth and systematic thinking; economical – towards usefulness and practicality, including accumulating wealth; esthetical – towards harmony of beauty, form and art; social – towards relationships with people; political – towards gaining power and affecting other people; religious – towards unity and understanding the Universe.[18]

The further development of this concept in the context of psychology is known also as Allport – Vernon – Lindzey value theory,[19] and in this study the chosen value list is based on this concept, however the value conflict interpretation mechanism – on the concept offered by Fantalova.[20]

METHODOLOGY

In the electronic website www.visidati.lv a special socially demographic data form created by the authors was uploaded as well as 12 value lists, that needed to be evaluated using a 5-point Likert scale based on their importance (from 1 point – *completely unimportant* to 5 points – *very important*) and attainability (from 1 point – *very difficultly attainable* to 5 points – *very easily attainable*).

[16] R. B. Perry, *General Theory of Value: Its Meaning and Basic Principles Construed in Terms of Interest*, New York, Longmans Green, 1926.

[17] E. Spranger, *Types of men*, New York, G. E. Stechert Company, 1928. (Original work published 1914.)

[18] E. Šprangers, *Jaunatnes psīcholoģija*, Rīga, M. Liepiņas izdevums, 1929. // E. Šprangers, *Young adult psychology*, Riga, published by M. Liepina, 1929.

[19] G. W. Allport – P. E. Vernon, *Study of values: A scale for measuring the dominant interests in personality*, Boston, MA, Houghton Mifflin, 1931.; G. W. Allport – P. E. Vernon – G. Lindzey, *A study of values*, Boston, MA, Houghton Mifflin, 1951.

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The participants of the pilot study were 28 practicing supervisors: 26 women and 2 men who practice in different professional fields (7 participants (or 25%) – social work; 6 participants (or 21.4%) – art therapy; 4 participants (or 14.3%) – psychotherapy; 5 participants (or 17.9%) – psychology, 3 participants (or 10.7%) – business field, 3 participants (or 10.7%) – education). 24 respondents (or 85.7%) got the education in supervision or continue to get it. 17 respondents (or 70.8%) are studying supervision within a continuing education program, 4 respondents (or 16.7%) – within a higher professional education program and 3 respondents (or 12.5%) – within courses.

The data of the study show that *the highest percentage of* supervisors (60%) from those who practice without a supervisor's education, are practicing in the field of psychology. All of the respondents work as supervisors. 13 respondents (46.4%) practice supervision for more than 5 years; 5 respondents (17.9%) – 3-4 years; none of the respondents is practicing supervision full time. The highest number of respondents (14 participants or 50%) have a private practice in supervision, 5 supervisors (17.9%) practice in the commercial environment, 6 respondents (21.4%) work in the state and government sectors, 3 respondents (10.7%) have indicated another organizational form of supervisor's professional activity.

Results

First the personal values of the supervisors were investigated. It was established which values were important and which values were more attainable. Descriptive statistics (*M, SD*) were calculated. In order to establish whether the importance and attainability of values of supervisors practicing in different professional fields differ, a one-way ANOVA was conducted (see Table 1 and Table 2).

Supervisors' groups (professional field of supervision practice)

Value	Business field n = 3		Art therapy n = 6		Education n = 3		Psychology n = 5		Social work n = 7		Psychotherapy n = 4		Total n = 28		$F_{(5,22)}$	$\eta2$
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		
Relationships with people	4.67	.58	4.83	0.41	5	0	4.4	.55	4.86	.38	4.75	0.5	4.75	.44	.96	.18
Financial stability, materially secure life	5	0	4.17	.98	3.67	.58	4	.71	4	0	4.25	.5	4.14	.65	1.7	.28
Influence	2.67	1.53	3.33	.82	3.33	.58	2.6	.55	2.57	.79	3	.82	2.89	.83	.88	.17
Interest in understanding the Universe, higher order	3	2	4.17	.75	2.67	1.53	2.6	.89	3.43	1.27	3.25	.96	3.29	1.21	1.21	.22
Cognition and discovering the truth	4.33	1.15	4.33	.52	3.33	1.53	3.4	.55	4.29	.76	4.25	.5	4.04	.84	1.54	.26
Innovation and creativity	4.33	1.15	4.17	.75	4	1	3.8	.45	4.29	.76	4.75	.5	4.21	.74	.79	.15
Expediency and practicality	4.33	1.15	3.33	.82	3.67	.58	4.2	.45	3.57	.53	4.25	.96	3.82	.77	1.54	.26

	Supervisors' groups (professional field of supervision practice)														
	Business field		Art therapy		Education		Psychology		Social work		Psychotherapy		Total			
	$n = 3$		$n = 6$		$n = 3$		$n = 5$		$n = 7$		$n = 4$		$n = 28$			
Value	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	$F_{(5, 22)}$	η^2
Beauty of art	3.67	1.15	3.5	.84	3	1	3.8	.84	3.57	1.13	4.25	.96	3.64	.95	.62	.12
Giving help and support to other people	4.33	1.15	4.33	.52	4.67	.58	4	.71	4.43	.79	4.75	.5	4.39	.69	.61	.12
Self – discovery	4	1	4.67	.52	4.67	.58	4.2	.45	4.86	.38	4.75	.5	4.57	.57	1.68	.28
Transcendence	3.33	2.08	4.67a	.52	3	1.73	2.2b	.45	3	1.29	4	.82	3.39	1.34	3.04*	.41
Power	3	1	2.33	.52	2.33	.58	2	0	2.29	.49	2.5	.58	2.36	.56	1.37	.24

Note. *$p < .05$

a,b Means in the same row differ significantly in the Tukey HSD comparison.

Table 1. Descriptive and inferential statistics for evaluations of the importance of values of supervisors practicing in different professional fields

The results of the conducted analysis of variance show that there were significant differences between supervisors practicing in different professional fields in evaluations of the importance of the transcendence value ($F(5, 22) = 3.04$, $p < .05$). The results of *Post-hoc* tests using *Turkey HSD* show that the supervisors practicing in the field of art therapy evaluate transcendence as more important than the supervisors practicing in the field of psychology ($p < .05$).

	Supervisors' groups (professional field of supervision practice)													
Value	Business field $n=3$		Art therapy $n=6$		Education $n=3$		Psychology $n=5$		Social work $n=7$		Psychotherapy $n=4$		Total $n=28$		$F(5,22)$	$\eta2$
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		
Relationships with people	4.67	.58	4.17	.75	4.33	.58	4.2	.45	3.86	1.21	4	1.41	4.14	.89	.36	.08
Financial stability, materially secure life	3.67	.58	3	.89	2.67	.58	3.4	.55	3.14	.38	3	.82	3.14	.65	.96	.18
Influence	3	1	3.33	.82	3.33	.58	3.4	.55	3.71	.49	3.5	.58	3.43	.63	.56	.11
Interest in understanding the Universe, higher order	3.67	1.15	3.83	.75	2.33	2.31	3.4	.55	3.29	1.11	3.75	.96	3.43	1.1	.85	.16
Cognition and discovering the truth	4	1	4	0	2.33	1.53	3.4	.89	3.57	1.13	3	1.41	3.46	1.07	1.38	.24
Innovation and creativity	4	1	4	0	3.33	1.15	3.8	.45	3.86	.69	3.75	1.26	3.82	.72	.35	.07
Expediency and practicality	4.33	.58	3.17a	.41	3.67	.58	3.8	.45	4.14b	.69	3.75	.5	3.79	.63	2.77*	.39

	Supervisors' groups (professional field of supervision practice)														
	Business field $n = 3$		Art therapy $n = 6$		Education $n = 3$		Psychology $n = 5$		Social work $n = 7$		Psychotherapy $n = 4$		Total $n = 28$		$F(5, 22)$	$\eta 2$
Value	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		
Beauty of art	3.67	1.53	4	.63	3.33	1.15	3.6	.55	4.14	1.07	4.25	.5	3.89	.88	.62	.12
Giving help and support to other people	4	1.73	4.5	.55	3.67	.58	4	.71	4.14	.69	4.25	.5	4.14	.76	.53	.11
Self – discovery	4.67	.58	4.5	.55	3.33	.58	3.6	.55	4.14	1.07	4.5	1	4.14	.85	1.75	.29
Transcendence	3	1.73	3.17	.41	2.67	1.53	3	0	3.14	.69	4	.82	3.18	.86	1.01	.19
Power	3.33	.58	2.67	.52	3.33	1.15	3	.71	3.00	.82	3.75	.96	3.11	.79	1.07	.2

Note. *$p < .05$

a,b Means in the same row differ significantly in the Tukey HSD comparison.

Table 2. Descriptive and inferential statistics for evaluations of the attainability of values of supervisors practicing in different professional fields

The results of the conducted analysis of variance show that there were significant differences between supervisors practicing in different professional fields in evaluations of the attainability of the expedience and practicality value (F (5, 22) = 2.77, ρ < .05). The results of *Post-hoc* tests using *Turkey HSD* show that evaluations of the attainability of such value as expedience and practicality are lower in the group of supervisors practicing in the field of art therapy than in the group of supervisors who practice in the field of social work (p < .05).

In order to establish whether there are differences in evaluations of the importance and the attainability of personal values of practicing supervisors and if so, then in regards to which values, Student's t-test was used.

In Table 3 the descriptive and inferential statistics for evaluations of the importance and the attainability of personal values of practicing supervisors are shown.

Value	Importance		Attainability			
	M	SD	M	SD	t	p
Relationships with people	4.75	.44	4.14	.89	3.51	.00
Financial stability, materially secure life	4.14	.65	3.14	.65	6.15	.00
Influence	2.89	.83	3.43	.63	-2.95	.01
Interest in understanding the Universe, higher order	3.29	1.21	3.43	1.10	-.56	.58
Cognition and discovering the truth	4.04	.84	3.46	1.07	2.66	.01
Innovation and creativity	4,21	.74	3.82	.72	2.65	.01
Expediency and practicality	3.82	.77	3.79	.63	.24	.81
Beauty of art	3.64	.95	3.89	.88	-1.66	.11
Giving help and support to other people	4.39	.69	4.14	.76	1.76	.09
Self – discovery	4.57	.57	4.14	.85	2.47	.02
Transcendence	3.39	1.34	3.18	.86	1.00	.33
Power	2.36	.56	3.11	.79	-4.70	.00

Table 3. Descriptive and inferential statistics for evaluations of the importance and the attainability of personal values of practicing supervisors

The results show that for supervisors evaluations of the importance are higher than evaluations of attainability for such values as relationships with people (p = .00), financial stability and materially secure life (p = .00), cognition and discovering the truth (p = .01), innovation and creativity (p = .01), self-discovery

($p < .05$). However evaluations of the attainability are higher than evaluations of importance for such values as influence ($p = .01$) and power ($p = .00$).

In order to answer the question in which groups of supervisors the discrepancy of evaluations of the importance and the attainability of values are the highest one, first for each of the participants of the study an absolute difference between evaluations of importance and attainability of values was calculated. Then in order to know whether there are differences in the discrepancy of evaluations of the importance and attainability of values of supervisors practicing in different professional fields a one-way ANOVA was conducted. The results of the conducted analysis of variance (ANOVA) are shown in Table 4.

Supervisors' groups (professional field of supervision practice)

Value	Business field $n = 3$		Art therapy $n = 6$		Education $n = 3$		Psychology $n = 5$		Social work $n = 7$		Psychotherapy $n = 4$		Total $n = 28$		$F(5,22)$	$\eta2$
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		
Relationships with people	0	1	.67	.82	.67	.58	.2	.84	1	1.15	.75	.96	.61	.92	.7	.14
Financial stability, materially secure life	1.33	.58	1.17	1.47	1	1	.6	.55	.86	.38	1.25	.96	1	.86	.41	.09
Influence	-.33	.58	0	1.26	0	1	-.8	.84	-1.14	.9	-.5	.58	-.54	.96	1.28	.23
Interest in understanding the Universe, higher order	-.67	1.15	.33	.82	.33	2.52	-.8	.84	.14	1.86	-.5	.58	-.14	1.35	.62	.12
Cognition and discovering the truth	.33	.58	.33	.52	1	2.00	0	1.22	.71	1.38	1.25	.96	.57	1.14	.68	.13
Innovation and creativity	.33	.58	.17	.75	.67	.58	0	0	.43	.79	1	1.41	.39	.79	.89	.17
Expediency and practicality	0	1	.17	.75	0	.00	.4	.55	-.57	.98	.5	.58	.04	.79	1.46	.25

	Supervisors' groups (professional field of supervision practice)														
	Business field		Art therapy		Education		Psychology		Social work		Psychotherapy		Total			
	$n = 3$		$n = 6$		$n = 3$		$n = 5$		$n = 7$		$n = 4$		$n = 28$			
Value	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	F(5,22)	η2
Beauty of art	0	1	-.5	0,55	-.33	.58	.2	.44	-.57	1.13	0	.82	-.25	.8	.77	.15
Giving help and support to other people	.33	.58	-.17	0,41	1	.00	0	.71	.29	1.11	.5	.58	.25	0,75	1.23	.22
Self – discovery	-.67	1.15	1.17	.75	1.33	.58	.6	.55	.71	1.11	.25	.5	.43	.92	2.07	.32
Transcendence	.33	1.53	1.5a	.84	.33	.58	-.8b	.45	-.1b	1.07	0	.82	.21	1.13	3.86*	.47
Power	-.33	.58	-.33	.52	-1	1.00	-1	.71	-.71	.95	-1.25	1.26	-.75	.84	.84	.16

Note. *$p < .05$

a,b Means in the same row differ significantly in the Tukey HSD comparison.

Table 4. Descriptive and inferential statistics for the discrepancy of evaluations of the importance and the attainability of values of supervisors practicing in different professional fields

The results of the conducted analysis of variance show that for supervisors practicing in different professional fields there is a statistically significant difference in the discrepancy between evaluations of the importance and the attainability of transcendence (F (5, 22) = 3.86, $\rho < .05$).

For supervisors practicing in the field of art therapy the average indicator of the importance of transcendence $M = 4.67$ and the average indicator of the attainability of transcendence $M = 3.17$. The absolute difference (the discrepancy) is 1.50.

For supervisors practicing in the field of psychology the average indicator of the importance of transcendence $M = 2.20$ and the average indicator of the attainability of transcendence $M = 3.00$. The absolute difference (the discrepancy) is − .80.

For supervisors practicing in the field of social work the average indicator of the importance of transcendence $M = 3.00$ and the average indicator of the attainability of transcendence $M = 3.14$. The absolute difference (the discrepancy) is -.14.

The results of *Post-hoc* tests using *Turkey HSD* show that for supervisors practicing in the field of art therapy the level of the discrepancy between evaluations of the importance and attainability of transcendence is higher than for supervisors practicing in the field of psychology ($p < .01$) as well as for supervisors practicing in the field of social work ($p < .05$).

Conclusions

The results of this research show that for all supervisors, even though they are practicing in different professional fields, evaluations of the importance of values are similar. Different are the evaluations of transcendence excepted. They are more important for those supervisors, who practice supervision in the field of art therapy compared to those who practice in the field of psychology. Regarding evaluations of the attainability of values, in the sample of this research differences were found between supervisors practicing in the field of art therapy and in the field of social work.

Supervisors practicing in different professional fields show differences in the discrepancy between evaluations of the importance and the attainability of transcendence. For supervisors who practice in the field of art therapy, the level of the discrepancy of evaluations of the importance and the attainability of transcendence is higher than that of supervisors who practice in the field of psychology and social work.

The results show that supervisors' evaluations of the importance and evaluations of attainability differ regarding such values as: relationships with people, financial stability and materially secure life, cognition and discovering the truth, innovation and creativity, self-discovery (metacognition), influence and power.

Evaluations of the importance were higher than evaluations of the attainability regarding such values as relationships with people, financial stability and materially secure life, cognition and discovering the truth, innovation and creativity, self-discovery. This fact can serve as an indicator / sign of inner conflicts.

In its turn, evaluations of attainability were higher than evaluations of the importance regarding influence and power. This difference between evaluations of the attainability and the importance can serve as an indicator / sign of the state of inner / existential vacuum.

Analysing the results of this study, it has to be noted that this is a pilot study. The sample size was – only 28 practicing supervisors participated in this pilot research. Another limitation of this research is related to that fact that this study does not cover all possible professional fields in which supervision takes place, for example, career consulting, and others. Thus, in the future it should be necessary to organize a more representative sample of supervisors.

At the same time, this study[21] can be viewed as a start point of the research of supervision in Latvia and of the construction of the psychological portrait of Latvian supervisors what is essential to encourage a collective formation of the professional identity of a supervisor and advance the quality of supervision services.

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BUILDING SCIENCE – BUILDING BRIDGES

Brigitte Schigl – Noah A. Artner

Introduction

For a long time it has been said, that supervision is in a pre-scientific state of its development – there was a lack of empirical research on supervision & coaching. This has changed over the last ten years. More supervision-research is done in the academic field: Enrolled in different courses and trainings on supervision & coaching students are writing master-theses and academic works on supervision topics, often supported by data from elaborated empirical research which they conducted.

Where Research finds fruitful ground

In April 2015 ANSE invited their members, scientists and interested practitioners to a research conference on Supervision & Coaching in Budapest. One of the declared goals of ANSE is to bridge the gap between supervision & coaching science and practice and to strengthen the evidence base. ANSE also aims to enhance the credibility, reliability and legitimacy of supervision & coaching to improve and ensure the quality of these counselling offers. A big step towards this aim was the Leonardo ECVision Project. It developed a European system of comparability and validation of supervisory competences, which makes it a lot easier for scientists to do their research work in the field of supervision.

As a member of the ÖVS (Austrian's national Supervision community) and from the view of a training provider these goals and activities match perfectly with the ones from the Danube University in Krems, which claims to be the leading university of continuing education. The courses provided there specifically address academics, executives and skilled persons and combine science with the requirements of professional practice.

Within this university our Department of Psychotherapy and biopsychosocial Health focuses in its courses and research on psychosocial interventions. The Department offers university level courses and seminars that specialize in interpersonal skills for professionals who work with people. These courses range from counselling, supervision & coaching to certificates for various psychotherapeutic disciplines and methods. The background theory is focusing on individuals in their bio-psycho-social entity.

Empirical studies and Master-theses

The postgraduate course in Supervision and Coaching is theoretically built on the "Integrative Theory". This approach is based on the anthropological understanding of humans as a physical body, a soul and a mind living within a continuum of past, present and future and their social and ecological environment.

The supervision-course itself was established in 2000. Since then 77 persons within 8 courses have graduated until now. They have published 62 master-theses and 15 academic project works. These empirical research-studies have been conducted by qualitative and quantitative methods. The most frequently applied methods are the qualitative ones. Almost a third of the thesis and especially the academic project works are theory-linked case studies.
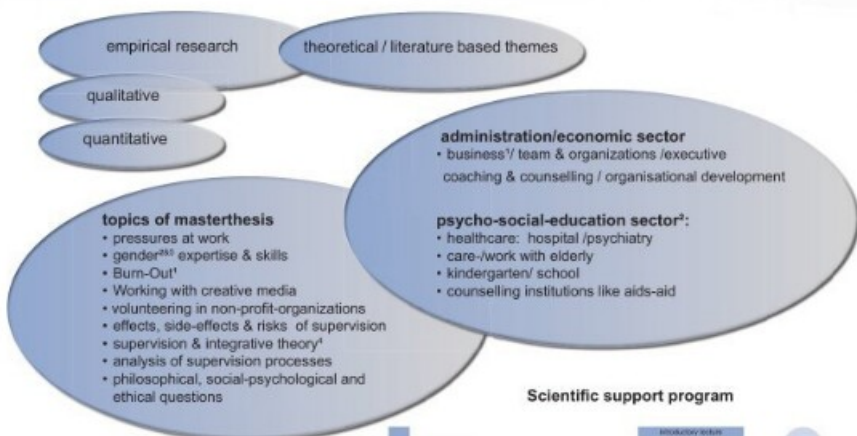
The core topics of the master-thesis are pressure at work, gender, job-burn out, effects, side effects & risks of supervision; the theoretical works are dealing with Integrative Theory and its supervision methods or philosophical, social-psychological and ethical questions. The fields in which research on supervision was placed are the administration/economic sector, the psycho-social and educational sector. In the administration/economic sector the research focuses on teams & organizations, executive coaching & counselling and organisational development.

The psycho-social and educational sector focuses on research fields like hospital, psychiatry, care work, kindergarten & school and different counselling institutions like a crisis hotline for example.

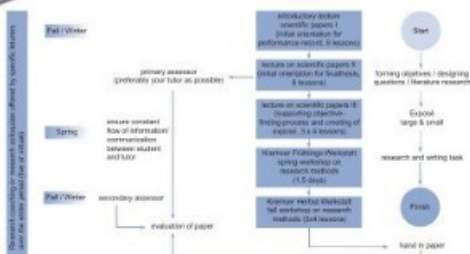# Research Methods and Results of Masterthesis on Supervision-Subjects

The postgraduate course „Supervision & Coaching" at the Danube-University Krems (Austria) is theoretically based in the Integrative theory. The course was established in 2000, since then 76 persons within 8 courses have published 61 master thesis and 15 academic project works and completed their studies. This poster gives an overview of the themes of master-thesis research projects, which have been realised by students of the MSc.-Course. The research has been conducted by qualitative and quantitative methods and shows a broad range of perspectives in different fields of supervision.

empirical research

theoretical / literature based themes

qualitative

quantitative

administration/economic sector
· business'/ team & organizations /executive
coaching & counselling / organisational development

topics of masterthesis
· pressures at work
· gender[2,3] expertise & skills
· Burn-Out[1]
· Working with creative media
· volunteering in non-profit-organizations
· effects, side-effects & risks of supervision
· supervision & integrative theory[4]
· analysis of supervision processes
· philosophical, social-psychological and ethical questions

psycho-social-education sector[2]:
· healthcare: hospital /psychiatry
· care-/work with elderly
· kindergarten/ school
· counselling institutions like aids-aid

Scientific support program

"Best practice" masterpieces

[1] Burn Out in der IT-Branche. Sind Reflexion, Coaching und Supervision wirksame Instrumente zur erfolgreichen Prävention? (Tim Sturm, 2012)

[2] Gender matters!? Genderkompetenz in der Supervision. Zur Bedeutung der Genderkompetenz von Supervisorinnen und Supervisoren im psychosozialen Feld. (Sabine Karlinger, 2010)

[3] Supervision als Ressource von Telefonseelsorge. Eine Felderkundung zur Rolle und Bedeutung von Supervision mit Ehrenamtlichen in der Telefonseelsorge aus Integrativer Sicht. (Gabriele Hollmann, 2011)

[4] Was heißt Integralität? (Bernd Bösel, 2011)

[5] Genderkompetente Integrative Supervision (Surur Abdel-Hussein, 2008)

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Best practice masterpieces

Marianne Schindlecker has done an investigation on communicative skills of smallholder couples as a part of her master-thesis. Her qualitative empirical study dealt with four married couples who run small enterprises with a maximum of two employees. The research question was: Which communicative skills have an effect on the relationship at work of a couple running a smallholder together? The thesis attempts to detect how these couples communicate in their daily life and how this communication has changed over the years. The ability to distinguish between operative and private communication has proved to be essential for a successful communication. Conclusions for counselling processes are drawn at the end of the thesis.

Bernd Bösel in his philosophical master-thesis deals with the question "What does Integrity mean?" and focuses on the normative claims of ensuring, strengthening, reconstituting and creating personal integrity. He is following the concept of "Caring for Integrity" of the Integrative Therapy approach and compares integrity with the more frequently used but narrower concept of dignity. Conclusions from these theoretical reflections are drawn to ensure the work with clients, which can be relevant to all forms of coaching and therapy beyond the Integrative Therapy approach.

Surur Abdul-Hussain has done her theoretical masterpiece on the meaning and performance of gender-competent supervision. She is presenting a definition of gender-competent integrative supervision and outlines central discourses of gender-theories which are connected with integrative supervision. The practical part offers questions for gender-competent reflection and analysis concerning the supervision processes. It becomes obvious that gender-competent supervision is a complex task which demands well-grounded knowledge about gender theories, systematic self-reflection on gender issues and multi-perspective analysis. Sabine Karlinger continued the research by asking supervisees about the gender-competence of their supervisors.

Manfred Kolar´s master-thesis deals with supervision in the field of psychiatry. His research is part of a European multi-centre study on the quality of supervision in psychiatric hospitals in the view of the supervisees. The aim of the quantitative research study was to evaluate the effectivity of supervision, the experienced benefits and the risks and 'side effects' within the past 6 months, and the expectations from supervision in clinical psychiatry. Multidisciplinary teams (nurses, doctors, counsellors, psychologists and others) were surveyed in 9 psychiatric clinics in Austria. A total sample of 300 persons answered

a semi-structured questionnaire, which is a high response rate of 53, 7 percent. In this sample 19 percent reported no or a low level of effectiveness of their supervision and only 37 percent reported high level effectivity and a good and very good quality of their supervision, and the rest just middle and poor effectivity. This is not a good performance being attested to supervision by the supervisees.

Another part of a field multi-centre study was realised by Gabriele Hollmann. She uses a questionnaire from Germany and collected quantitative data concerning expectations and experiences of the supervision with volunteers and their supervisors in telephone emergency in Austria. Her results show that supervision represents a high value for the volunteers. They experience a high effect in their work at the telephone. The experiences of the volunteers in supervision are geared to the resources and the groups of supervisions are significant "konvois". The professional and field competence is much appreciated. A standardised written fixation of supervision for all telephone institutions seems necessary.

Tim Sturm has written a master-thesis about job burnout in the field of IT. In this empirical research, the data of 1155 participants were analysed. Sturm was using the items of the Maslach Burnout Inventory as well as characteristics of work-related data in the IT, the modes of professional reflection and an identity questionnaire (the "five pillars of identity") to determine the prevalence of burnout in the German and Austrian IT industry as well as to explore opportunities for burnout prevention. The theoretical part deals with the phenomenon of burnout, working conditions and burdens of the IT industry, types of vocational reflection, core concepts of the Integrative Theory and ways of preventing burnout through coaching and supervision. The empirical part describes the online survey, the study and insightful results in detail. The relationship between burnout and burnout prevention through coaching, supervision, and the five pillars of identity is clarified.

Gregor Paul Hoffmann's theoretical thesis tries to transfer the concept of resilience from individuals to organisations: The term is used in multiple disciplines, but there is little consensus regarding what resilience is and what it could mean for organizations. This master thesis tries to find answers to the question whether Supervision and Coaching are able to contribute to achieve greater resilience in organisations.

Some thesis we clustered on the topic of risks and side effects of supervision, – which brought a diverse view on the topic (see article Schigl in this book). These valuable efforts make it possible, that we now have empirical data on this

important subject. It also shows how useful it is when more researchers are concentrating on one topic and try to bring data from various points of view with different methods – so that a triangulation on the different data can be done.[1]

OUTLOOK

It will be the next challenge to collect all this academic research, – not only at our university, but nationwide and on European level as well. We need an actualisation of "Supervision auf dem Prüfstand[2]", which collected all international research data on supervision twelve years ago. We should bring the scattered topics and fields into an order again and distinguish the high quality research. If we have this map, where and which research has been done and which results have been found, further researchers and students can build upon from this knowledge.

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[1] All the theses can also be found online for fulltext download at the universities library: http://aleph22-prod-sh1.obvsg.at/F?func=find-b-0&CON_LNG=ger&local_base=duk.

[2] H. G. Petzold – B. Schigl – M. Fischer – C. Höfner, *Supervision auf dem Prüfstand. Wirksamkeit, Forschung, Anwendungsfelder, Innovation,* Opladen, leske + budrich, 2003.

THE COMPLEXITY OF SUPERVISION RESEARCH

A SHORT OVERVIEW OF SUPERVISION OUTCOME RESEARCH: METHODICAL AND PRACTICAL ISSUES

Zsuzsanna Mirnics

Abstract

Supervision is an effective method of personal and professional development. However, this method lacks a common theoretical background. Though research initiatives have addressed various specific questions, the evidence base for supervision is presently weak. Definitional problems, variability of context and other methodical debates affect possibilities of outcome measurement. Based on the literature of supervision, counselling and psychotherapy, in the present article, several measurement methods are presented. Questionnaires and interviews, as well as objective data may be collected from supervisors, supervisees and the community; also, experimental designs can be used as well. Until an evidence-based approach in supervision develops, the present practice may be based on critical factors drawn from 'practice based evidence', e.g. the importance of supervision relationship, feedback and active learning.

Definition

Supervision is a process between someone called the supervisor and another person referred to as the supervisee and it is usually aimed at enhancing the helping effectiveness of the person supervised. It may include acquisition of practical skills, mastery of theoretical or technical knowledge, achieving personal and/or professional development.[1] Supervision is reflective learning to improve practice through thinking about experiences and analysing/discussing assumptions and perceptions that underpin practice. It is the appropriate place

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[1] Ferguson, K., 'Professional Supervision', in M. Rose – D. Best (eds.), *Transforming Practice through Clinical Education, Professional Supervision and Mentoring*, Edinburgh, Elsevier Churchill Livingstone, 2005.

for practitioners to express and explore the wide range of emotional responses they experience in relation to their work.[2]

Measuring Effectiveness

Several recent studies point to the effectiveness of supervision. It has a positive impact on staff retention.[3] In social workers supervision increases staff use of basic communication, problem-solving and relationship skills and improves client outcomes, with behavioural changes that appear relatively early and cognitive changes that are slower.[4] The amount of supervision social workers receive is significantly correlated with their satisfaction. The supervisory relationship is a better predictor of client outcomes than supervisory skills or helpfulness. Low supervisory support has been significantly related to the intention to leave.[5]

The difficulty of evaluating the effectiveness of supervision is compounded by the variety of definitions, the complexity of the activity, the multiple relationships and the variability of the context. A continuing problem in evaluating the effectiveness of supervision is the determination of appropriate evaluative criteria.[6] (Hausinger has worked on that).

Most research assessing the effectiveness of supervision has examined very specific issues. Whereas the global question of supervision's efficacy may be obvious (i. e., "is supervision effective?"), the questions of research need to be more circumscribed. A basic element of good research design is to frame the questions to be tested in a very specific way. In what circumstances is supervision necessary? What sort of supervision should this be? What should

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[2] S. Dwyer, The emotional impact of social work practice, *Journal of Social Work Practice* 2007/21, 1, 49–60.; C. Lombardo – D. Milne – R. Proctor, Getting to the heart of clinical supervision: A theoretical review of the role of emotions in professional development. *Behavioural and Cognitive Psychotherapy* 37 (02) (2009) 207–219.; J. Toasland, Containing the container: An exploration of the containing role of management in a social work context, *Journal of Social Work Practice* 21 (2) (2007) 197–202.

[3] D. DePanfilis – J. L. Zlotnik, Retention of front-line staff in child welfare: A systematic review of research, *Children and Youth Services Review* 30 (9) (2008) 995–1008.; P. A. Yankeelov – A. P. Barbee – D. Sullivan – B. F. Antle, Individual and organizational factors in job retention in Kentucky's child welfare agency, *Children and Youth Services Review* 31 (5) (2009) 547–554.

[4] A. M. Davys – L. Beddoe, *Best Practice in Professional Supervision: A guide for the Helping professions,* London, Jessica Kingsley, 2010.

[5] A. Nissly – M. Mor Barak – A. Levin, Stress, social support, and workers' intentions to leave their jobs in public child welfare, *Administration in Social Work,* 29 (2005) 79–100.

[6] NASW, *Best Practice Standards in Social Work Supervision,* www.socialworkers.org/practice/naswstandards/supervisionstandards2013.pdf, accessed 1 September 2015.

be the optimal length and frequency for supervision? What may be the optimal contexts? Which technique is more effective? How effectiveness is moderated by differences among clients, supervisors, and settings? There is no consensus about how effective supervision can be assessed; how quality can be ensured and how methods can be developed.

There are many models of supervision, ranging from traditional, authoritarian to more collaborative ones. Different models of supervision place emphasis in varying degrees, on the client, the supervisor, the supervisee, or the context. Choices about outcome variables, as well as measurement techniques may be dependent on actual settings too.[7] Different supervision techniques and theoretical assumptions may require different outcome measures. One approach is the effort to develop measures which can be used across different types of supervision. Underlying this is a belief that no single instrument or set of procedures can detect all the outcomes. "Batteries" of instruments capture core changes that result from any application of supervision.[8]

Approaches of evaluating Supervision

Measures from supervisees may be reports and ratings of the behavior, thoughts, and feelings. Such data are collected on questionnaires or through interviews. Verbal reports can be gained of the client's ability to cope with various problems; a series of structured questions can be administered about work efficancy, feelings of life satisfaction, and satisfaction with supervision. Although narrative reports of functioning may be collected even during the process, instruments with standardized items are also recommended. Paper-and-pencil measures of personality and adjustment can be administered too. Although client assessment measures yield important data, they have obvious limitations and biases. Supervisees might report satisfaction; still it might not affect their performance.[9]

Measures taken from the supervisor and others involved in the process are also frequently used outcome data sources. Supervisors can provide a first-hand perspective; but it is problematic that the supervisor has a vested interest in producing positive outcomes. A substantial research literature still indicates that supervisors can provide useful and relatively unbiased reports. Information on the outcome of supervision can be collected from organization/

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[7] Ibid.

[8] L. Timulak, *Research in Psychotherapy and Counselling*, Sage, 2009.

[9] Ibid.

community members. These may include data on work performance, work absence, fluctuation statistics etc. Community data or other objective data may be taken as well, about a client's economic contribution to his or her community.[10]

To be useful in an effectiveness analysis, measures of supervision outcome must be both reliable and valid. Reliability means that the measure gives the same finding over multiple uses (assuming no change in what is being measured) and provides the same findings when used by different researchers. Validity means that the measure assesses the outcomes that it is supposed to measure and provides data that are generalizable. Neither reliability nor validity is intended as a theoretical concept; each is established by pre-testing the measuring instrument[11].

Experimental designs are also highly recommended. The classical type assigns clients either to receive intervention or not to receive it, according to a random selection procedure. The functioning of each subject is measured following the process. Client functioning under the control condition is used to "subtract" the "effects" due to intervention from the "effects" due to other factors. When this type of supervision versus no-supervision research design is used, explanations of apparent improvements by factors other than supervision itself can be rejected with reasonable confidence. As long as clients have been assigned randomly to the different conditions, it can be assumed (within identifiable probability limits) that the obtained "effects" are due to the intervention. Control groups are necessary; otherwise such inferences about causal factors are extremely difficult to develop. A multiple group (supervision vs. supervision) design is slightly different: here, superiority of one intervention or method over another can be tested. In such comparison studies clients are assigned randomly to method A, method B etc.[12]

Another suggested approach is use so-called mediator variables in statistical analyses. Mediators show important relations between an intervention and outcome, but may not explain the precise process of change.[13] Establishing a mediator has several requirements. First, I would not want multiple mediators

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[10] Ibid.; Office of Technology Assessment, Washington D.C., Congress of the United States. Series of papers on technology assessment, Background paper 3, *The Efficacy and Cost Effectiveness of Psychotherapy*, October 1980, www.princeton.edu/~ota/disk3/1980/8020/802005.PDF, accessed 1 September 2015.

[11] See for instance: J. C. Nunnally – H. Bernstein, *Psychometric theory*, 3rd ed., New York, McGraw-Hill, 1994.

[12] Office of Technology Assessment, *The Efficacy and Cost Effectiveness of Psychotherapy*.

[13] A. E. Kazdin, Mediators and mechanisms of change in psychotherapy research, *Annual Review of Clinical Psychology* 3 (2007) 1–27.

to account for the change, but rather a more specific connection (specificity). We expect the relations among variables not to be sample specific (consistency). Causes and mediators must temporally precede the effects and outcomes (timeline). Greater activation of the proposed mediator should be associated with greater change in the outcome and the explanation of how a mediator or mechanism operates should be integrated to the broader scientific knowledge base (plausibility or coherence).

Recognizing the benefits

Beyond the familiar benefits of reducing social, emotional, and behavioral problems, supervision can have quite broad outcomes.[14] Mediation analysis can be most fruitfully used for comparison and modelling particular factors of supervision effectiveness. Understanding the processes that account for change in supervision and other interventions (e.g. coaching, counseling, psychotherapy) we may optimize the result. Should we focus on boundaries, style, reflective work, authority, context, questions? Clarifying mechanisms will show the connections between what is done (supervision) and the diverse outcomes. Better understanding of how the process works might also have generality for understanding human functioning beyond the context of supervision. The reverse is also true: mechanisms that explain how other change methods work might also inform supervision.[15]

Evidence based research

Though many research initiatives have addressed specific questions, evidence base for supervision is still quite weak. Besides that there is no common theory formulation; there is lack of evidence concerning many interventions; a long time scale from inception to full implementation and poor transfer of knowledge from research studies to normal clinical practice.[16] Therefore, it is temporarily suggested for practicioners to gather good-quality data from

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[14] Kadushin – Harkness, 2002.

[15] e.g. positive psychology, emotional intelligence research; L. Birnbaum, Connecting to inner guidance: Mindfulness meditation and transformation of professional self–concept in social work students, *Critical Social Work*, 6 (2005) www.criticalsocialwork.com, accessed 1 September 2015.; D. Goleman, *Emotional Intelligence*, New York, Bantam Books, 2005.

[16] I. Mathews – K. Crawford, *Evidence-based practice in social work*, Exeter, Learning Matters, 2011.

routine practice, and thus, identify the possibly best mediator variables from 'practice-based evidence'.[17]

What do we know from "practice-based evidence"? We have repeated findings showing that the ability to establish and maintain the supervision relationship is probably the single most important requirement of effective supervision.[18] Effective experts have empathy, support, flexibility, instruction, knowledge, interest in supervision, good tracking of supervisees, are interpretative, respectful, focused and practical. They care about the supervisee's self-confidence and the relationship itself. Feedback is another essential component of supervision, supporting the supervisee in becoming aware of strengths and weaknesses. Effective supervisors apply covert strategies to support learning, and they even sometimes reframe questions so the wrong answer becomes correct. The third possible component of the emerging "practice-based" model is be the active learning approach. Effective supervisors give responsibilities and opportunities to carry out procedures; they offer involvement and give directions. The supervisee has therefore control over the supervision process, positioned as 'an active participant, instead of being the passive recipient of support'.[19]

Outlook

The last two decades have seen emphasis on measurable outputs, rationalised service, efficiency, effectiveness, performance management and quality assurance. This created new priorities which filtered into the supervision process. The new focus on best practice has created a renewed conversation about professional practice and new opportunities for debate.[20] Discussions of case related practice in the areas of personal and professional development are vital in support of professional practice and client outcome. A reflective approach is essential to bring together theory, tacit knowledge and transformative personal experience.[21] Research continues, and each practitioner, client, supervisor

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[17] F. R. Margison – G. McGrath – M. Barkham – J. Mellor Clark – K. Audin – J. Connell – C. Evans, Measurement and psychotherapy: Evidence based practice and practice-based evidence, *British Journal of Psychiatry* 177 (2000) 123–130.

[18] Henderson, P., *A Different Wisdom: Reflections on Supervision Practice: Guide to Supervision,* Volume 1, Karnac, 2009.

[19] Davys, 2005.

[20] M. Carroll – M. Tholstrup, *Integrative Approaches to Supervision*, London, Jessica Kingsley, 2001.

[21] J. Fook – F. Gardner, *Practising Critical Reflection: A Handbook*, Open University Press, London, 2007.

and researcher contributes to the body of knowledge, providing a continous increase in understanding and in development of new possibilities.

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RISKS AND SIDE EFFECTS OF SUPERVISION
A Synopsis from Research-Projects of Supervision & Coaching at the Danube University Krems (Austria)

Brigitte Schigl

Abstract

The article gives a synopsis over different research projects on the theme of risks and unwanted effects of supervision, which were conducted at the Department of Psychotherapy and bio-psycho-social Health at the Danube University in Krems. It discusses data from the perspective of experienced supervisors as well as from supervisees. The data are as well qualitative research outcome (interviews, focus groups) as quantitative data from an online questionnaire for supervisees. It shows, that it is very well possible that supervision can do harm to supervisees and discusses the sources of these injuries.

Supervision Research

The heterogeneous Field of Supervision and Coaching

Supervision is a young discipline, which has just started its scientific career. Over the last ten to fifteen years until now we got diverse research results from supervision – the shortcoming is, that they are spread and discontinuous[1] – like the different views and definitions of supervision and coaching themselves. An overview of the international scientific work in the field of supervision[2] came to the result, that there is nothing like "the supervision", no coherent definition of the format; The European Leonardo project "ECVision" is the genius reaction of European supervision stakeholders, the ANSE[3], to develop a European System of Comparability and Validation of Supervisory

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[1] Rolf Haubl – Brigitte Hausinger (eds.), *Supervisionsforschung: Einblicke und Ausblicke*, Göttingen, Vandenhoeck & Ruprecht, 2009.

[2] Hilarion Petzold – Brigitte Schigl – Martin Fischer – Claudia Höfner, *Supervision auf dem Prüfstand. Wirksamkeit, Forschung, Anwendungsfelder, Innovation*, Opladen, Leske & Budrich, 2003.

[3] Association of National Organizations for Supervision in Europe, www.anse.eu

Competences[4]. The complexity of supervision – supporting individuals, groups or teams, mono- or multidisciplinary, compulsory or freely chosen, as part of professional training, self paid or provided by the employer, more counselling or more consulting-like, in the different fields of psychological counselling, psychotherapy, psychiatric, clinic, social work, social-pedagogic and education, administration, science and culture or business: all these different parameters make it difficult to compare research or give summaries of results. Supervision is a complex endeavour, influenced by multiple parameters and can be looked at from various perspectives and described by different models[5].

...needs multi-perspective and multi-method Research

Considering this complexity, supervision research is faced with enormous challenges. So many variables have to be regarded, e.g. Petzold[6] postulated 18 influencing factors on the supervision process, based on the systemic Model of Holloway[7]. This makes clear, that simple research designs are too narrow for describing and investigating counselling processes. We need qualitative data to get first impressions and create hypothesises on the subject. And we need quantitative research designs to provide a broader data base and to proof hypothesises and theories emerging from the qualitative view. All these data have to be collected from different points of view the perspective of the supervisor, the supervisee, the supervisee's team, training supervisors, the clients of supervision, in different fields and from different settings. And: Results of the process of supervision on the level of the contracting authority and the level of the supervisees could also be taken into consideration.

Themes and Results of Supervision Research

Most of the current research activities in Supervision and Coaching are dealing with the benefits of supervision and describing how useful supervision and

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[4] ANSE, *ECVision, Ein Europäisches Glossar für Supervision und Coaching*, 2014, www.anse.eu/tl_files/ecvision/dokuments/ECVision_Glossar_deutsch_englisch.pdf, accessed 18 July 2015.
[5] Kendra L. Smith, *Brief Summary of supervision Models*, 2009, www.marquette.edu/education/grad/documents/Brief-Summary-of-Supervision-Models.pdf, accessed 18 July 2015.
[6] Hilarion Petzold, *Integrative Supervision, Meta-Consulting, Organisationsentwicklung, Ein Handbuch für Modelle und Methoden reflexiver Praxis*, Wiesbaden, VS Verlag, 2007.
[7] Elisabeth Holloway, *Clinical supervision: A Systems Approach*, Thousand Oaks, Sage Publications, 1995.

coaching can be. This is a parallel development to the research in psychotherapy before. There the first findings also tried to prove the impact and positive outcome of psychotherapy. In the Anglo-American supervision research we mainly find discussions about the effects of "clinical supervision" which in these cases means the training supervision of psychotherapists and clinical counsellors in their professional training[8]. In other European countries supervision is seen as a counselling process of people working with clients and patients or persons holding management positions or are leading employees.

We already have findings about good supervisors and good supervision processes[9]: Good supervisors are multi partially, can provide trust and safety and obtain a friendly, open relation to their supervisees. They provide structure in the supervision process and can deal with transference-dynamics and conflicts. They have a certain degree of competence and professional expertise in the field they provide supervision in. They are orientated towards resources, not deficiencies. They can provide different methods of dealing with the topics that arise in supervision, create metaphors fitting to the social world of the supervisees and have a good sense of humour. Such good and successful supervision can improve the cooperation among the team of supervisees and increase the self-regulation of single supervisees. It enhances the professional competence and provides support and relief in daily hassles. Good supervision can modify the sight and the way of thinking of the supervisees[10].

A common division of the variables which influence the supervision process is the partitioning into variables of structure like setting, personality and methods of the supervisor, field of supervision etc. and the variables of the process as the quality of the professional supervision relationship, the communication or the timeline[11]. Unfortunately there is currently no survey on the complete findings concerning the different variables and effects of supervision.

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[8] Bernhard Strauß – Sue Wheeler – Steffi Nodop, Klinische Supervision. Überblick über den Stand der Forschung, *Psychotherapeut*, 55 (2010), DOI: 10.1007/s00278-010-0776-1.

[9] Brigitte Schigl, Wirkfaktoren und Qualitätskriterien von erfolgreichen Supervisionsprozessen: Eine qualitative Erhebung bei Expert/innen und Supervisand/innen, *Supervision. Mensch Arbeit Organisation*, 2007/1, 41–50.

[10] Deutsche Gesellschaft für Supervision (ed.), *Der Nutzen von Supervision*, 2007, www.uni-kassel.de/upress/online/OpenAccess/978-3-89958-602-6.OpenAccess.pdf, accessed 18 July 2015.

[11] Petzold, *Integrative Supervision*.

Brigitte Schigl

The Dark field of Supervision and Coaching

At the Austrian Post Graduate "Danube University" in Krems, Department for Psychotherapy and Biopsychosocial Health we strive to implement complex research designs as demanded by psychotherapy or supervision processes. As a main topic we were interested in risks, side effects and damages that psychotherapy or supervision can implicate. We could realise a multi-method study in the years 2008–2012 concerning the dark field of psychotherapy[12] and from 2008–2011 in cooperation with the University of Amsterdam and the EAG Hückeswagen an online data collection concerning injuries and damages in supervision and training supervision[13]. Besides these online data, some students of the Supervision & Coaching MSc.-course were conducting research projects on other perspectives and aspects on the dark field of supervision. So we have got results from different points of view with different research methods which give a first impression on hidden aspects of supervision and coaching[14].

Trying to define...

As we stated before[15] the scientific research on supervision should result in quality management-factors such as effectiveness, efficiency, and harmlessness. The last point is also of an ethic concern. We assumed that if supervision should be effective there may occur wanted as well as unwanted effects in the process.

- First we have the *planned and followed required effects* of the supervision process – for example a better cooperation of the team or better dealing with demanding clients.

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[12] Anton Leitner – Brigitte Schigl – Michael Märtens (eds.), *Wirkung Risiken und Nebenwirkungen von Psychotherapie. Ein Beipackzettel für PatientInnen und TherapeutInnen*, Wien, facultas. wuv, 2014.

[13] Jutta Ehrhardt – Hilarion G. Petzold, Wenn Supervisionen schaden – explorative Untersuchungen im Dunkelfeld "riskanter supervisorischer Praxis", *Supervision: Theorie – Praxis – Forschung*, 3 (2014), www.fpi-publikation.de/images/stories/downloads/supervision/ehrhardt-petzold-wenn-supervisionen-schaden-_explorative-untersuchungen-riskante-praxis-03-2014.pdf, accessed 20 July 2015.

[14] Brigitte Schigl, Wie gefährlich kann Supervision sein?, *Organisationsberatung, Supervision, Coaching*, 2013/01, 35–49, DOI: 10.1007/s11613-013-0312-6.

[15] Anton Leitner – Hilarion G. Petzold – Susanne Orth – Johanna Sieper – Petra Telsemeyer, *Mythos Supervision. Zur Notwendigkeit von "konzeptkritischen" Untersuchungen im Hell- und Dunkelfeld zu Wirkungen, Nebenwirkungen, Risiken und Rechtsverletzungen in der supervisorischen Praxis*, 2004, www.donau-uni.ac.at/imperia/md/content/studium/umwelt_medizin/psymed/artikel/mythsu04.pdf, accessed 19 July 2015.

- Besides that there are *useful side effects* – possibly more joy at work for the team-mates or a higher self-efficacy of the supervisee.
- *Unwanted side effects* could also be part of the game (also in effect full processes) as for instance more time is needed for team meetings or a precarious or exaggerated opinion of supervisees self. All these side effects can be located on all levels of the supervised system: among the client(s) of the supervisee, the supervisee, the team of the supervisees or the organisation of the supervisees e.g. by spending the employee's time and paying for supervision which does not reach its goals.
- If the unwanted effects prevail or if there are only unwanted and no positive effects at all, there we can detect a *harm or damage* done to the supervisee or the organisation of the supervisees as a supervision result. Harm is the negative consequence of a risk, which all interventions with human beings bare.
- This harm could result from the incompetence of the supervisor, from his/her mistakes in leading the process and communication[16]. It is an open discussion if these harms also can occur without any remarkable misdemeanour of the supervisor, by other influences coming from the field, the organisation or the supervisees themselves.

Anyhow, the supervisor is responsible for the process. If the situation is obstructing the supervisions aim, the supervisor has to realise it and deal with it – unless he/she stops the supervision process.

PUBLICATIONS IN GERMANY AND AUSTRIA

Since 2000 the supervision-community started to deal with the difficulties, negative effects and risks of supervision and in some works these aspects have been published. Löwer-Hirsch[17] describes the example of harmful private involvement of supervisor and supervisee and Möller[18] deals with the topic of shame in supervision-processes. The Handbook Supervision 3[19] contains 18

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[16] Brigitte Schigl – Silke Birgitta Gahleitner, Fehler machen – aus Fehlern lernen? – Perspektiven zur Klassifizierung von psychotherapeutischen Fehlern und dem Umgang damit, *Psychotherapie-Wissenschaft*, Vol. 3, 2013/01, 23–33, www.psychotherapie-wissenschaft.info/index.php/psy-wis/article/view/1001/975, accessed 18 May 2015.

[17] Marga Löwer-Hirsch, Opfer von Beratung, *Supervision*, 3 (2003) 38–43.

[18] Heidi Möller, *Schamerleben in Supervisionsprozessen*, 2002, www.donau-uni.ac.at/imperia/md/content/studium/umwelt_medizin/psymed/artikel/schamerleben.pdf, accessed 19 July 2015.

[19] Harald Pühl (ed.), *Handbuch Supervision 3*, Berlin, Ulrich Leutner Verlag, 2009.

articles on the topic of difficult situations in supervision. Müller[20] detected in a data collection in the geriatric field in Austria, Germany and Switzerland that only one third of the sample found Supervision highly useful and only one third pointed out that their supervisors were highly competent. Gottfried[21] found in a Europe-wide multicentre Study in the field of Supervision in psychiatric clinics that more than 20% of the sample reported critical and negative experiences in supervision. The last, broadly discussed paper was presented by Schmeruly et al.[22] on negative effects of Coaching.

In an analysis of the two leading German periodicals on supervision, the "OSC journal" (Organisationsberatung, Supervision, Coaching) and "supervision Mensch Arbeit Organisation" from the years 2000-2009 Kero[23] found out that only 4% (25 in total) of all the articles mentioned the subject of risks or side effects of supervision. This literature analysis was the first research work the students of the Supervision course of the Danube University conducted. The themes in the articles were abuse and misapplication of supervision, transgression of the limits and exploitation of supervisees, the supervisors' blind spots, missing reflection and incompetence and corruptibility of the supervisor. The main reason for the unwanted effects seems to be missing clearness about the diagnosis, the aims and the rules of the process.

Own Results from different points of view

The following data are the output of the "RISK"-theme cluster which was processed by participants of the master-course in Coaching and Supervision for their master theses and can originally be found online at Danube Universität Krems.[24]

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[20] Hilarion G. Petzold – Lotti Müller – Michael König, *Supervision im Feld der Altenarbeit im deutschsprachigen Raum – ein Vergleich der empirischen Felderkundungen in Österreich, Deutschland und der Schweiz*, 2008, www.fpi-publikation.de/images/stories/downloads/supervision/petzoldmuellerkoenigsup_09_2008.pdf, accessed 18 May 2015.

[21] Kurt Gottfried, *Supervision in Psychiatrischen Kliniken: Eine europäische empirische Multicenter-Vergleichs-Studie Fallsupervision versus Teamsupervision*, Hamburg, Dr. Kovac Verlag, 2012.

[22] Carsten Christoph Schermuly – Marie-Luise Schermuly-Haupt – Franziska Schölmerich – Hannah Rauterberg, Zu Risiken und Nebenwirkungen lesen Sie... – Negative Effekte von Coaching, *Zeitschrift für Arbeits- und Organisationspsychologie*, 2014/01, DOI: 10.1026/0932-4089/a000129.

[23] Judith Kero, *Thematisierung von unerwünschten Effekten in der Supervision untersucht anhand der Quellenanalyse der Zeitschriften OSC und Supervision*, 2010, www.fpi-publikation.de/images/stories/downloads/supervision/kero_judith_monika-thematisierung_supervision-07_2010.pdf, accessed 18 July 2015.

[24] www.donau-uni.ac.at/de/department/psymed/masterthesen/index.php

What do supervisors think about risks in supervision?

Keiblinger[25] conducted a focus group and interviews with experienced supervisors and training-supervisors about risks and unwanted effects in supervision. The data was interpreted along qualitative content analysis according to Mayring[26] and revealed the following categories: The highest risk results from the *personality of the supervisor,* if he/she is striving for power and has need for admiration, having an exaggerated opinion of him/herself and lacks esteem for the supervisees. *Partiality, bonds and loyalties of the supervisor* which obstructs his/her all-partiality can also pose a danger. An important topic in this regard is *confidentiality* (also of the supervisees). The *lacking competence* of the supervisor is an additional risk-factor– and competence means the overall competence in counselling as well as the special competence in the field of the supervisees. All these personality factors are risk-variables of structure. Setting factors which can bare risks are the duration of the supervision and the involvement of the management in a team's supervision process.

The process risk-variables are the *order- and contracting*-phase with the *diagnosis* and the *selection of the setting*: experts consider it as a mistake to accept each supervision request, without detailed validation of objectives and intentions. The neglecting of *organisational dynamics* while supervising a part of the system are also mentioned as a process risk. Supervisors' *interventions* can be a source of risk, if they are placed at the wrong moment, if they are lacking or fall too short. Examples of ignoring group dynamics or feedbacks, which are getting out of hand or not stopping continuous moaning and complaining of the supervisees are also mentioned by the experts. The systematic meta-reflection of his/her professional acting should be obligatory for supervisors, according to the opinion of all experts.

What do supervisees think about risks in supervision?

On this subject we have some detailed data emerging from qualitative research within our RISK-Cluster. Hinterwallner[27] asked social workers in interviews

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[25] Margareta Keiblinger, *Supervision – ein Risiko? Supervisorinnen und Supervisoren über Risiken, Schäden und Nebenwirkungen von Supervision,* 2012, http://webthesis.donau-uni.ac.at/thesen/91322.pdf, accessed 19 July 2015.

[26] Philipp Mayring, Qualitative content analysis – research instrument or mode of interpretation? in Mechthild Kiegelmann (ed.), *The role of the Researcher in qualitative psychology,* Tübingen, Verlag Ingeborg Huber, 2002, 139–148.

[27] Heidemarie Hinterwallner, *(Un)Erwünschte Wirkungen von Supervision in der sozialen*

about wanted and unwanted effects of supervision. She found similar risk-categories as the supervision experts: The supervisors' *competence* should be well balanced between enough know-how in the field but the supervisor should not be too close to the field (danger of blind spots). One structural risk-theme is the *power of supervisors*, which they sometimes do not consider. Therefore supervisors´ feedbacks can be a mighty instrument of evaluation and can do harm especially in team/group settings by favouring individuals.

Process risk-variables are the *insufficient regard* of problems, dynamics and aims of the team. Quick *decisions* should not be part of supervision processes. Some supervisees mentioned that the *difference between psychotherapy* (self-awareness, private themes) and supervision should be better attended. Some supervisees complain about the monotony, poorness of methods and dullness of permanent supervision processes.

Karlinger[28] stated in her qualitative research on *gender-competence of supervisors* that the insensitive dealing with gender and sexual orientation, preferring one gender, perpetuating gender-stereotypes or the like are a source of risk in supervision. The supervisees also criticize that some supervisors are too faint-hearted to address (hazardous) gender-dynamics in teams. Supervisors should have knowledge of specific gender dynamics like dealing with power or rivalry.

WHAT EXPERIENCES OF INJURIES IN SUPERVISION ARE REPORTED BY SUPERVISEES?

On this matter Ehrhardt[29] analysed online-questionnaire-data from 154 supervisees about the kind of injury, the supervisor, the harmful setting and how the injured persons dealt with the harm. More than 60% of all injuries occured in multi-person-settings (team and group supervision). Most "dangerous" is supervision in stationary settings, at the place of work with compulsory attendance when the boss is taking part in the supervision or he/she is the supervisor him/herself. The reported injuries were insult, humiliation, devaluation and compromising. In single person setting (19%) the most frequent injuries were transgression of limits and violation of personal borders, insult

Arbeit, Diplomarbeit Masterlehrgang Klinische Soziale Arbeit FH Campus Wien, 2010, http://permalink.obvsg.at/fcw/AC08287895, accessed 11 August 2015.

[28] Sabine Karlinger, *Gender matters?! Genderkompetenz in der Supervision*, Saarbrücken, VDM Verlag, 2011.

[29] Ehrhardt – Petzold, Wenn Supervisionen schaden.

and devaluation. About 7% of the injuries happened in training supervision. 38% of the injuring supervisors are psychologists, 26% social workers, 11% theologists and 8% medical doctors.

63% of the harming supervisors were male and 36% female (60% female supervisees, 28% male supervisees, 12% unknown), that means that the most frequent harmful combination is a male supervisor and female supervisee – a problem arising from doing gender in supervision[30]. This can also be seen in the kind of injury, which differs by gender: Male Supervisors' main injuries are humiliation, showing up supervisees in group/team and violation of their personal borders. Female supervisors are reported to give the feeling of being incompetent as main hurting factor, especially in the female dyad.

The frequency of the reported injury is in 50% often to permanent (that means in nearly every session) and the reported severity is in 49% substantial up to severe. Supervisees react with depression and some change their job. Only 8% were able to communicate the injury to the supervisor directly, most get help in their private social network. Ehrhardt conducted also a series of interviews with answering supervisees to select examples and collect more narrative data for illustration of the injuries[31].

Summary and conclusions

The first data overview shows that (as in psychotherapy) it is naive to believe that supervisory interventions are harmless and do not bear risks. All interventions made by humans with humans can leave the rails and lead to unwanted (side-) effects with some individuals. Supervisors in their daily work often are not aware of this danger.

The following overview shows the main variables of structure and process, which can bear risks in supervision (Table 1)

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[30] Brigitte Schigl, *Welche Rolle spielt die Geschlechtszugehörigkeit in Supervision und Coaching?*, in Heidi Möller – Ronja Müller-Kalkstein (eds.), *Gender und Beratung: Auf dem Weg zu mehr Geschlechtergerechtigkeit in Organisationen*, Göttingen, Vandenhoeck & Ruprecht, 2014, 89–105.

[31] Ehrhardt – Petzold, Wenn Supervisionen schaden.
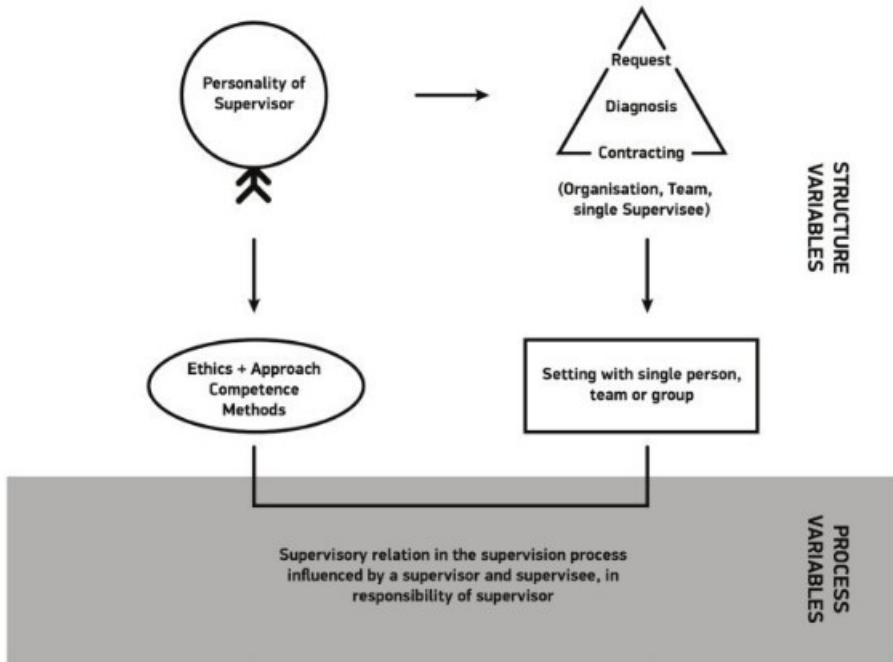
VARIABLES OF RISKS IN SUPERVISION


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      Personality of              Request
        Supervisor       →        Diagnosis
                                 Contracting
                          (Organisation, Team,
                           single Supervisee)

   Ethics + Approach          Setting with single person,
      Competence                  team or group
        Methods

   Supervisory relation in the supervision process
   influenced by a supervisor and supervisee, in
         responsibility of supervisor
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STRUCTURE VARIABLES

PROCESS VARIABLES

Table 1

The damage of malfunctioning supervision for the different involved levels is:
- For the supervised individuals no help within their working situation. In the worst case they are emotionally injured repeatedly which can lead to depression, encourage burnout processes and end up in giving up work if the team and the private social network does not support.
- In training supervision it could discourage the candidate and reduce his/her confidence in his/her learning competences.
- For the team it can be de-solidarization from the team-colleagues or prolonged conflicts with the management if the supervisor does not regard the organisational dynamic on all levels.
- For the organisation a loss of time and money.

This leads us to the following conclusions:

- For supervisors: As one cannot avoid risks in dealing with people and it is impossible not to make mistakes – be self-aware and mistake-friendly: Ask your supervisees for feedback of the process and if there is criticism, reflect it – best with other supervisors!

- For the supervision-training institutes: Select your students well and take a careful look at their personality. It is important to improve the self-awareness in the supervision courses and learn about the difficult sides of each personality. Reflection of supervisory ethics should be the rule. Include data like this in your supervision-training courses and discuss them with the students.
- For the scientific community: Take a look at the dark field and provide data for evaluation and critical self-reflection.

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NEW DEMANDS:
ACCELERATION IN THE WORLD OF LABOUR

DO ACCELERATION AND BOUNDLESS WORK LEAD TO ACCELERATED AND BOUNDLESS COACHING?

FRANK AUSTERMANN

ABSTRACT

Those who want to support others with coaching in our times of acceleration and boundless work must be able to take care of themselves well. Here it is useful and important to refer to Foucault's practice of freedom. It firstly encompasses self-care, secondly the courage of truth, and, thirdly, critique. Practice of freedom is the only way to avoid that acceleration and boundless work lead to an accelerated and boundless coaching.

INTRODUCTION

(1) What is most important to those who work as coaches in our times of acceleration? If you like: what is most important to you, what to me? (2) What must those who work in the coaching environment be most good at? (3) What do coaches need most urgently?

Admittedly, these are clearly distinct questions, for one thing about priorities, for another about competencies, and finally about needs and requirements.

I am convinced that the answers to these questions are intertwined most closely. My thesis is: Those who want to support others with coaching in our times of acceleration and boundless work, those who want to interact well with others, e.g. in forms of professional communication such as coaching and training, consultancy and education, must be able to take care of themselves well. Self-care is a prerequisite for good inter-action, care for oneself is a condition for successful work in coaching. If care for oneself is not be taken into consideration in coaching, acceleration and boundless work will lead to an accelerated and boundless coaching.

I wish to develop my thesis in several steps. First of all, let me make some comments on the quality of coaching, afterwards I will describe the phenomenon of acceleration as a sweeping social trend against the background of which I am

going to illustrate the importance of self-care. In a further step I shall answer the question of why I take recourse to Foucault's philosophy and its underlying concept of self-care, and of good interaction and its relevance to coaching. The following sections will deal with impulses from Foucault's philosophy, above all with his concept of the practice of freedom. The practice of freedom firstly encompasses self-care, secondly the courage of truth, and, thirdly, criticism. In the end I will draw a conclusion proposing to understand coaching as an appeal to take care of oneself, especially in times of acceleration and boundless work. In my opinion this is the only way to avoid that acceleration and boundless work lead to an accelerated and boundless coaching.

I am convinced: Self-care will become ever more important in coaching, especially given the sweeping social trends such as economisation[1], acceleration[2] and the delimitation of work. In a first step I wish to approach this context by looking into the question of the quality of coaching.

From my point of view, good coaching interrupts the professional everyday lives of executives in a sustainable manner. This distinguishes good coaching from poor coaching.

Poor coaching simply continues the burdensome and accelerating situation at the workplace of persons with managing functions in the same ways and patterns. Poor coaching solely serves to adapt executives to drastic social trends. It is restricted to optimise the coachees' performance or to increase their ability to present themselves without critically reflecting working life in general und thus the social changes and their repercussions on professional everyday life.

For our future society, the question is not so much if professional consulting such as coaching will become more popular but rather what the difference between good coaching and poor coaching actually consists of.

The decision about the quality and future of coaching will depend on how this form of consultation responds to social trends. Where social trends are not considered at all or are taken for granted as matters of fact, it will be easy to exploit, or even "hijack", coaching for other purposes.

The question is what good coaching could consist of, how it responds to acceleration and if coaching is capable of a critical reflection of the situation at work; or if it simply serves to adapt executives to changes accepted in a fatalistic manner.

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[1] Rudolf Heltzel – Wolfgang Weigand, *Im Dickicht der Organisation. Komplexe Beratungsaufträge verändern die Beraterrolle*, Göttingen, 2012, 17.

[2] Hartmut Rosa, *Beschleunigung. Die Veränderung der Zeitstrukturen in der Moderne*, Frankfurt am Main, 2005.

Acceleration

In Hartmut Rosa's, the renowned sociologist's view, modern times are characterized, above all, by social acceleration. The awareness of time in our modern era is characterized by experience of acceleration that can be illustrated by examples such as measurement of a thousand of a second in sport, the Internet or the ICE train. [3]

The predominance of acceleration fundamentally changes the entire social life, including its speed. The increasing speed leads to a densification of our activities.[4]

However, the time gained does not lead to free space for us to come to rest, but is used to improve productivity, creativity and communication, and is thus experienced as hectic daily routine and stress.[5] H. Rosa postulates that three dimensions come under the phenomenon of acceleration: technical change, the increase of social change and acceleration of the pace of life[6]. The result is a "shrinking of the present", as Rosa calls it.[7]

Along these lines, there is a mismatch between action itself and action reflected. For more and more activities increasingly leave less time to reflect these activities and "process" the feelings associated with them. This lack of reflecting time again changes the very character of activities and action. They become more instrumental, they focus on functionality and, as a result, they lose their social and ethical substance. In subjective terms, time pressure and the experience of breakneck speed lead to a reduction of time, although technical acceleration of transport, communication and production processes have generated considerable time resources. Empirical studies show that the felt leisure-time decreases, although the "real" leisure-time actually increases.

Why is that so? "Leisure time" is "experienced by the actors not as a reservoir of free time reservoirs but as an amount of time passing by rapidly and determined by action and experiences." (Rosa 218) H. Rosa sees two causes for the time pressure felt, firstly the fear of missing out on something and secondly the pressure to adapt.

It is obvious how strongly changes in action also influence professional interaction, especially through acceleration. Acceleration in the work of executives leads to harmful stress and to a much stronger burden on

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[3] Ibid., 161.
[4] Ibid., 199.
[5] Ibid., 213.
[6] Ibid., 124–138.
[7] Ibid., 185.

communication and cooperation. Within the families of executives, too, acceleration leads to a stronger burden on how family members interact and on their relationships altogether.[8]

WHY FOUCAULT?

I am convinced that especially in the times of acceleration described, the philosophy of the late Foucault is in a position to stimulate fundamental learning processes with regard to successful interaction in coaching.

It goes without saying that it is impossible even to introduce the basic tenets of Foucault's philosophy here. This is why I shall concentrate on a few basic ideas of the French philosopher and historian, which have led to book titles, and in this context mainly on lectures and presentations.

According to Foucault, freedom is not a theoretical construct; he rather wants to look at the practice of freedom.[9] It is firstly characterized by the care of oneself, secondly by the courage for the truth and thirdly by critique.

PRACTICE OF FREEDOM: THE CARE FOR ONESELF[10]

How do I interact well with others in professional communication such as coaching? To my mind, the best way is to take up Foucault's impulses by taking care of oneself in the first place.

What does this mean in specific terms? Foucault develops the care for oneself by taking recourse to texts by philosophers from antiquity such as Platon, Seneca and Epiktet. These and other philosophers concentrate on the care for oneself. Platon refers to Sokrates, who summarises his mandate as follows:

"God has called him to admonish men to care for themselves, not for their riches, not for their honour but for themselves and for their souls." (Platon, Apologie, 29d-e)[11]

Care for oneself is not a theory cognitively developed from which instructions for action could be derived. On the contrary: Specific practices of self-care invariably and every so often, for a whole lifetime, lead to existential findings.

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[8] Ibid., 181.
[9] Michel Foucault, Die Ethik der Sorge um sich als Praxis der Freiheit, in Michel Foucault, *Analytik der Macht*, Frankfurt am Main, 2015.
[10] Ibid.
[11] Ibid., 61.

Self-knowledge (awareness) is subordinate to self-care practiced. How do I take care of myself? Foucault summarises the care for oneself as follows:

"Epimeleia heautou is an attitude, an attitude toward oneself, toward others and toward the world... The care for oneself encompasses a certain kind of taking heed of what I think, say and of what happens in my mind. [...] Epimeleia invariably also characterises a number of activities, that is those which are addressed to oneself, activities through which you take care of yourself, through which you change, cleanse and purify yourself."[12]

This form of self-observation encompasses manifold practices. These include mediations as well as measures to promote one's health, consultation and reflecting activities, i.e the keeping of a diary in which I take down interactions of professional everyday life and think about whether they have been successful or not and what the reasons might have been for that.

By no means is the care for oneself egotistical self-fulfilment. Epimeleia heautou is rather understood as a necessary and sufficient condition for the care for others. Those who take care of themselves in this manner are bound to care for others along the same lines. This is an eminently social, and if you like, political side of the care for oneself. For taking care of oneself is never restricted to oneself but social reality is looked at altogether. How does his concept of care for oneself relate to coaching? Against this background coaching could be understood as an "appeal to take care of oneself"[13] similarily to the concept of "help for self-help".

It is not the coach who takes over another person's responsibility, but coaching motivates and challenges us to take ourselves seriously as subjects, and this implies to assume responsibility for oneself. Self-awareness and autonomy form the targets of coaching shaped by the care for oneself.

The practice of freedom within the meaning of the care for oneself promotes mindful interaction with oneself and with others. A basic criterion for interaction is practiced mindfulness. However, freedom within the meaning of the care for oneself not only implies mindfulness but also the courage for the truth, according to Foucault.

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[12] Michel Foucault, *Die Hermeneutik des Subjekts*, Frankfurt am Main, 2009, 26.
[13] Hermann Steinkamp, *Seelsorge als Anstiftung zur Selbstsorge*, Münster, 2005.

PRACTICE OF FREEDOM: THE COURAGE FOR TRUTH[14]

What is referred to as "parrhesia" plays a central role for many philosophers from ancient times, such as Seneca and Epiktet. Essentially and in the very first place this means that I am not – on my own – in a position to tell me the truth about myself, but that I need a counterpart who advises me, who talks to me.

Such a counterpart takes the courage to let me know true things, also by mentioning things I may not find comfortable, pleasant and easy to hear, because it confronts me, because, for instance, it gives me some feedback on how other persons might be affected by me and my behaviour.

This courage for truth is by no means required of the person who seeks advice or support. It is not the coachees who are under pressure to reveal as much as possible about themselves and about their innermost thoughts and feelings, but it is the coach who takes the courage to speak out "true" things supporting the coachee to find out something new about himself.

In this process the courage for truth is clearly distinct from two other behavioural patterns and strategies: the art and power of persuasion on the one hand, and flattery, on the other.

The "art" of persuasion would imply that I am in the know of what is good for the other person and that my first and foremost task is to "sell" it to this person in a most skilled and convincing manner. In this respect many techniques and methods have been developed, especially in professional conversation techniques and specific forms of consultation, which do not lead to maturity and autonomy but rather to pre-defined aims which should be achieved as effectively as possible. I am thinking of specific forms of coaching in the interest of a company intending to optimise the coachee's performance but not to develop his or her personality.[15]

In line with the courage for truth or, courage to speak the truth, good interaction means that the dialogue partners take the courage to get to know more about themselves and share more about themselves, rather than to exchange self-evident issues or even platitudes not affecting anybody emotionally, let alone moving them existentially.

The practice of freedom according to Foucault not only helps me to be more mindful toward myself and others as put forward in his concept of self-care.

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[14] Michel Foucault, *Der Mut zur Wahrheit*, Frankfurt am Main, 2012.

[15] Cf. Frank Austermann, Coaching, das Personal entwickelt, Personen ausschließt und Personenentwicklung instrumentalisiert. Ein diskursanalytischer Blick auf Schreyöggs Beratungsverständnis und ihren Rückgriff auf Neubergers 'Personalentwicklung', *Forum Supervision – Zeitschrift für Beratungswissenschaft und Supervision*, 2013.

It also makes me more courageous. The practice of freedom firstly promotes mindfulness, secondly the courage to speak the truth, and thirdly critique.

CRITIQUE

Foucault answers the question of "What is critique?" in a surprising and extraordinary manner. To him, critique is not a theoretically-oriented cognitive activity, but something extraordinarily practical and concrete. His famous definition reads: "Critique is the art not to be governed so much."[16]

What does that mean? Foucault thinks that a decisive factor in this process is that people influence each other all the time, in most cases reciprocally. Only in extraordinary forms of "oppressive rule" is one side hardly in a position to exert any influence at all.

The targeted form of exerting influence is referred to as "gouvernementalité" or "governance" by Foucault. This means that "critique" as the art "not to be governed so much" first of all encompasses that I become more aware of whom or what influences me and how this influence manifests itself specifically and concretely.

If, for instance, mass-media applications and techniques instil in me the idea of having to be contactable 24 hours on 7 seven days a week, the art of not being governed so much would consist in looking for ways, together with my dialogue partner, where possible, to uncover and overcome reachability as a form of total availability.

Social trends, especially in life at work, leading to a delimitation of professional life, which invariably usher in acceleration without times of casual leisure and idleness, should not simply be tolerated, but critique would motivate us not to be governed so much, but to experience autonomy in how I decide how to spend my own time.

The chance to experience time differently characterizes the attractiveness of specific consultation processes, e.g. to take the time for oneself and, as a consequence, to experience time as an enrichment where I do not allow others to exert pressure on me to find fast solutions but to look for small steps whilst listening attentively to one another.

One thing is clear and evident and can be experienced every so often in consultation: It is simply not possible to listen more rapidly. The same applies to numerous other central spheres in life: It is worthwhile reflecting upon the

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[16] Michel Foucault, *Was ist Kritik?* Berlin, 1982.

question: What can't I do more rapidly? Not because my performance would not suffice but, because the activities due to their very quality cannot be improved by being done more rapidly. Nobody can dream more rapidly, hope more rapidly or love more rapidly.

Coaching – An appeal and incitement to self-care in times of acceleration

In our times of acceleration, I think it is crucial that coaching serves as an appeal to self-care, is an incitement to it. This includes, inter alia, that coaching promotes critical reflection, that it is in line with the practice of freedom and that it makes coaches and coachees more mindful, more courageous and more critical.

Thus I wish to focus on two questions at the very end of my presentation: Does the interaction between coachees and coachs makes them more mindful, more courageous and more critical? Or does coaching simply lead to an optimized adaptation of both, the coachee and the coach?

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"ALWAYS ON" –
DEALING WITH A CONSTANT AVAILABILITY

Volker Jörn Walpuski

Abstract

Mobile communications devices like smart phones are revolting our daily lives and working conditions. Reality and virtuality merge, and there is no longer a contrast between them. Boundaries are blurred in multiple ways. Ubiquitous computing influences organisation of work and has an influence on exhaustion and recreation and is a topic for occupational safety and health programmes. But organisations find it difficult to find rules because there are many contradictions and it seems more likely to let the employees set individual boundaries. This is problematic as it collides with a mindset as 'interest in risk-to-self'. Subsequently contents and the process of supervision and coaching is influenced. Further research should focus on the future tasks and development of counselling and its attitude towards ubiquitous computing.

Introduction

To say it first: ubiquitous computing and digitalization are offering a lot of wonderful and helpful improvements for daily life. But in the cheering and praising of their wonders and opportunities there are aspects and side effects forgotten or overseen. Gradually more and more studies are published[1] about single effects of smart devices on perception, work performance and strain, communication processes and organisation of work. For supervisional practice it might be helpful to have a closer look on these side effects as they are relevant for counselling on both forming of workflow processes as well as stress and strain prevention in the context of occupational safety and health.

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[1] See for instance: Joshua Harwood – Julian J. Dooley – Adrian J. Scott – Richard Joiner, Constantly connected – The Effects of Smart Devices on Mental Health, in *Computers in Human Behaviour*, Elsevier, Vol 34, May 2014, 267–272.

Volker Jörn Walpuski

Total availability

Ubiquitous computing makes cyber space no longer a different place I physically have to go to like a desktop computer: Via smart devices (tablets, smart phones, etc.) cyber space is where I am. By this virtual reality has become a permanent and simultaneous overlay and the dream of telepathy came true.[2] And this is why contrasts like "reality vs. virtuality" or "presence vs. remote" don't work any longer. The boundaries are blurring, and with Goffman[3] we might call it a 'total availability'.

Additionally smart devices are converging a multiplicity of functions formerly fulfilled by different artefacts or persons like calendar, address book, record collection, map, clock, wallet, photo album, personal trainer, reminder, remote control, toys or access control. Also they might function as personal protective equipment by surveying[4] e.g. whereabouts, work schemes and recreation times or keeping information about hazards ready at hand.

Like this two stress factors are coming together: The permanent availability ('no hiding') together with a manifold of functions ('everything in one thing'). This evokes curious phenomena, e.g.:

- The mere presence of smart devices may be distracting[5] and the quality of work results is decreasing.
- A ring ton or vibration of incoming messages is perceived many a time but it proves to be a hallucination.
- The number of traffic accidents due to cell phone use whilst driving is increasing.[6]
- Checking messages is the first/last action in bed. This is related to recently so-called FoMO, the Fear of Missing Out.[7]
- The belief in multitasking capabilities although there is no proof of them.[8]

[2]   Anthony Townsend, Thinking in telepathic cities, in Nyíri K. (ed.), *Integration and ubiquity. Towards a philosophy of telecommunications convergence*, Wien, Passagen, 2008, 63–74.
[3]   Erving Goffman, *Asylums. Essays on the Social Situation of Mental Patients and other Inmates*, Chicago, 1961.
[4]   In Germany not viable due to legal restrictions.
[5]   Bill Thornton – Alyson Faires – Maija Robbins – Eric Rollins, The Mere Presence of a Cell Phone May be Distracting. Implications for Attention and Task Performance, *Social Psychology 2014*; Vol. 45 (6) (2014) 479–488, DOI: 10.1027/1864-9335/a000216.
[6]   Kraftfahrt-Bundesamt (ed.), *Jahresbericht 2011*, Flensburg, 2012.
[7]   Andrew K. Przybylski – Kou Murayama – Cody R. DeHaan – Valerie Gladwell, Motivational, emotional, and behavioral correlates of fear of missing out, *Computers in Human Behavior*, 29 (4) (2013) 1841–1848.
[8]   Anja Baethge – Thomas Rigotti, *Arbeitsunterbrechungen und Multitasking. Ein umfassender Überblick zu Theorien und Empirie unter besonderer Berücksichtigung von Altersdifferenzen*, Dortmund, Bundesanstalt für Arbeitsschutz und Arbeitsmedizin, 2010.

Advantages of ubiquitous computing

At a glance, ubiquitous computing offers many advantages. But it perpetuates processes that are blurring boundaries and intensifying work. Well known is the blurring of boundaries and fragmentation of work and life by the discourse about work-privacy-conflicts: Work enters private time and space and vice versa private life enters work. The perpetuating elements of ubiquitous computing are the multiple blurring of boundaries of time, space and reality/virtuality by being always-on as well as the blurring of boundaries of artefacts by converging functions.[9] It seems as if just the sky might be the limit. And most users perceive this process of blurring of boundaries and intensification of work by smart devices ambivalently but with mostly positive tendencies.[10] There is a neuroscientific approach[11] trying to explain this behaviour by release of dopamine in a process of rewarding, but still there is no proof for that.

The other side: interest in risk-to-self

But it also fits into another model: Many users show a mindset as ‚interest in risk-to-self' as it could be seen in texting whilst driving[12] or more subtle in mobile working during vacation. A self-endangerment due to various reasons (e. g. career, personal advantages, and job- or livelihood security) pressurizes the individual to be 'always on'. It manifests in an involvement in smart device use. Recently this involvement is proven in a study on youth of 8 to 14 years to be heavy (21 %) or very heavy involved (8 %) even with endangerment of addiction to smart device use.[13] But yet there is – like occupational burn-out – no common description of smart device or Internet addiction as a mental

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9   Volker Jörn Walpuski, Always on. Vom Umgang mit Smart Devices, *Supervision. Mensch – Arbeit – Organisation*, 31 (4) (2013) 30–37.

10 Walpuski, Always on; Volker Jörn Walpuski, Smart Devices in Organisationen: Von Regelungen für die Allgegenwärtigkeit von computergestützter Kommunikation, *Organisationsberatung Supervision Coaching* (OSC), 39, (1) (2014) 99–114, DOI: 10.1007/s11613-014-0359-z.

11 See among others: Maartje Schermer. The Mind and the Machine – On the Conceptual and Moral Implications of Brain-Machine Interaction, in *Nanoethics*, 3rd December 2009, Springer, 217–230.

12 Walpuski, Always on; Volker Jörn Walpuski, Ubiquitous Computing und Gruppendynamik. Überlegungen zu Smart Devices als gruppendynamisches Phänomen, *Gruppendynamik und Organisationsberatung*, 2015/3, online first: DOI: 10.1007/s11612-015-0283-5.

13 Karin Knop – Dorothée Hefner – Stefanie Schmitt – Peter Vorderer, *Mediatisierung mobil. Handy- und Internetnutzung von Kindern und Jugendlichen*, Leipzig (Vistas), Schriftenreihe Medienforschung der Landesanstalt für Medien Nordrhein-Westfalen (LfM), Band 77, 2015.

disorder (DSM-5: 481): "Other excessive behavioural patterns, such as Internet gaming, have also been described, but the research on these and other behavioral syndromes is less clear. Thus, groups of repetitive behaviors, which some term behavioral addictions [...] are not included because at this time there is insufficient peer-reviewed evidence to establish the diagnostic criteria and course descriptions needed to identify these behaviors as mental disorders."

The blurring of boundaries and intensification – by other's or one's own means – might evoke psychological strains[14] as for example

- fears:
  - Loss of social affiliation and identity ("FoMO", see above)
  - Loss of control/self-efficacy
  - Injury/violation (loss of device)
- desire for gratification and social distinction
- promise of autonomy (independence of place and time)
- permanent competition (man vs. man/man vs. machine)
- pressure of group conformity and instant communication
- hazarding of self destruction despite knowing better
- rumination and changed self perception of ineffectiveness
- limiting the use as a permanent task of self-steering
- Since nearly every western country prohibits mobile device use while driving several European countries meanwhile also found legal regulations for workplace risk assessments including psychosocial hazards. But in practice it is found to be difficult to measure and evaluate these hazards as already shown above. So the usual organisational way to cope with these hazards is to individualize them: The individual is subjected to the problem and often has to find a way to deal with the hazards. This is a task supervision and coaching can assist in finding the way. They offer reflection of self-organisation and self-endangerment, cooperation, norms within a group and the use of technical devices in general. Supervision works as a decelerator and interrupter of a '24/7 here-and-now'imposed on us by mobile communication. It is a kind of dead spot inspiring to reflect there-and-then, i.e. past and future, experience, strategy and situational self-steering.

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[14] Walpuski, Always on.

Self-steering competence

Especially the necessity for self-steering competence in this context could be seen in the following process flow diagram. It shows the array of micro-decisions to be made permanently as described by Mazmanian et al.[15] These decisions are infinitesimal and made hardly knowingly, many of them are made automatically. Recently a study of about 60,000 German smart phone users showed that by average they checked their smart phones 88 times per day for new messages or time of day and subsequently unlocked them 53 times for using an app.[16] That means the average user being awake uses his device and interrupts every other activity (or tries to combine it with driving, going staircases etc.) about every 20 minutes. This shows that there are plenty of these micro-decisions to be made every day, and this permanent decision making occupies our brains as well as it is distracting, even if it is perceived in a positive way by the acting individual feeling self-efficient.

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[15] Melissa Mazmanian – Joanne Yates – Wanda Orlikowski, *Ubiquitous email: Individual experiences and organisational consequences of Blackberry use*, Proceedings of the 65th Annual Meeting of the Academy of Management, St. Louis MO, The Academy of Management, 2006, adopted by Walpuski, Always on.

[16] Alexander Markowetz, *Digitaler Burnout: Warum unsere permanente Smartphone-Nutzung gefährlich ist*, München, Droemer, 2015.
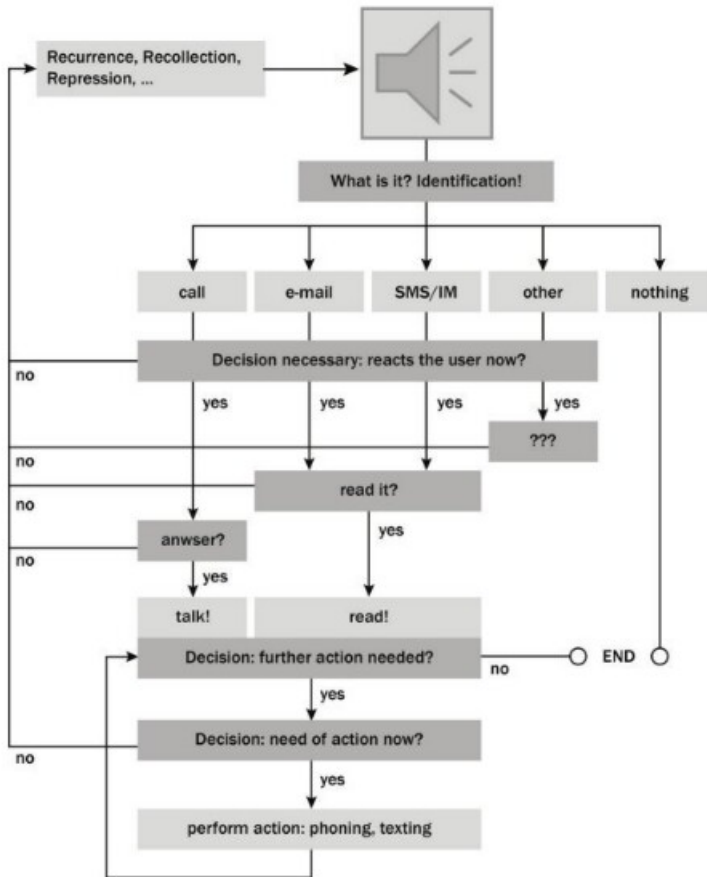
One of the problems of self-steering processes is that they normally are invisible to others while taking a lot of time, often due to permanent availability also as undocumented and therefore unpaid overtime. Gratification for work is won by achievements and not by invisible self-steering processes. Self-steering enables workers to achieve (visible) goals and win gratification. When visible and invisible work processes aren't balanced any longer a gratification crisis is impending.[17] This impending crisis is boosted when velocity, quantity and complexity of decision making are too big or authority to decide is too little. Especially management, executives and freelancers are at risk to suffer. It

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[17] Nick Kratzer – Wolfgang Dunkel – Wolfgang Menz, Raubbau oder Rückzug? Ursachen und Folgen der "systematischen Überlastung" in Unternehmen, *Supervision. Mensch, Arbeit, Organisation*, 1 (2012) 4–11.

seems likely trying to encounter these psycho-hazards by becoming more resilient: yoga classes, mindfulness trainings, self-management courses – these approaches try to enlarge the capability to work by raising self-efficacy but worsen the situation by just pushing the boundary a little further.[18] In the end the outcome might be depression or the occupational burn-out syndrome as documented in strongly increasing sickness absences due to mental disorders.

Lowering sickness absence is an important goal for business administration especially in organisations with well paid experts difficult to replace. But the diagram also shows how mobile communication is influencing the organisation of work in general. Workflows and structures change dramatically by ubiquitous computing, while organisations find it difficult even to find rules, because there are many contradictions like global work processes, client's expectations of quick response and flexibility, or downsizing of office assistants. Legal regulations often are not implemented in organisations or do not match the targets[19]. Nevertheless, for organisations in both competition concerns as issues of workplace health promotion it is advisable to conduct clarification processes about availability times and smart device use.[20] As the branches of organisations like service, production, or distribution have to deal with different requirements and conditions, it is difficult to find one solution for all. The option for individualists to 'bring-your-own-device' (BYOD) and log-in into the enterprise network worsens the situation. This is why enterprises mostly do not find an agreement on availability or put it very vacuous or ambiguous. A well-meant example of a German enterprise's executives guideline on ubiquitous computing and availability illustrates this: "Wir stellen hiermit klar, dass bei freiwilliger Nutzung in der Freizeit und am Wochenende keine Erwartung für die umgehende Beantwortung und Bearbeitung von E-Mails besteht. Wir fordern unsere Beschäftigten auf, sich selbst klare E-Mail-Zeiten zur Bearbeitung zu setzen. Hierbei bauen wir auf die Selbstverantwortung eines jeden Beschäftigten. Jeder Nutzer sollte sich bewusst fragen, ob ein E-Mail-Versand in der Freizeit notwendig ist. Ausnahmen bilden Krisensituationen und Situationen, in denen ein unmittelbares Handeln erforderlich ist."[21] Since the user doesn't know if the enterprise is in a critical situation or instant action

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[18] Walpuski, Always on.

[19] E.g. the German Bildschirmarbeitsverordnung (BildscharbV) from 1996, a legal ordinance for occupational safety for workstations.

[20] Walpuski, Smart Devices in Organisationen.

[21] Ibid.: "We hereby make it clear that there is no expectation no expectation for the immediate answer and processing of e-mails in case of voluntary use during leisure time and weekends. We encourage our employees to set themselves clear hours for processing e-mails. We rely on the personal responsibility of each employee. Any user should be aware of whether an e-mail

is necessary he has to check every message and make a decision. And, to be honest, nothing is made clear by the company; the decision and regulation is left to the individual.

How Supervision and Coaching is affected by ubiquitous computing

Therefore one task of supervision and coaching could be to uncover this area of conflict. The next step should be to make it discussable within the organisation. The objection now might be that smart devices are just another kind of new media like telephone, telefax or letters some decades or centuries before. But ubiquitous computing and permanent availability are new challenges and they change our lives and work far-reaching. Ubiquitous computing differs from other media by its power to blur boundaries. And this fuzziness is a perfect work assignment for counselling.

So mainly there are two reasons why supervisors and coaches in their professional work are affected by ubiquitous computing:

a) The content of counselling changes or expands (just mentioning keywords):

   a. Individual reflection: Self-monitoring, positioning in work-privacy-conflict/blurring of boundaries, careers advice, psychological strain, mindset as ,interest in risk-to-self', misunderstandings/conflicts caused by high-speed computer mediated communication (CMC), fears and anxieties, …

   b. Reflection of cooperation: structures for efficient cooperation (support vs. disturbance), work-privacy-conflicts, anticipated expectations, speed of work, communication styles, misunderstandings/conflicts caused by high-speed computer mediated communication (CMC), reduction of complexity and communication overflow, speed of work, …

   Simply: Reflection on use of smart devices as a core competence for being able to work and stay healthy in a CMC environment.

b) The process of counselling is going to change:

   a. Ubiquitous Computer Mediated Communication disturbs face-to-face settings as shown above for example by incoming or expected messages.

   b. Supervision on cooperation and interaction becomes more difficult because the absent persons are somehow present in the supervision

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is necessarily sent in leisure time. Exceptions are emergency situations and situations where immediate action is required." (translated by the author)

setting. By this supervision loses partly its function as a shelter and space for trial action or rehearsal. So it is important to regulate CMC around supervision settings.

c. Clients ask for computer mediated methods (e.g. telecoaching, on-line counselling or apps). That influences not only the medium of counselling but also its framework: Counselling might function in brief episodes or as instant counselling and might lose its distance and function as retrospective.

d. Counselling becomes even more a space for social learning in an "encounter group": As computer mediated social learning is a curtailed learning environment it becomes growingly important to offer space for social learning beside the so called social web.

And beside that supervisors and coaches are also affected by blurring of boundaries and permanent availability as users and freelancers themselves.

Questions of further research

Further research and discussion should take place as smart devices wouldn't vanish as fast as they spread. On the contrary, worldwide network coverage is growing, and by every new series devices offer a greater convergence of functions. Therefore three aspects should be named, where further work is necessary.

a) Which impacts will deliver ubiquitous computing together with digitalization and artificial intelligence to the profession as a supervisor or coach? The development of speech recognition software is fast, and it's already very tricky to detect voice response of computers (there are apps available for this purpose!) in telecommunication. Will there be automated coaching sessions answered by digital voice response? Back in 1966 Weizenbaum developed a software ("ELIZA") simulating a psychotherapist using the technique of non-directive counselling by Carl Rogers. He was very surprised to learn how eager psychotherapists were to automate psychotherapy by this way. Even if this is still impossible, there may be use cases for simple applications like instant coachings adapting highly structured tools.

b) If we accept with Rosa[22] that the world is accelerating and that ubiquitous computing is a big accelerator quickly the question appears how counselling

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[22] Hartmut Rosa, *Weltbeziehungen im Zeitalter der Beschleunigung: Umrisse einer neuen Gesellschaftskritik*, Frankfurt a. M., Suhrkamp, 2012.

could fulfil its decelerating function. Since "Supervision provides ample space and time to reflect professional functioning in complex situations"[23] it has to throw a spanner in the works. Which methods and tools would be helpful to create a decelerated space for reflexion? How could clients accept and bear a regulated environment shutting out smart devices? And will there be clients buying this form of counselling? Or will customers demand instant and short sequences of counselling?

c) If supervision has to 'throw a spanner in the works' the ethical and political dimension of supervision is coming up: What is the task and goal of 'good' supervision? Is it critical reflection of acceleration and availability or support of adaption to acceleration and permanent communication? It is necessary to take up a stance, and a deprecative position endangers supervision to be perceived as antiquated and technophobic while coaching (search App-stores for coaching apps!) is booming. Has European supervision a common position towards this topic?

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[23] ANSE, *ECVision. A European Glossary of Supervision and Coaching*, Wien, 2014, 16.

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DEVELOPMENT OF SUPERVISION AND COACHING IN EUROPE

HOW DO WE DESCRIBE WHAT WE ARE DOING? SUPERVISION AND COACHING IN THE CONTEXT OF EUROPEAN COMPETENCE ORIENTATION

HEIDEMARIE MÜLLER-RIEDLHUBER

ABSTRACT

This article will provide a brief overview of European policy instruments that aim to facilitate greater transparency with regard to the mobility of learners and workers within Europe. The role competences and learning outcomes play in describing occupations and qualifications, and how they contribute to increased comparability of professional profiles in employment and qualification descriptions in education and training, will be explained. Furthermore, the relevance of competence frameworks at European level and for the professionalization of counselling, supervision and coaching will be established. Three competence frameworks in the field of counselling, supervision and coaching will be shortly described and compared. The advantages of competence frameworks in the field of supervision and coaching will be emphasized and challenges of describing professional profiles for supervision and coaching will be discussed.

EUROPEAN POLICY CONTEXT

In the past several years European political priorities in the field of education and training, as well as labour market development and employment, have focused on keeping the European labour force competitive by supporting the mobility of both learners and workers and promoting lifelong learning. Several European initiatives have been launched in the past decade in order to achieve this objective, and the comparability and transferability of qualifications and professional profiles has been attributed particular significance. Frameworks and reference systems such as the European Qualification Framework (EQF)[1],

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[1] European Commission, EQF description at the website, http://ec.europa.eu/ploteus/en/content/descriptors-page, accessed 14 October 2015.

the European Credit Transfer System (ECTS)[2], the European Credit Transfer System for Vocational Education and Training (ECVET)[3], and the European Taxonomy of Skills, Competences, Qualifications and Occupations (ESCO)[4] have been developed and are currently being used in, or further developed by, the Member States of the European Union. The attempt to improve the transparency of skills and competences, however, faces a number of challenges: language and terminological barriers; differences in educational systems (qualifications) and labour market realities (occupation profiles); diverse understandings of the concept of "competence"[5] etc.

In order to provide the basis for a common description standard for occupations[6], skills, competences and qualifications at European level several transparency documents – such as the Europass CV and the Europass skills passport – guidelines and recommendations – for example, recommendations for the validation of non-formal and informal skills and competences – have been distributed throughout the Member states.

At present the Europe 2020 strategy aims to "create the conditions for a more competitive economy with higher employment" through the delivery of "more effective investments in education, research and innovation" and by placing "strong emphasis on job creation and poverty reduction".[7] As a consequence of efforts to implement this strategy the concepts of lifelong learning and lifelong guidance have been developed and been attributed greater importance in Europe. The idea of lifelong guidance is promoted in many European strategy

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[2]   European Commission, ECTS information at the website of the European Commission, http://ec.europa.eu/education/tools/ects_de.htm, accessed 14 October 2015.

[3]   ECVET Toolkit, www.ecvet-toolkit.eu/, accessed 14 October 2015.

[4]   European Commission, *ESCO, European Classification of Skills/Competences, Qualifications and Occupations. The first public release. A Europe 2020 initiative*, European Union, 2013, 6, https://ec.europa.eu/esco/web/guest/escopedia/-/escopedia?p_p_resource_id=92b7abac-ef89-46cc-aaca-7b9219920eeeESCO_Booklet_%2528PDF%2529.pdf, accessed 14 October 2015.

[5]   J. Winterton et al., *Typology of knowledge, skills and competences: clarification of the concept and prototype*, Thessaloniki, CEDEFOP, 2005, 28.

[6]   The International Labour Organisation distinguishes between the terms Job, Occupation, and Profession as follows: Job refers to "a set of tasks and duties performed, or meant to be performed, by one person, including for an employer or in self-employment" while Occupation refers to "a set of jobs whose main tasks and duties are characterised by a high degree of similarity. A person may be associated with an occupation through the main job currently held, a second job, a future job or a job previously held." (*International Standard Classification of Occupations Structure, group definitions and correspondence tables*, ISCO-08 Vol I, Geneva, ILO, 2012, 11.) Profession is often used almost synonymously to occupation, but with a stronger emphasize on connotations such as professionalism, expertise, or vocation (cf. German terms "Beruf": occupation/profession and "Berufung": vocation/mission).

[7]   Quotation from: European Commission: Europe 2020 web portal, http://ec.europa.eu/europe2020/europe-2020-in-a-nutshell/priorities/index_en.htm, accessed 13 October 2015.

papers and via expert networks such as, for example, the European Guidance Network (EG)[8] and the European Lifelong Guidance Policy Network (ELGPN)[9].

The strong labour market orientation of European policy places particular significance on lifelong guidance and career counselling, and this area has subsequently gained more attention in recent years. It is expected that guidance and counselling services – for example for people in transition phases (transition from school to work, from employment to unemployment or retirement etc.) – will become increasingly important in the future. In the context of these political developments, Supervision and Coaching practitioners are likely to face a significant challenge in distinguishing the specificities of their own professional identity in relation to other guidance and counselling practitioners.

ESCO and the concept of "competence"

The development of the the European taxonomy of Skills, Competences, qualifications and Occupations (ESCO) began in 2010 and remains ongoing. The overall aim of this initiative is to identify and categorise skills, competences, qualifications, and occupations relevant to the European labour market and education and training systems[10] and to offer a reference system for other national or sectoral classifications of occupations, qualifications, skills and competences. Another intention is to provide a common multilingual and structured terminology[11] to describe qualifications, occupations, and skills and competences. In this context skills and competences are seen as a common denominator that links qualification and occupation descriptions. ESCO views skills and competences as a kind of "morphemes" (the smallest grammatical units) of the intended common description language for the labour market and education and training systems. Since skills and competence descriptions are used in extremely different application contexts (for example in job placement, skills forecasting, curricula drafting, qualification assessment, personal CV, HR documents etc.) there are profound differences in the ways in which they are

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8 For more details see: http://euroguidance.eu/, accessed 13 October 2015.
9 For more details see: www.elgpn.eu/, accessed 13 October 2015.
10 For further details see: European Commission, ESCO portal, https://ec.europa.eu/esco/portal/escopedia/European_Skills%252C_Competences%252C_Qualifications_and_Occupations_%2528ESCO%2529, accessed 12 October 2015.
11 European Commission, *Draft ESCO vision document, ESCO (2014) SEC 039 FINAL*, 2, https://ec.europa.eu/esco/web/guest/escopedia/-/escopedia?p_p_resource_id=fafa3259-3f5b-4355-ab02-f8d8ca76606b04_Draft_ESCO_Vision_Document.pdf, accessed 12 October 2015.

formulated in different labour market and education and training contexts.[12] While in education and training contexts learning outcomes are statements of "what a learner knows, understands and is able to do on completion of a learning process, defined in terms of knowledge, skills and competence"[13], in employment context skills and competences are expressed often in the form of key-words or short task-oriented phraseological expressions.

Winterton underlines the need for a shared understanding of concepts uniting the different European instruments that have been developed throughout Europe to support Member States in the implementation of their national education and training policies. He refers to the difficulty of developing "a common understanding of how competence can be interpreted across these different instruments"[14] and notes the challenge ESCO faces in this respect: there exist a plethora of competence models and definitions at national level (for example, the French and the German model) or in science (for example, Bloom's taxonomy, Cheetham and Chivers Holistic model)[15].

The question how to interpret the concept "competence" and which competence model would fit best as a general reference model on a European level led already to an extremely contradictory discussion in the process of defining EQF descriptors.[16] In the context of the EQF "competence" was finally not chosen to be an all encompassing concept, but was instead "downgraded" to the very specific meaning of "responsibility and autonomy". Instead of the competence concept the trinity of "knowledge, skills and competence" (KSC) was stressed and the term "learning outcome" was used as an overarching

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[12] Cf.: Heidemarie Müller-Riedlhuber, *The European Dictionary of Skills and Competences (DISCO): An Example of Usage Scenarios for Ontologies*, Graz, 2009, http://test.factlink.net/.../disco_presentation_isemantics_final_fullversion.pdf, accessed 15 October 2015.

[13] Cf.: *Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning*, Annex I, 4.

[14] J. Winterton, *Varieties of Competence: European Perspectives, in Mathias Pilz (ed.), The Future of Vocational Educational and Training in a Changing World*, Springer 2012, 472.

[15] Cf. for example the comparison of the understanding of competences in the anglo-american and the German sphere by S. Grote et al., *Kompetenzen und deren Management: ein Überblick*, in S. Grote – S. Kauffeld – K. Denison – E. Frieling (eds.), *Kompetenzmanagement. Grundlagen und Praxisbeispiele*, Stuttgart, 2006, 15–32.

[16] Cf. K. Luomi-Messerer – J. Markowitsch, Entstehung und Interpretation der Deskriptoren des Europäischen Qualifikationsrahmens, *Europäische Zeitschrift für Berufsbildung*, No. 42/43, 2007/08, 48. The authors refer e.g. to the fact that the first draft of EQF descriptors was split in the three main categories knowledge, skills and "personal and domain-specific competences". The latter was subdivided into "autonomy and responsibility", "learning competence", "communicational and social competence" and "domain-specific and occupational competence".

idea. ESCO follows the EQF recommendation and defines competence as "the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development."[17]

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USING COMPETENCE FRAMEWORKS
TO OVERCOME HETEROGENEITY

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While classifications of occupations, qualifications, and skills and competences such as ESCO represent one approach to providing a common terminology and reference system for competence descriptions in labour market and education and training contexts, competence/competency[18] frameworks are another option. And while in the past large enterprises and organizations in particular developed their own distinct set of competence frameworks, today competence frameworks are quite often specified by economic sector representatives, international organizations and networks, public institutions, professional associations, and other similar bodies. Some examples of competence frameworks that classify competences on a more holistic level, often focusing on a sector or professional group, include:

- the CEDEFOP Competence Framework for VET Professions[19]
- the UNESCO ICT Competency Framework for Teachers[20]

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[17] Cf.: European Commission: *Cover Note: Draft ESCO Guidlines v0 (ESCO2012), SEC 066*, last update 12 March 2013, 85.

[18] In its factsheet, the CIPD (Chartered Institute for Personnel and Development) defines the difference between competency and competence as follows: Competency and competencies focus on the "personal attributes and inputs of an individual" and can be defined as "the behaviours (and technical attributes where appropriate) that individuals must have or must acquire, to perform effectively at work". Competence and competences are seen as "broader concepts that encompass demonstrable performance outputs as well as behaviour inputs, and may relate to a system or set of minimum standards required for effective performance at work." While in the narrower sense competence could be seen as the more outcome- and performance- or action-oriented and competency as more input- and behaviour-oriented, this distinction has become less important in recent publications. Therefore this distinction does not apply in this publication. (Quotations from: www.cipd.co.uk/hr-resources/factsheets/competence-competency-frameworks.aspx, accessed 13 October 2015.)

[19] For details see: K. Volmari – S. Helakorpi – R. Frimodt, (eds.), *Competence Framework for VET professions. Handbook for practitioners*, Finnish National Board of Education, Sastamala 2009, www.cedefop.europa.eu/en/news-and-press/news/competence-framework-vet-professions-handbook-practitioners, accessed 12 October 2015.

[20] For details see: UNESCO, *UNESCO ICT Competency Framework for Teachers, Version 2.0*, UNESCO and Microsoft, Paris, 2011, http://unesdoc.unesco.org/images/0021/002134/213475e.pdf, accessed 12 October 2015.

- the Common European Framework of Reference for Languages (CEFR)[21]
- the European e-Competence Framework[22]
- the Carer+ Digital Competence Framework[23]

Competence frameworks
for Supervision and Coaching

A common terminological basis and competence framework is particularly important for the description of professional competences in the field of counselling, supervision and coaching as professions in this field do not belong to regulated professions and in most European countries are not subject to binding legal definitions and quality standards. Furthermore, there is a plethora of varying concurrent definitions of counselling, supervision and coaching and a number of competing professional networks that claim to possess the legitimacy and leadership qualities to oversee and manage the professionalization of the field in many countries.

The characteristics of fragmentation may be the reason why the need for professionalization in the field of counselling, supervision and coaching has been a topic discussed in several research papers.[24] For example, Fietze emphasizes that both Supervision and Coaching practitioners "offer personal counselling in a work-related context and claim that their work activities represent a profession"[25]. Therefore, it is important for practitioners from both groups to define the scope of their professional identity in relation to other

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[21] For details see: information at the website of the European Council on the Common European Framework of Reference for Languages (CEFR): www.coe.int/t/dg4/linguistic/cadre1_en.asp, accessed 13 October 2015.

[22] For details see: European e-Competence Framework website: www.ecompetences.eu/, accessed 13 October 2015.

[23] For details see: Carer+ Digital Competence Framework: http://carerplus.eu/developing-training/wiki/digital-competence-framework, accessed 13 October 2015.

[24] Publications include: A. Schreyögg – Ch. Schmidt-Lellek (eds.), *Die Professionalisierung von Coaching, Ein Lesebuch für den professionellen Coach*, Wiesbaden, VS Verlag, 2015.; B. Fietze, *Profilbildung und Statuskonkurrenz. Zur Professionalisierung neuer Beratungsformen*, in: E. M. Graf – Y. Aksu – I. Pick – S. Rettinger (eds.), *Beratung, Supervision, Coaching*, VS Verlag für Sozialwissenschaften, Springer, 2011, 23–36.; C. Schiersmann – P. C. Weber, *Professionalität als Herausforderung: Ein Kompetenzprofil für das Beratungspersonal im Feld Bildung, Beruf und Beschäftigung*, BIBB, BWP, 4 (2009) 9–13.

[25] Fietze, *Profilbildung und Statuskonkurrenz*. 23.: "Sowohl im Falle der Supervision wie im Falle des Coachings handelt es sich um personenbezogene Beratungsformen im arbeitsweltlichen Kontext, die mit dem Anspruch auftreten, eine Profession zu sein." /Translation H. M.-R.: "Both, supervision and coaching represent personal counselling forms in a work-related context and claim to be a profession."/

professions and to each other. While "several conditions for the formation of a profession – such as the organisation of professional associations, the existence of academic research about supervision and coaching, and the formalisation and certification of continuing education and training offers – have already been met"[26] by both groups, other significant conditions – such as the existence of a commonly used description standard and terminology, and a Europe-wide accepted competence framework for Supervision and Coaching – are currently lacking but in development.

For example, the following competence frameworks have been developed in the field of counselling, supervision and coaching in recent years:

- the Competence Glossary and Framework v2 of the European Mentoring and Coaching Council (EMCC, 2015)[27]
- the "Kompetenzprofil für Beratende (Competence profile for counselling practitioners)" (nfb, 2012)[28]
- the ECVision Glossary and Competence Framework for Supervision and Coaching (ANSE, 2015)[29]

The *EMCC Competence Framework* covers eight competence categories and four capability indicators that provide a basis for the assessment and recognition of professional mentoring and coaching competences. The EMCC engages in the professionalisation of Coaching and Mentoring and developed together with the International Coach Federation (ICF) *The Professional Charter for Coaching and Mentoring*. The Charter establishes guidelines for professional and ethical practice by coaches, mentors and their member organisations. It has been adopted by the leading coaching organisations and has been "approved

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[26] Ibid.

[27] For details see: EMCC competence framework glossary: www.emccouncil.org/webimages/EU/EQA/emcc-competence-framework-glossary.pdf, accessed 14 October 2015. and EMCC competence framework: www.emccouncil.org/webimages/EU/EQA/emcc-competence-framework-v2.pdf, accessed 14 October 2015.

[28] For details see: M. Haas – C. Schiersmann – P. C. Weber, Ausführliche Darstellung des Kompetenzprofils für Beratende, in Nationales Forum Beratung in Bildung, Beruf und Beschäftigung (nfb) und Forschungsgruppe Beratungsqualität am Institut für Bildungswissenschaft der Ruprecht-Karls-Universität Heidelberg (ed.), *Kompetenzprofil für Beratende*, Berlin/Heidelberg, 2012, 13–20. Online: www.elgpn.eu/elgpndb/fileserver/files/51.

[29] For details see: M. Ajdukovic – L. Cajvert – M. Judy – W. Knopf – H. Kuhn,– K. Madai – M. Voogd, *ECVision. A European Competence Framework of Supervision and Coaching*, Wiener Volkshochschulen, Wien, 2015, 5, www.anse.eu/tl_files/ecvision/dokuments/ECVision_Competence_Framework033015.pdf, accessed 13 October 2015.; M. Ajdukovic – L. Cajvert – M. Judy – W. Knopf – H. Kuhn – K. Madai – M. Voogd, *ECVision. A European Glossary of Supervision and Coaching*, Wiener Volkshochschulen, Wien 2015, 5, www.anse.eu/tl_files/ecvision/dokuments/ECVision_Glossary.pdf, accessed 13 October 2015.

by the European Union in Brussels to appear on their website dedicated to Self-Regulated industries".[30]

The Kompetenzprofil für Beratende (Competence profile for counselling practitioners) distinguishes six competence groups, each of which has one or more subordinated detailed competences. The competence profile has been developed by a group of researchers and experts from the Nationales Forum Beratung in Bildung, Beruf und Beschäftigung (National Guidance Forum for Education, Career and Employment) and from the Ruprecht-Karls-University of Heidelberg. The author emphasize that the framework offers:

- a self-assessment tool for competences in counselling and guidance for practitioners and a basis for further vocational development
- orientation for guidance organisaitons in recruiting
- support in defining curricula and in developing (further) education and training offers
- orientation for decision makers and stakeholders at policy level with regard to the quality of counselling and guidance practitioners in the field of education, career and employment
- a basis for research in the field of competence description, validation and recognition in the context of counselling and guidance
- a basis for developing information material such as check lists, databases, registers and for identifying professional quality in the field of counselling and guidance

While the *Kompetenzprofil für Beratende* is written in German, the *ECVision Competence Framework of Supervision and Coaching* is available in several languages. It has been developed on a peer- and expert-review basis, and is distributed across Europe by the ANSE [31] network. It took into account inputs from several European countries and two of the most important standards in the field of competence and learning outcome descriptions, the EQF and Bloom's Taxonomy[32]. Furthermore, the ECVision performance criteria correspond with the CEDEFOP definition of assessment criteria and thus serve as "guidelines providing transparent communication of both self-assessment and assessment by qualified others".[33] Thus, the performance criteria defined in the ECVision Competence Framework for Supervision and Coaching can be understood as observable competence-related behavior.

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[30] Quotation from EMCC website: www.emccouncil.org/eu/en/about/regulation, accessed 15 October 2015.

[31] Association of National Organizations for Supervision in Europe, www.anse.eu.

[32] See: Ajdukovic, M. et al., *ECVision. A European Competence Framework*, 5.

[33] Ibid, 7.

The ECVision Glossary and Competence Framework therefore provides an extraordinarily sound basis upon which a common reference framework can be developed in the field of Supervision and Coaching, one that can be used in different countries and application contexts. To act as the starting point for further development, however, it must prove to be effective in practice. It should therefore be implemented in as many different application scenarios and national contexts as possible in order to enable practitioners to gain sufficient experience with the instrument, and to facilitate adjustment and application over the whole of Europe in the future.

CONCLUSION

Encouraging the increased mobility of learners and workers at European level puts national education and training institutions, as well as professional networks, especially those in the field of non-regulated professions, under pressure to define their professions and qualifications in line with European standards. Competence-orientation, and the specification of learning outcomes in terms of knowledge, skills, and competences provide a common standard in education and training that has to be taken into account in the context of professional profiling and the development of vocational education and training offers.

While some practitioners, researchers, and instruments emphasize the differences between Supervision and Coaching, others – such as the ECVision Competence Framework – treat the two areas as relatively similar with regard to the professional competence profile. In order to "objectify" these discussions, and to distinguish existing counselling formats more precisely, it is necessary to use a common description terminology, formal standards of description, and reference frameworks that provide a common basis for comparison. These instruments will also help to differentiate the existing facets of professional profiles in Supervision and Coaching.

In order to make national or methodological specificities transparent, and to support the mobility of supervisors and coaches in Europe, for example by recognizing skills and competences that have been acquired abroad, a common reference framework for competence description is required. This reference framework must be available in several European languages, take into account the professional practice and education backgrounds of different European countries and must be compatible with European standards such as the EQF. The definition of performance criteria is an asset with regard to a possible (self-)

assessment of the acquired competences. A common European competence framework for Supervision and Coaching that fulfills the above mentioned criteria will support the professionalization of Supervision and Coaching and offer commonly recognized quality criteria for education and employment.

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SUPERVISION AS AN APPROPRIATE FORM OF INTERNAL MONITORING WITHIN EUROPEAN UNION COOPERATION DEVELOPMENT PROJECTS

Maja Dražić

Abstract

The aim of the present work is to explain why supervision could be an appropriate form of internal monitoring of international development projects funded by EU. The local stakeholders' ownership of development processes is the main issue of EU cooperation development policies, while the active participation represents the principal tool for ownership enhancement. Monitoring is one of the key practical tools in ownership promotion and the EU cooperation policies have placed greater emphasis to monitoring conceived as a learning process, not exclusively as a revision tool. This indicates that there is a need of review of the methodology planning and implementation of monitoring process as well as the competencies that monitoring experts should possess in order to successfully achieve all its objectives. Supervision intended as a common learning process that leads to improvement of individual, team and process features, should become an appropriate form of monitoring.

Introduction

This paper is meant to be a brief overview of theoretical assumptions aiming to elaborate a theoretical and methodological framework of supervision as a form of internal monitoring of cooperation development projects funded by EU.

By analysing the basic monitoring and supervision characteristics, I shall try to establish, in the present paper, the reasons why supervision should be considered as an appropriate form of internal monitoring in the context of cooperation development projects funded by EU. I strongly believe that the theoretical and epistemological research of new possibilities of supervision application is one of the key preconditions for further development of this discipline and enlargement of its application scope.

Maja Dražić

Sustainable development in European policies
and promotion of ownership and participation

The definition of European Union (EU) for sustainable development is: *"meeting the needs of present generations without jeopardizing the ability of future generations to meet their own needs[1]"*. The right on development implies the improvement of the global life quality, while thorough the sustainable development concepts should be assured the well-being of every person through the integration of social, economic and environmental development. The economic, social and environmental spheres should reinforce each other while their policies should complement each other. This is ensured through the Strategy for sustainable development[2] which was adopted in 2001. The overall aim of the Strategy is to identify and develop actions in order to achieve continuous long-term improvement of quality of life ensuring prosperity, environmental protection and social cohesion. It is clearly pointed out in the Strategy the importance of the EU international responsibilities in regard to sustainable development whose various aspects such as democracy, security, liberty and peace should be promoted beyond EU borders. This is ensured through the actions of EuropeAid, which is the Directorate-General within European Commission and responsible for formulating EU development policy as well as defining sectoral policies in the field of external aid. The main aim of EuropeAid is to reduce poverty in the world, to ensure sustainable economic, social and environmental development and to promote democracy, the rule of law, good governance and the respect of human rights[3].

The quality of dialogue with partner countries and its government and civil society representatives is a key precondition for establishing national and regional development cooperation policies and ensure their successful implementation and sustainability. Therefore partnership and ownership of development processes by the target population as well as strengthening of their institutional and administrative capacities in changes management are guiding principles of donors, not only of EU.

In November 2000, the European Parliament and the Council of Ministers approved the communication of the Commission on the "Policy of the European Community for Development Cooperation", which sets out a new strategic

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[1] http://ec.europa.eu/environment/eussd/, accessed 4 October 2015.
[2] Commission of the European Communities, *A Sustainable Europe for a Better World: A European Union Strategy for Sustainable Development*, Brussels, European Commission, 2001.
[3] https://ec.europa.eu/europeaid/general_lt, accessed 4 October 2015.

direction for programming and management of EC development assistance.[4] One of the guiding principles of this policy is *Ownership by developing countries of their own development process.*[5]

The ownership of local stakeholders and target groups of their development processes is the main issue of the EU development aid policies, while active participation is one of the main instruments in promoting ownership. Monitoring, on the other hand, is one of the practical tools for ownership enhancement. In Project Cycle Management Guidelines[6] it is clearly exposed that one of practical ways of promoting ownership among local stakeholder and on different stages of Project Cycle Management[7] is to *promote monitoring as a learning process, not only as an "auditing" tool.*

New tendencies of monitoring improvement

Monitoring, as a notion, is used differently in different contexts and therefore I should provide a definition for each typology of monitoring used within projects funded by EU. There are 3 main types of monitoring:[8]

1) **Internal project monitoring,** which is the responsibility of internal management of organization in charge of project implementation. It is a process of systematic and continuous collection, analysis and use of management information to support effective decision-making and therefore stands for keeping track of project progress implementation in terms of expenditure, resource use, implementation of activities, achievement of results, risk management, etc.

2) **Monitoring by EC Task Managers**[9] refers to collecting, analysing and using information about project progress and performance (internal,

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[4] European Commission, *Aid Delivery Methods – Volume 1: Project Cycle Management Guidelines*, EuropAid: Supporting effective implementation of EC External Assistance, 2004.

[5] Ibid.

[6] Ibid.

[7] is a methodology for the identification, preparation implementation, monitoring and evaluation of projects and programmes. PCM methodology is based on the principles of the Logical Framework Approach. It helps specify key tasks, quality assessment criteria, roles, responsibilities and decision making options to support effective management, the achievement of desired results and learning from experience (European Commission, *Strengthening project internal monitoring, How to enhance the role of EC task managers*, EuropeAid: Tools and Methods series, Reference document No 3, 2007.).

[8] Ibid.

[9] Refers to an EC officer who has an operational responsibility for overseeing and supporting the effective formulation, implementation and/or monitoring of specific development projects or programmes financed by EU. Most Task Managers are now based at Delegations and usually

external, formal and informal sources). This kind of monitoring is done at the level of EC or European delegation (it stands for monitoring which is done by the donor).

3) **External Monitoring** involves external agents (donor officials or contracted consultants and the use of donor designed and approved monitoring methods and reporting formats which are designed primarily to meet the donor's own upward reporting and accountability requirements.

In this work, the main focus will be on internal monitoring intended as an added and external (to project management) input, which is usually done with the aim of getting technical, methodological and strategic advices and a bigger picture in relation to project management and its sustainability, impact, relevance, efficiency and effectiveness.

A good internal monitoring process should be a key element of good project management, since it supports timely decision making by project managers and other stakeholders (partners, targets, etc.), ongoing learning, accountability for result achievement and risk management. While the general purpose of monitoring is very clear by its definition, in the context of aid effectiveness and international cooperation development, monitoring should be more oriented in ensuring the principles of partner ownership, alignment with local systems, donor harmonization and mutual accountability for development results.[10] In Project Cycle Management Guidelines[11] it is clearly exposed that one of practical ways of promoting ownership among local stakeholder and on different stages of Project Cycle Management[12] is to *promote monitoring as a learning process, not only as an "auditing" tool.*

The current efforts in further improvement of monitoring process are oriented towards changing some of the aims of monitoring, which should be more focused on enhancement of participation and ownership of local stakeholders of development processes. That kind of monitoring would implicate a continuous dialogue with partners and stakeholders as well as with the EC and should foresee activities aimed on supporting the effective and successful

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have responsibility for broad and different portfolio activities. (European Commission, *Strengthening project internal monitoring.*)

[10] Ibid.

[11] European Commission, *Aid Delivery Methods*

[12] Project Cycle Management is a methodology for the identification, preparation implementation, monitoring and evaluation of projects and programmes. PCM methodology is based on the principles of the Logical Framework Approach. It helps specify key tasks, quality assessment criteria, roles, responsibilities and decision making options to support effective management, the achievement of desired results and learning from experience (European Commission, *Strengthening project internal monitoring.*).

Project Cycle Management, including capacity building at local stakeholders' level.[13] The initial monitoring function was keeping tract of project activities implementation and results achievement with the aim of risk prevention and efficient result achievement (the administrative function). Current tendencies in monitoring improvement are oriented more towards capacity building in order to enhance participation and ownership as well as improve Project Cycle Management. Therefore, in addition to its original supervisory function, the monitoring now has two new purposes: the educational and the supporting one. For this reason I started to examine the possibilities of application of supervision as a form of internal monitoring of cooperation development projects funded by EU.

PROBLEMS IN THE FIELD

The promotion of participation and ownership of development processes by local stakeholders is one of the main issues within European foreign development policy. EU has approached dealing with this problem at different levels: decentralization of programmes of development aid that started in 2000, promotion of partnership as an integral part of project proposal, involvement of local stakeholders in activities of Project Coordination Boards and other Management Bodies, etc. Still, in the sphere of international cooperation development projects there are different problems in the field that affect negatively participation and ownership of local stakeholders.

In first instance, very often the organizations that are mostly in charge of entire Project Cycle Management (identification of needs, formulation of project proposal, implementation, and evaluation) are foreign organizations (International Cooperation Organizations)[14]. Although the priority (in donor's evaluation of project proposals) is always given to local organizations, often those do not have capacities to formulate a valid project proposal or to manage a project that is funded by EU or other international donors. On the other hand, the international organizations often do not involve local stakeholders in the process of assessment of needs and of project formulation while partnerships with local stakeholders remain just formalities written in the project proposal. Furthermore, the activities of Project Coordination Bodies that should actively

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[13] Ibid.

[14] Organizations with Headquarters situated in a European country and with affiliates in other countries worldwide within which are managed development projects funded by different international donors, including EU.

involve local stakeholders in the processes of decision making, risk management and strategic planning of project activities, are often implemented only as project progress upgrade activities, without any real involvement of local stakeholder in management of change processes. This situation reflects negatively on overall project sustainability and impact and, in final instance, on participation and ownership of development processes by local stakeholders.

In second instance, monitoring that should be one of the main practical tools for participation and ownership enhancement is often conceived as a further bureaucratic burden, rather than a useful management activity. For this reason internal monitoring is often conducted *pro forma*, as an activity that must be carried on for fulfilling the bureaucratic requests of EU.

In final instance, monitoring is not perceived anymore just as auditing tool but also as an educative and supportive tool in participation and ownership enhancement, and this situation raises an important question: what are the competencies that the monitoring experts should possess in order to successfully achieve all its objectives? Furthermore, there is a need to re-examine the methodology of monitoring planning and implementation, since monitoring with its two new functions should became a learning and development process that, in order to accomplish its goals, needs to be properly planned and managed.

For these reasons, supervision intended as a common learning process that leads to improvement of individual, team and process features, should become an appropriate form of monitoring and thus influence positively the entire project cycle management as well as participation and ownership enhancement. Additionally, supervision offers support in different reflection and decision-making processes as well as in challenging professional situations and conflicts. It supports management of change processes, processing of tasks, functions and roles.[15]

INTEGRATIVE MODEL AS A BASIC MODEL
OF SUPERVISION AS A FORM OF INTERNAL MONITORING

In supervision, as well as in monitoring, there are three main functions that can be differently represented and emphasized during the supervision process and depending on supervision aims:[16]

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[15] Michaela Judy – Wolfgang Knopf (eds.), *ECVision. Supervision and Coaching in Europe: Concepts and Competences*, Vienna, ANSE, 2015.
[16] A. Kobolt – S. Žorga (ed.), *Supervizija: proces razvoja in učenja v poklicu*, Ljubljana, Pedagoška

- Educative function, which refers to professional development and improvement of professional competencies and skills of supervisees;
- Supportive function, which refers to evaluation of cognitive and emotional response of supervisees on professional problems. It enables them to elaborate different ways and different perspectives in dealing with their everyday problems from the working field.
- Leadership function (administrative function) refers to the supervision of the quality of professional work and it is oriented towards evaluation of the expert's performance within an organization with the aim of improvement of the services provided by the organization.

Within supervision process intended as a form of internal monitoring, all of these functions should be combined. If we consider the different settings within which development projects take place, as well as different levels on which supervision could be implemented, we would certainly meet the following supervision forms, combined depending on focus, aims and purposes of monitoring:[17]

- Supervision as managerial function takes place in an organization at an operative level and includes the managing and controlling of defined and communicated tasks. The supervisor is therefore part of the organizational hierarchy.
- Leadership supervision stands for supervising the special tasks a leading function / role requires in the public and the non-profit sector. It focuses on leadership performance and attitudes.
- Organizational supervision contributes to the effective functioning of the organization. It takes place through regular and supervised contacts of superiors and subordinates, and members of professional teams. The emphasis is on reflecting the relationship between the team and the wider organizational environment, on illuminating power positions, and on institutional and subjective understanding of roles and tasks.
- Team supervision focuses on team relationships, communication boundaries, team roles, power relations and competition, the atmosphere in the team, etc.

If we consider supervision as a form of internal monitoring, it would be restrictive to use only one model or approach to supervision since monitoring as a setting implies a multitude of different situations (project field and sector, collaboration with partners, strategic planning and implementation of activities, political dimensions of project, Project Cycle Management, etc.).

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fakulteta, 2006, 149–160.

[17] Judy – Knopf (eds.), *ECVision. Supervision and Coaching in Europe.*

Different aims and tasks of supervision processes as well as combination of different supervision, counselling and coaching approaches and techniques lead to the necessity to use integrative supervision model in the monitoring process.

The integrative supervision model[18] implies the integration of different approaches in supervision that are based upon combination of different theories and techniques thus enabling supervisors to explore the opportunities of diverse techniques and theories in order to improve their supervision practice.

Carroll[19] has developed his Integrative and generic supervision model, which connects goals and purposes of supervision to the functions and tasks/roles of supervision and is based on two integrative supervision models:[20]

- Systems approach to supervision developed by Halloway in 1995, which enables the understanding of supervision tasks and roles within supervision process;
- Systematic model of supervision elaborated by Page and Wosket in 2004, which leads the supervisor through five different stages of supervision process stopping at each to look in depth and understand how to best implement each of the stages.

The main characteristics of Carroll's integrative and generic model of supervision are the following:[21]

- It is a-theoretical – it applies across counselling orientations.
- It is a process model – it allows the practitioner to follow supervision as underlying dynamic movement between supervisor and supervisee.
- It is a competency based model – supervisors are provided with a skill base against which they can measure their array of skill.
- It is compatible with developmental models of supervision – allowing opportunities for changing interventions and strategies according to the developmental needs of supervisee.
- It is grounded on the literature of the developmental and social role models of supervision.

The characteristics of this integrative supervision model are appropriate to the needs of internal monitoring, especially if we take into consideration that different functions and purposes of supervision are combined at the same time

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[18] L. J. Bradley – N. Ladany, *Counselor supervision, Principles, process and practice*. Philadelphia, Brunner – Routledge, 2001.
[19] M. Carroll, *Counselling supervision, Theory, skills and practice*, London, Sage Publications, 2004.
[20] Ibid.
[21] Ibid.

due to the different levels on which supervision would be implemented (Project team level, Coordination Board level).

Although there is an agreement about supervision functions and purposes, there is still no agreement about supervision tasks. Bernard in 1979 developed a discrimination model with three tasks: supervisor as teacher, supervisor as counsellor and supervisor as consultant.[22] From these supervisor roles arise tasks that coincide with the, above mentioned, three monitoring functions.

The methodology of management of development projects should be, in my opinion, based on the presumption that every change should be reached exclusively as an outcome of participative process of problem solving that envisages an active participation of all stakeholders and target groups. Action research is a learning process as well as process of development and improvement of working practice that connects action and reflection, theory and practice and is based on presumptions of active participation. For this reason I believe that action research methodology should be an appropriate methodology in planning and management of internal monitoring process. Furthermore, Reason and Bradbury[23] define action research as participative, democratic process which aims towards development of practical knowledge among community interventions that are founded on participatory principles. Stringer[24] points out that there is a tendency among practitioners of action research the effort to find ways to go beyond individual and local in order to influence social issues and development of policies on regional and national level. Development projects are basically conceived as instruments that promote bottom up processes within contexts of change, national and regional reforms implementation. That is one of the reasons why participation and ownership have such an important role in the context of development projects.

Conclusion

By analysing the basic monitoring and supervision characteristics as well as by the qualitative analysis of the outcomes of my personal experience as far as planning, implementing and evaluation of development projects are concerned, a theoretical and methodological framework of supervision as a form of internal

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22 Ibid.
23 P. Reason – H. Bradbury, *Handbook of action research*, London, Sage Publications, 2001.
24 E. Stringer, This is so democratic! Action research and policy development in East Timor, in P. Reason – H. Bradbury, *Action research participative inquiry and practice*, London, Sage publications, 2008, 550–562.

monitoring based on the presumptions of integrative supervision and action research methodology has to be established. The answer on following research question will be provided:

1. What are the characteristics of supervision and the competencies of supervisor that are appropriate in the process of planning and implementation of internal monitoring of development projects? Especially in relation to the two new monitoring functions (the educative and the supportive one).
2. What are the weaknesses and strengths of internal monitoring and in which ways supervision contributes to its successful implementation?
3. What supervision model and what structure of supervision process should be appropriate as a form of internal monitoring of development projects?
   - What is the theoretical background for the methodological approach and supervision model?
   - What are the tasks at different supervision stages – planning, implementation and evaluation of supervision process?
   - What is the number of supervision groups and upon which criteria are the groups selected?
   - What are the aims and the tasks of each supervision group and what is the role of supervisor within each of them?
   - What are the time and cost frameworks of supervision process intended as internal monitoring of cooperation development projects?

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EXPERIMENTS IN THE WORD OF LABOUR

DEVELOPMENT OF TEACHERS' PROFESSIONAL COMPETENCIES THROUGH SUPERVISION

BRIGITA RUPAR

ABSTRACT

In this study were included two groups of elementary school teachers. The first group was involved in the supervision, while the other had no such experience. The aim of the study was to investigate the degree to which the participation in the supervision process affects teachers' reflective and emotional efficiency, whether it affects their increased use of active strategies for coping with stressful situations, and the degree to which it raises their awareness of what tasks are essential with regard to the achievement of educational outcomes. The results of the quantitative research analysis revealed that the participants of the supervision process experience their professional tasks with which they encourage a whole-child development, develop higher-order thinking skills in their pupils as more important than their other professional tasks. The data showed that the participants of supervision process demonstrated a higher level of reflection and were statistically more significantly effective in expressing their emotions than the participants who were not included in the supervision process. After analyses the findings of the quantitative part, the author used a qualitative approach. Supervisees demonstrated a higher level of awareness about the important role of didactics and differentiated instruction for high-quality knowledge acquisition. The study concludes that teacher training with the help of supervision contributes to faster development of professional competencies.

INTRODUCTION

Definitions of teachers' professional development vary greatly. In this study, teachers' professional development is understood as experiential learning during which teachers discover and become aware of their own understandings as well as critically reflect on their practice, which helps them obtain insight into their

behavior patterns that consequentially help them to change and upgrade. The level of professional development can be seen in the degree to which individuals master professional competencies, which are complex systems of knowledge, skills, viewpoints, values and motivation used for problem-solving. Opfer et al.[1] presuppose that teachers will be able to successfully change their behavior, if they are focused on learning. Teachers' beliefs are based on experience and are, according to Smylie[2], the most important indicator of change. Teachers' focus on learning is driven by the combination of their beliefs and experience they have with learning and teaching. According to studies, teachers are more likely to change their learning patters, if they apply their classroom experience, if they have the possibility to reflect on the experience, if they collaborate with other teachers, and if they analyze their practice. Kuijpers and colleagues[3] analyzed three models of teachers' professional development with intent to develop an integrated model for effective teaching. The model's structure is not linear, but is composed of two parallel, intertwining cycles. The first one is individual supervision or coaching cycle, and the second one is collective learning process. The individual cycle comprises the preparation for observing a teacher in classroom, the observation in classroom, and an interview afterwards, which is also the beginning of the second cycle. The process is led by an external supervisor. The collective learning process is composed of four elements: presentation of theory, demonstration of skills, implementation of practice in a secure environment, and a conference at the end, focusing on the evaluation of effects. The final meeting is also the beginning of a new learning cycle and is sometimes run by an external expert. The processes have a mutual effect on each other. The goal is to improve teaching methods and student achievement. Researchers in Holland conducted three studies on effective teacher education on faculties of education[4] and identified five factors that stimulate teachers' professional development: practical experience, concrete problem-solving, cooperative learning, learning within an institution, and research and reflection of teachers' viewpoints and behavior.

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[1] D. V. Opfer – D. G. Pedder – Z. Lavicza, The role of teachers' orientation to learning in professional development and change: A national study of teachers in England. *Teaching and Teacher Education,* 27 (2011) 443–453.

[2] Ibid.

[3] J. M. Kuijpers – A. A. M. Houtveen – Th. Wubbels, An integrated professional development model for effective teaching, *Teaching and Teacher Education* 26 (2010) 1687–1694.

[4] M. Lunenberg – M. Willemse, Research and professional development of teacher educators, *European Journal of Teacher Education,* Vol. 29, No. 1, 2006, 81–98.

The effect of subjective understandings on teachers' professional development

Subjective understandings are harmonized formations that reside mainly at the unconscious level and affect teachers' actions. As such, they are very resilient to change. A part of subjective understanding is the teacher's perception of their role, which has been shaped throughout their entire life. At the point when future teachers enroll in faculty, they already have a firmly set system of beliefs, viewpoints, opinions and subjective theories on the matters of instruction, teaching, learning, and the role of teachers, students and others involved, which is mostly based on their personal experience gained in the process of their own schooling, and relations they had built during that process.

The purpose of this study was to determine the extent to which teacher training with supervision influences the formation of their professional identity. That is the question that, according to Bullough,[5] is to become an important part of studies on the effects of educational processes. Teacher identity greatly depends on the way teachers see themselves in relation to other individuals at school, i.e., students and colleagues. The process of identity change can be achieved through reflection; however, it is important that reflection is incorporated very early in teachers' education. In the recent years, the effectiveness of teacher education has been the subject of many studies which show that student achievement is directly linked with the quality of teachers' knowledge and skills.[6] Should the teachers implement constructivist principles in classrooms, they will primarily have to be educated according to those principles themselves. In order to make a step towards more effective teacher education, the theory-practice relation should primarily be understood and implemented in a different way.[7] That means that the teaching of pedagogical disciplines systematics would no longer be in the foreground; instead, students would be encouraged to reflect on, upgrade and change their existing ideas and methods. According to Plut Pregelj,[8] teachers should understand the new concepts of knowledge, know how students

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[5] in F. Korthagen, In search of the essence of a good teacher: towards a more holistic approach in teacher education, *Teaching and Teacher Education*, 20 (2004) 77–97.

[6] M. Cochran-Smith, The outcomes question in teacher education, *Teaching and Teacher Education* 17 (2001) 527–546.

[7] L. Plut Pregelj, Konstruktivistične teorije znanja in šolska reforma: učitelj v vlogi učenca, in Marentič Požarnik, B. (ed.), Konstruktivizem v šoli in izobraževanje učiteljev, Univerza v Ljubljani, Filozofska fakulteta, Center za pedagoško izobraževanje, 2004.; B. Marentič Požarnik, Nam evropski poudarek na ključni kompetenci »učenje učenja« prinaša kaj novega?, *Vzgoja in izobraževanje*, XXXV, 3, 2004.

[8] Plut Pregelj, Konstruktivistične teorije znanja in šolska reforma, 32.

learn and what it means to truly understand what they have learned; only then will they be able to apply the constructivist principles in their classrooms on a daily basis. The concept of realistic education implemented at the Utrecht University[9] is a good example of constructivism applied in teacher education. Its fundamental characteristics are students working in real-life conditions which they will also encounter during teaching, as well as constant in-depth reflection and interaction between students and their mentors and teachers.

This approach to teacher education has been named "bottom-up", or, metaphorically speaking, "quality from within", by Korthagen and Vasalos.[10] They emphasize that everything should derive from teacher's strong points, qualities and inspirations. The "quality from within" approach is based on teacher's own experience, interests and capabilities, leaving behind the theoretical concepts, which teachers should follow.[11]

STUDIES ON SUPERVISION EFFECTS

Supervision helps to improve professional competence and work quality through reflection. Analyses and studies of Slovenian teachers have shown that supervision had helped them obtain more in-depth insights into their ways of working, thinking, and acting.[12] Miller and Dollarhide[13] wrote an abstract of articles gathered in a special edition of the *Counselor Education and Supervision* journal focusing on the supervision of school counselors and subjects in the field of school counselor training, studies on this topic, work standards and other related issues. They discovered that the counselors, who already underwent supervision during their education, had shown greater interest to be involved in the supervision process as they already knew it offered

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[9]   F. Korthagen, Praksa, teorija in osebnost v vseživljenjskem učenju, *Vzgoja in izobraževanje*, XL, 4 (2009) 4–14.

[10]   F. Korthagen – A. Vasalos, Levels in reflection: core reflection as a means to enhance professional growth, *Teachers and Teaching: Theory and Practice*, Vol. 11, No. 1, 2005, 47–71.

[11]   N. Brouwer, Alternative teacher education in the Netherlands 2000-2005. A standards-based synthesis, *European Journal of Teacher Education*, Vol. 30, No. 1, 2007, 21–40.; B. Koster – F. A. J. Korthagen – Th. Wubbels, Is There Anything Left for Us? Functions of cooperating teachers and teacher educators, *European Journal of Teacher Education*, Vol. 21, No. 1, 1998.

[12]   S. Žorga, Vloga supervizije pri poklicnem in osebnostnem razvoju strokovnih delavcev. *Socialna pedagogika*, 1(3) (1997) 9–26.; B. Rupar, *Evalvacija skupinske supervizije med pedagoškimi delavci*, Specialistično delo, Ljubljana, Univerza v Ljubljani, Pedagoška fakulteta, 2002.; B. Rupar, Supervizija – priložnost za profesionalni razvoj pedagoških delavcev, *Iskanja (Celje)*, leto 25, št. 27, (2007) 62–66.

[13]   G. M. Miller – C. T. Dollarhide, Supervision in Schools: Building Pathways to Excellence, *Counselor Education & Supervision*, Vol. 45, No. 4, 2006.

an opportunity for professional development. Teachers' emotions and the effect they have on pedagogical process are a highly significant element of effective teaching and are given much attention in the supervision process. According to Hargreaves,[14] one of the most renowned researchers of changing schools into learning organizations, emotions are at the very core of teaching, meanwhile good teachers are emotional and devoted individuals who are connected with their students, while filling classrooms with kindness, creativity, challenges, and relaxed atmosphere. Hargreaves sets out four statements forming the basis of the teacher-student relationship:

- Teaching is emotional practice.
- Teaching and learning incorporate emotional understanding.
- Teacher's emotions cannot be separated from their moral intentions and their capabilities to actualize those intentions.

With that in mind, Hargreaves also stresses that teachers, burdened by the weight of curricular contents to be lectured and, consequentially, lacking the time to build solid relations with their students, often misinterpret students' behavior which affects teachers' capabilities to help students learn.[15] Hargreaves is convinced that in the process of school reforms too much focus is put on the rational dimensions of human behavior, while emotional dimensions, which should be in the centre of the process, are being neglected.

As established by Slovenian and foreign experts who research supervision, in addition to learning, supervision also enables efficient relief of tension and stress.[16]

THE PURPOSE OF STUDY

The purpose of this study was to find answers to the following questions:

- Does inclusion in the supervision process help to raise awareness of the importance of teachers' roles and responsibilities in order to achieve education goals, and how? Which tasks are deemed the most essential by teachers?

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[14] A. Hargreaves, The Emotional Practice of Teaching, *Teaching and Teacher Education*, Vol. 14, No. 8, 1998, 835–854.

[15] Ibid.

[16] B. Bogataj, Supervizija v vzgojnih zavodih in stanovanjskih skupinah, *Socialna pedagogika*, 1 (3) (1997) 47–70.; Klemenčič Rozman, M. M., Doživljanje supervizijskega procesa pri (bodočih) strokovnjakih v poklicih pomoči, *Socialna pedagogika*, vol. 14, št. 1, 2010, 83–100.; P. Hawkins – R. Shohet, *Supervision in the helping professions*, Philadelphia, Open University Press, 1989.; P. Hawkins – N. Smith, *Coaching, Mentoring and Organisational Consultancy. Supervision and Development*, England, Open University Press, 2006.

- Does inclusion in the supervision process help to evolve reflection within teachers' pedagogical practice? In what way is reflection expressed in teachers' thinking, feeling and behavior?
- Does inclusion in the supervision process have influence on the level of teachers' emotional competence? How is that displayed in their pedagogical process?
- Does inclusion in the supervision process have influence on the use of active and direct methods of coping with stressful situations in the pedagogical process?

Methods

The study is composed of two parts. For the first part, data were collected with questionnaires handed out to two groups of elementary school teachers. 75 participants of supervision groups were included in the study group, while the control group consisted of 69 teachers with no supervision experience. The intent was to compare results from both groups in order to determine, whether any statistically significant differences could be observed in the way teachers experienced the importance of tasks and responsibilities, in their reflection, emotional competence, and in the use of active strategies for coping with stress. The questionnaires were composed as follows:

- Tasks and responsibilities of teaching staff

The scale was developed by the author in order to study how teachers understood and experienced their roles and responsibilities. The purpose was to identify how inclusion in the supervision process had influenced the experience of specific roles set out to reach educational goals, and whether there were any differences between participants and non-participants.

- The Reflection and rumination questionnaire

This was a self-evaluation questionnaire[17] consisting of 24 items, intended to measure the motivation for self-focused attention. It contained two scales. The reflection scale evaluated the cognitive or constructive self-focused attention, presented as individual's openness for new experience, curiosity, the need for understanding, and intrinsic interest for abstract and philosophical thinking. The rumination scale evaluated the non-constructive self-focused attention connected with neuroticism (especially with anxiousness and depression)

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[17] Reflection – Rumination Questionnaire, Trapnell and Campbell, 1999, in A. Avsec, *Psihodiagnostika osebnosti*, Filozofska fakulteta Univerze v Ljubljani, Oddelek za psihologijo, 2007.

and excessive attention to threatening stimuli. This form of self-attention is primarily focused on the past.

- Emotional competence ESCQ

The *Emotional competence ESCQ*[18] questionnaire[19] was put together on the model of emotional intelligence[20] and comprised 16 scales. The factor analysis of 136 items showed the existence of three latent variables: the variable of emotion perception, familiarity with emotions and emotion understanding, the variable of emotion regulation and control, and the variable of emotion expression and naming.

- Coping with stress

The adjusted Folkman-Lazarus multidimensional scale *Ways of Coping with Stress* was used.[21]

The data were processed with the SPSS program, applying the descriptive and inferential statistical analysis. Scale and subscale reliability was checked with Cronbach's alpha.

In the second part of the study, focus groups were formed with four groups of teachers. The teachers in the first two groups (9 people) had participated in the supervision process, while the teachers in the second two groups (10 people) had not. The purpose of the focus groups was to highlight the most stressful moments in teachers' lives and provide insight into their ways of stress relief methods. Qualitative methodology was applied for the processing of focus groups' results.

Findings

In the first part of the study, multiple hypotheses were formulated. With the first one, the author set out to determine the extent to which inclusion of teaching staff in the supervision process increased their differentiated subjective understanding of the importance of tasks and responsibilities. Whole-child development and higher-order thinking skills proved to be more essential to supervision participants than non-participants. On this scale major differences in gender were observed. The tasks were more important to female

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[18] ESCQ stands for Emotional Skills and Competence Questionnaire, V. Takšić – T. Mohorović – M. Duran, Emotional skills and competence questionnaire (ESCQ) as a self-report measure of emotional intelligence. *Psihološka obzorja*, 18, št. 3, (2009) 7–21.

[19] Ibid.; Avsec, *Psihodiagnostika osebnosti.*

[20] Takšić et al., Emotional skills and competence questionnaire.

[21] B. Slivar, *Dejavniki, strategija in učinki spoprijemanja učiteljev s stresom*, Doktorsko delo. Univerza v Ljubljani, Filozofska fakulteta, Oddelek za psihologijo, 2003.

teachers than to their male colleagues, female teachers also tended to get more emotionally involved and were prepared to do more for their students than male teachers.

With regard to teacher seniority, variance analysis showed that novice teachers gave much attention, energy and significance to the method of instruction implementation along with all of its elements, such as differentiation of instruction, application of active methods, student motivation, giving feedback to students etc. Senior teachers did not find that element as significant as their novice colleagues; they made their decisions with more autonomy and self-confidence, and put more significance to their experience, relying on them when choosing their teaching methods.

With this study, the findings of previous studies were re-confirmed, i.e. that supervision helps to increase the level of teacher reflection. Teachers who took part in the supervision process displayed significantly higher levels of this competence than non-participants. For the purpose of this study, reflection is understood as openness for new experience, willingness to gain new knowledge about self, and curiosity for exploring own ways of thinking and feeling. The outcome was expected, because supervision uses reflection as the basic learning tool, thorough which teachers become aware of their own beliefs and hidden presumptions that run their behavior. The reflection scale also comprised its other side, i.e. rumination, the non-constructive self-focused attention, where statistical differences of the entire sample were observed at the gender level. Male teachers displayed higher levels of this negative self-awareness component, meaning that they were significantly more focused on thinking about their past actions, experienced more personal discomfort, and were less empathetic than female teachers. According to research findings, rumination is closely connected to lower self-esteem, more frequent irrational beliefs about vulnerability and hopelessness, and to less positive beliefs about the world.

In order to obtain a clearer image on how teachers understood the act of reflection and how it was reflected in their everyday work, the question was also included in the focus groups interviews. According to answers, learning through supervision helped the teachers gain better competencies at two levels: they became aware of their own thoughts and emotions, and they acquired new behavior strategies.

The score of the *Emotional competence* scale revealed that the supervision participants only exhibited higher competence on the *Emotion expressing capability* subscale, while no differences were observed on the other two subscales. After calculating the differences in emotional competence between teachers of different seniorities, it was revealed that teachers with shorter

seniority were more competent in managing their emotions than teachers with longer one. That statement could seem contradictory at first. However, if taking into consideration the flexibility, the accepting of new knowledge and the adjustability of teachers,[22] it becomes clear that it is quite logical. Senior teachers tend to have more difficulties with accepting diversity, are more rigid in their ways of thinking and expressing emotions, which means they spend less time on finding ways to regulate their emotions, as opposed to their younger colleagues.

One of the presumptions in this study was that supervision participants apply active and direct methods for coping with stressful situations more often than non-participants. However, the results showed that was not true. The way teachers respond to stress is subject to multiple factors, with some of the most frequent methods being cognitive evaluation of the event, personal competence, school climate, and school management method.[23]

The purpose of the qualitative part of the study was to determine which tasks teachers found the most important, or, in other words, what were the elements of good teaching and how teachers monitored and analyzed their instruction. The creation of encouraging environment, the ways of instruction implementation and instruction analysis were listed by teachers as some of the elements of good teaching. Through further education in the supervision process, teachers gained better insight into their responsibilities and learned new problem-solving strategies. However, the most important benefit was the realization that their way of thinking had a powerful effect on their emotions. That insight helped them to change the way they handled and responded in professional situations.

Conclusions

In conclusion it can be stated that education through supervision does influence the professional growth of teachers. The purpose of this study was to determine in what way it affects the teachers' understanding of their basic tasks and responsibilities, the higher level of reflection and emotional competence, and the use of active coping strategies. Some steps into the direction of higher professionalism were detected, and could at some levels even be considered statistically significant. In supervisees, progress can be

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[22] A. Hargreaves, Mixed emotions: teachers' perceptions of their interactions with students, *Teaching and Teacher Education* 16 (2000) 811–826.

[23] Slivar, *Dejavniki, strategija.*

observed in self-regulation techniques, as well as in the ways of thinking and reacting. Those finding will be encouraging for every supervisor and other experts working in the field of teacher training. It indicates an effective way how to help teachers become more competent so they will be able to apply their strongly developed skills that are crucial for the upbringing and education of autonomous, reflective and socially responsible young adults.

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SUPERVISION EXPERIENCE AND EXPECTATION OF CHILD PROTECTION WORKERS IN ESTONIAN MUNICIPALITIES

Tiina Merkuljeva

Abstract

This survey is one part of a bigger project – Implementation of child protection workers supervision practice in Estonian context. The first step in this project is to analyze the context of Estonia and the current situation related with supervision in child protection. The purpose of this study is to answer one question: What are the current supervision experiences and expectations of child protection workers in 15 Estonian municipalities? This survey is focused on external supervision – that means supervision by an independent supervisor outside of the organization and not taking a monitoring function on the work of the supervisees, and explores the experience and expectations of child protection workers in the following types of supervision: individual, group, team, network and organizational supervision. The study revealed the benefits of experienced supervision, suggestions to the future and topics of the supervision important for respondence. The most common suggestions to improve the efficiency of supervision was pointed out: supervision should be regular and more structured; in addition to group supervision an individual one is also needed; and supervision should be obligatory for professional development.

Introduction

Changes in Estonian society have brought forth serious welfare problems concerning children and families, especially higher rates of child neglect. The past 20 years of child protection in Estonia has shown that dealing with the consequences is not sustainable. The new Child Protection law came into force in 2016 and pays great attention to preventive approach, evidence based practise and child protection workers professionalism and professional support. According to the new law, the government is obliged to arrange for the constant support and supervision of child protection workers to ensure professionalism.

Tiina Merkuljeva

Child protection in Estonia

The child protection in Estonia is ensured by the local government and community organizations. The municipalities will drop the primary responsibility for protecting and assisting children. The role of child protection workers is to protect and assist the child in need. Child protection is based on the networking. It means that child protection worker cooperate with other agencies mainly in two ways – first, responding to others' by incoming information and secondly, by addressing the abused child to other specialists for treatment or evaluation and other assistance.[1] The case-based approach requires the ability to organize the work to protect the client (child), which includes the establishment of trust relationships based on direct contact with the child and his family, client counseling emphasizing strengths, meetings and conversation, problem solving, implementation the law and monitoring.[2] This requires certain resources available to this worker—the time to collect information and analyze this information, support, and supervision[3]. The increasing number of children and families in need means more cases of assessment and decision making for child protection workers. It is crucial for the child protection worker to have knowledge of new reforms and approaches in the given field and the process of assessment should be informed by this information. To achieve this, the child protection worker must have the knowledge and skills to approach the child and family and to engage them in a trusting relationship. In this case, child protection workers require external support for the assessment decisions in order to strengthen and improve the quality of the assessments—supervision, colleague, services, and legislation[4]. Supervision has a major role to play in safeguarding social workers (child protection worker) in a process that can assist them to manage emotions and uncertainty. There are inevitable tensions at the intersection of the personal and professional, where 'dangerousness' may be a fear and optimism may be muted.[5]

Reflective supervision in individual or group format provides an opportunity to consider case material in detail and depth, including the ways in which the

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[1] K. Soo – K. Ilves – J. Strömpl, *Networking and notification of cases of child abuse*, Final Report, University of Tartu, Institute for Sociology and Social Policy, 2009, 27.

[2] E. Korp – R. Rääk, *Child protection in local government*, Tallinn, Ministry of Social Affairs and Health Development Institute, 2004, 23-24.

[3] K. Toros, *Assessment of Child Well-being: Child Protection practice in Estonia*, Tallinn University dissertations on social sciences, 2011, 127.

[4] Ibid., 26.

[5] L. Beddoe, Surveillance or Reflection: Professional Supervision in 'the Risk Society', *British Journal of Social Work*, Vol. 40, 2010, 1288.

child protection worker affected by client (the child and the family). Reflective supervision guided by a psychoanalytic framework provides a sophisticated model of containment that takes account of both conscious and unconscious factors in drawing together an understanding of a case. If the social worker can be better contained in their involvement with a case, then they will be in a stronger position to offer the kind of containment that the client desperately need.[6] Supervision sets out to attend to the development of the supervisee's practice, to ensure adherence to legal and ethical working, and to support and "restore" the helper. However, although increasingly recognized as being of value in a range of helping professions, there are still numerous professionals working in helping relationships who do not have access to supervision.[7]

NEED OF SUPERVISION IN HELPING PROFESSIONS

The need for supervision across the helping professions has been argued strongly. Hawkins and Shohet[8] assert that counselors, social workers, and medical practitioners are not the only professionals who facilitate helping, therapeutic, and healing relationships with clients. They cite a range of practitioners in different employment contexts who engage with adults, young people, and children in order to work toward positive change.[9] Hawkins and Shohet[10] suggest that a heightened awareness of the need for supervision across the helping professions exists. They cite a range of reasons for this. In particular, they suggest that the issue of accountability for those who work in helping relationships with clients has become paramount. One way for organizations to ensure accountability is to provide supervision to their workforce, whereby client work undertaken by each practitioner is scrutinized in depth.[11] The Estonian child protection workers acknowledged the need for the support and supervision in order to maintain their own well-being as the child protection work is difficult. Child protection workers mentioned the possibility of having

[6] A. Harvey – F. Henderson, Reflective Supervision for Child Protection Practice – Reaching Beneath the Surface, *Journal of Social Work Practice: Psychotherapeutic Approaches in Health, Welfare and the Community*, 28 (3) (2014), 355.

[7] J. Westergaard, Line Management Supervision in the Helping Professions: Moving from External Supervision to a Line Manager Supervisor Model, *The Clinical Supervisor*, 32 (2) (2013) 170.

[8] P. Hawkins – R. Shohet, *Supervision in the helping professions*, (3rd ed.), Milton Keynes, UK, Open University Press, 2006.

[9] Ibid.

[10] Ibid.

[11] Ibid.

supervision as one of the opportunities to avoid burning out. Supervision was seen to serve several purposes: (1) sharing experiences and thoughts, (2) ventilation, and (3) increasing knowledge. Supervision was seen as one way of reducing stress.[12] Child protection work is essentially complicated, multi-level and low-structured. This requires a high level of competence, self-management and other skills. A child protection worker is working with its client affected by the incidents that may be emotionally and ethically complex.[13]

Forms of Supervision in child protection

The types of supervision, which is used in child protection work is: 1) individual supervision – dyadic form of supervision, one supervisor and one supervisee. The focus is on case supervision. 2) Group supervision – the participants are from different municipalities (all of them are child protection workers). The focus is on the opportunity to supply their own topics and working with the group resources. 3) Team supervision – the participants are from the same department and the focus of supervision is on team relationships, communication boundaries, team roles, the atmosphere in the team etc[14]. 4) Network supervision – the participants are from different professions and areas related with child protection field and current cases. 5) Organisational supervision – Contributes to the effective functioning of the organization. It takes place through regular and supervised contacts of superiors and subordinates, and members of professional teams. The emphasis is on reflecting the relationship between the team and the wider organizational environment, on illuminating power positions, and on institutional and subjective understanding of roles and tasks. This organizational supervision approach contributes to organizational culture. Internal supervision is supervision within an organization/by a member of the organization. External supervision is supervision by an independent supervisor not responsible for the work of the supervisees and not taking a monitoring function on the work of the supervisees.[15]

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12   Toros, *Assessment of Child Well-being*, 133-134.
13   K. Koppel, Necessary but under-funded: the inner and outer image of social work in Estonia, *Journal of Social Work*, 6 (2012) 39.
14   *ECVision. Supervision and Coaching in Europe: Concepts and Competences*, Vienna, ANSE, 2015, 32-39.
15   Ibid.

Goals of Supervision

The goal of supervision is to provide an opportunity for the supervisee (in the context of this article – child protection worker) to learn a broad spectrum of professional attitudes, knowledge and skills in an effective and supportive manner. Successful supervision occurs within the context of complex professional relationship that is on-going and mutually involving.[16] The process of supervision plays an important role in developing the skills necessary to respond effectively to reports of child maltreatment.[17] Munro described professional supervision in child protection as a core mechanism for helping social workers critically reflect on the understanding they are forming of the family, of considering their emotional response and whether this is adversely affecting their reasoning, and for making decisions about how best to help [...] the availability and quality of supervision contributes to the quality of reasoning that social workers can achieve.[18] From the organization's perspective, a worker's job performance is the primary outcome. In child welfare, this may be seen in relation to professional tasks including assessment, care planning and review, as well as effective workload management. The ultimate goal of professional supervision should be to provide the best possible support to client (child and family) in accordance with the organization's responsibilities and accountable professional standards. Organizations are likely to achieve this aim through workers who are skillful, knowledgeable, clear about their roles and assisted in their practice by sound advice from a supervisor with whom they have a good professional relationship.[19] In conclusion, it can be argued that regular supervision is imperative in child protection work.

The method of study

The purpose of this study is to answer the question: What are the current supervision experience and expectations of child protection workers in 15 Estonian municipalities? The survey was focused on external supervision and

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[16] E. Holloway – M. Carroll, *Training counselling supervisors. Strategies, Methods and Techniques*, SAGE Publications, 1999, 10-11.

[17] C. A. Lietz, Implementation of Group Supervision in Child Welfare: Findings from Arizona's Supervision Circle Project, *Child Welfare*, Vol. 87, Nr. 6, 2008, 31.

[18] E. Munro, *Review of Child Protection Interim Report: The Child's Journey*, 2015, 53.

[19] Carpenter et al., The surprisingly weak evidence base for supervision: Findings from a systematic review of research in child welfare practice (2000–2012), *Children and Youth Services Review*, 2013, 1843-1844.

explores the experience and expectations of Child Protection workers in following types of supervision: the individual, group, team, network and organizational supervision. The questionnaire was pilot tested, and modifications was made before distribution to respondence. The period of survey was from 1.2.2013 to 23.2.2013. According to the data of Social Ministry of Estonia in 2011 there were 177 child protection workers in 15 municipalities. A link to the online survey was sent via e-mail to 121 child protection workers, except for 56 workers from Tallinn Social- and Health protection Department. The purpose was to focus on the small municipalities. The number of respondents was 106, the 88% of overall sample. The survey focused on the general information about child protection workers, information about current professional profile, the types of supervision offered to Child Protection workers, on the benefits of experienced supervision, and on suggestions of Child Protection workers to improve the efficiency of supervision.

THE RESULTS AND FINDINGS OF THE SURVEY

The number of respondents was 106, the 88% of overall sample. The 97% of respondents are middle-aged women, 71% of respondents have high education in social work and 21% are educated in non-social work field, 8% have secondary education. The biggest part of sample (39%) have 4-10 years experiences in Child Protection. More than half (58%) of respondents have post of Child Protection specialist, 21% have post of social worker, 10% are different types of advisers and others 11% are professionals who work in several different areas: social work and child protection; social-pedagogy and child protection; youth-work and child protection. The daily work of 49% of respondents is in fully related to child protection and 51 % have to spend their working time doing some other job.

Scale	Individual SV-on (%)	Group SV-on (%)	Team SV-on (%)	Network SV-on (%)	Organi-zation SV-on (%)	Average (%)
No experience	88.7	70.8	70.8	62.3	84.9	73.2
1-2 times per year	8.5	17.8	10.4	15.1	12.3	13.0
3-4 times per year	0.9	7.0	2.8	10.4	0.9	5.3
Single experience	9.4	24.8	13.2	25.5	13.2	18.2

Scale	Individual SV-on (%)	Group SV-on (%)	Team SV-on (%)	Network SV-on (%)	Organi-zation SV-on (%)	Average (%)
5-10 times per year	1.9	3.1	8.5	8.5	0.9	5.5
more than 10 times per year	0.0	0.0	7.5	3.8	0.9	2.8
Regular experience	1.9	3.1	16.0	12.3	1.8	8.3
Single and regular in total	11.3	27.9	29.2	37.8	15.0	26.6

Table 1. The types and frequency of supervision offered in Estonian municipalities (N=106, respondents).

The study shows that 88,7% of respondents don't have any experience in individual supervision and 68% don't have experience in group supervision (Table 1). Only 1,9% respondents have regular individual supervision experience and 10,5 of respondents have regular group supervision experience.

The benefits of supervision	Number of times mentioned
Finding solution	16
Sharing the experience and concerns with colleagues	16
Discussion and cooperation with colleagues	14
Generating ideas	11
The renewed focus on the case	9
Getting the support and confidence	8
Getting new information	6
Sharing responsibility for decision-making	5
Getting the support and confirmation for thoughts and deeds	5
Dealing with feelings and reflection	5
Other	7
No efficiency	2

Table 2. The benefits from experienced supervision (All type of the supervision, N=106).

The most of mentioned benefits from experienced supervision are: possibility to finding solution in supervision process (mentioned 16 times), sharing the experience and concerns with colleagues (mentioned 16 times), discussion and cooperation with colleagues (mentioned 14 times), generating ideas to find solution in case-work (mentioned 11 times) and renewed focus on the case (mentioned 19 times), getting the support and confidence (mentioned 8 times) (Table 2). From previous experiences was pointed out the most essential topics on supervision: 1) in individual supervision: to find solutions in emotionally difficult situation, prevent work-related stress and burnout; 2) in group supervision: to find common solutions together with colleagues and learn from colleagues; 3) in network supervision: to know how to choose the intervention, according to the complexity of the case, to contribute to development of child protection services; 4) in team supervision: getting feedback from colleagues. The most of suggestions was related to the organizational aspect of supervision. Supervision should be regular (mentioned 17 times), more structured (mentioned 7 times), in addition to group supervision it is needed an individual one (mentioned 5 times), supervision should be obligatory for professional development (mentioned 4 times) and support a belief in personal abilities (mentioned 4 times), supervision needs more time (session can be longer) (mentioned 3 times), fund raising of supervision must be regular (mentioned 2 times), the place for supervision should be outside of the work place (mentioned 2 times), motivation of all participants is important (mentioned 2 times).

Conclusion

The research question of this study was: What are the current supervision experiences and expectations of child protection workers in 15 Estonian municipalities?

The study shows that in small Estonian municipalities the Child Protection workers carry out many of tasks – take different work-roles. Child Protection Worker is predominantly highly educated in social work. There is a lack of specialization in Child Protection work, as required by the new Child Protection law. They learn directly from daily work and the Child Protection workers awareness of supervision is low. A few experienced supervision session do not give an experience of supported development process. The obtained results indicate that a quarter of Child Protection workers have no experienced supervision with deep self-reflection and can not see the benefits of this. Regardless of a lack of experience of the supervision the Child Protection workers

was pointed out the most important benefits from supervision: possibility to find solution in supervision process, sharing the experience and concerns with colleagues, discussion and cooperation with colleagues, generating ideas to find solution in case-work and renewed focus on the case, getting the support and confidence. The most common suggestions to improve the efficiency of supervision was pointed out: supervision should be regular, supervision should be more structured, in addition to group supervision individual one is needed, supervision should be obligatory for professional development.

This survey raise up questions related to implementation of supervision on the Estonian context:

How to organize regular supervision to Child Protection workers in the municipal level?

How the funding of supervision has to be organized to ensure the regularity of process?

How the Child Protection workers can be motivated to participate in the supervision?

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VIDEO-INTERACTION-ANALYSIS IN COACHING AND CONSULTING OF TEAMS

Jutta Müller – Dirk Bayas-Linkem – Elmar Schwedhelm

Abstract

Supervision, coaching and consulting for teams are ambitious and multidimensional. They should focus on collaboration, self-reflection and learning processes in groups and also in organizational teams. What happens in the face-to-face interaction in groups and teams? How do they negotiate and solve on the interactional level to increase their chances of success? What are the subjacent structures? Which patterns do work in teams? How does the team create topics or decisions?

The authors describe video interaction analysis as an optional relevant practice for the field of supervision, coaching and consulting. This analysis is the groundwork for developing a learning workshop design which focuses on the dynamic team-learning aspect and facilitates the learning process of the team.

Introduction

In the national and international work environment, teams, networks or project groups have established as main form of organization used to handle complexity, to coordinate multiple subsidiaries, to facilitate an exchange of perspectives and to leverage possible synergies.

Often, people are engaged in different teams or networks and need to report to various demands of loyalty and authorities simultaneously, even if at times contradictive ones, in order to maintain their ability to act. Within all these multifaceted and creative types of cooperation and collaboration, interaction and respectively the interaction systems (groups, networks, teams) represent the base of success. From the authors' perspective, the following possible issues may be discerned:

What expectations exist amongst team members towards each other (personal level) and towards the shared undertaking (organizational/team

level)? How defines, allocates, disregards the team roles and what kinds exist? What are respective interests and goals? What productive tensions can create, which ones draw energy? What constitutes the base of the teamwork – what is the primary task of this team – from the team's and organization's view? How can the initially motivated team secure long-lasting effectiveness?

The authors' experiences and results gained in projects with start-ups, IT-businesses, communication agencies as well as political organizations like unions, show that team development is a dynamic process that often starts with a lot of euphoria in the beginning phase (especially with start-ups) and later unfolds into new phases for further development.

The lack of continuous attention to the social dimension – meaning the style of teamwork, the implicit and explicit psychodynamics, and the mutual and sometimes unstable expectations that can create paradoxes within the work context – can produce unproductive and destructive environments. Although there is consensus on the factual level (product, business plan, sales, marke-ting), the neglect of the social dimension can cause rupture and failure of the team, which carries deeper repercussions into the organization as a whole.

From the authors' point of view, the level of readiness to and the capability of necessary self-reflection are considered elementary instruments in the phase of forming a team. The focus seems to shift back onto the person when talking about the development of sustainable organizations; however, not in the sense of a Human-Relation approach but in the sense of reflective faculties and observational sensitivity. This increased and necessary reflective faculty, demanded by the field of supervision for years, appears in the discussion on connected and increasingly complex markets that bring along new formats of cooperation, coordination as well as new functions and tasks. Therefore, drawing from project experiences with start-up teams, interim project groups as well as network-like collaborations in organizations, the authors argue it to be essential to enable processes of awareness and reflection on all dimensions – social, content, temporal – and to support them with appropriate formats[1]. The goal of these continuous reflective processes is to gain a sense of direction in one's own doing and in team-actions as well as to identify patterns, in order to progressively improve decision making processes, to keep the organization's capability to learn in the sense of Double Loop Learning, or to reflect on and understand leadership as a team effort.

Consultation, Supervision included, should face the complexity of the customer/client system by leveraging in its work all three dimensions of

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[1] R. Wimmer – K. Glatzel – T. Lieckweg, *Beratung im Dritten Modus: Die Kunst, Komplexität zu nützen*, Heidelberg, Carl Auer Verlag, 2015.

sense-making (social, content and temporal dimension) and all three system dimensions (organization, team and people in their organizational functions). By doing so it uses a high degree of context intelligence where own perspectives on reciprocities should be integrated.

It goes without saying that the individual person in his/her functions and responsibilities is indispensable but at the same time often linked with an interplay of various powers and circular interlockings, interdependencies and dynamics. Topics like self-efficacy, self-conviction are extremely important psychological concepts that start on the personal level. However, the complexity of these dynamics always requires the engagement of teams/networks and of the entire organization in order to be effective.

Consulting of teams based on video interaction analysis (VIA)

Why interaction analysis?

Communication and interaction are the foundation of every system, be it the social system, the organizational system or also the family system. This is so fundamental to our daily and work life that we have learned from adolescence on to move in these systems and to supposedly understand them (Ego and Alter). However, it gets interesting when one is observing interaction systems at work in *reality* and when resources as well as unique constructive or destructive, irritating or accompanying patterns are uncovered. The latent and profound sense-making structures have a tremendous impact on the interaction systems, which have the tendency to reproduce themselves continuously[2].

Theoretical approaches

The herein applied method of qualitative interaction analysis is based on different sociological approaches. The main point at that is the respective understanding of the social reality and reconstruction of creation processes, in which topics, relationships, pattern, habits etc. are being negotiated.

The following sociological interpretative methods and in particular hermeneutic case reconstructional procedures form the empirical and

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[2] A. Kieserling, *Kommunikation unter Anwesenden, Studien über Interaktionssysteme*, Frankfurt a. M., Suhrkamp, 1999.

methodological foundation of the VIA. They are drawn from Sociology of knowledge (Berger, Luckmann) from Grounded Theory (Strauss), from Hermeneutic Case Reconstruction, from Objective Hermeneutics (Oevermann), from Conversation Analysis (Sacks, Schegloff, Jefferson) and also from Symbolic Interactionism (Blumer).
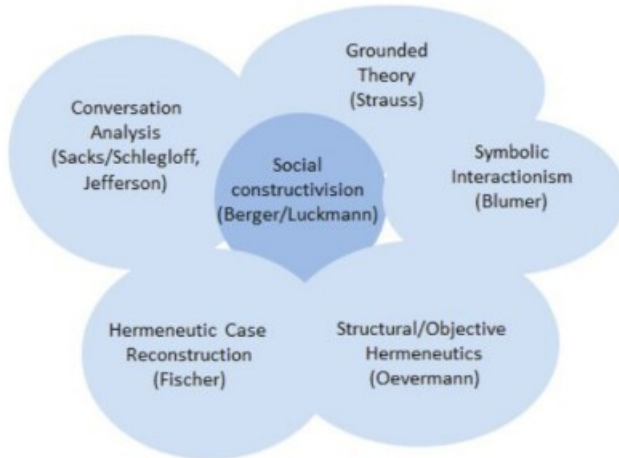

Figure 1. *The background methodology of the VIA*

This is the base of the methodically controlled analysis of the complexity and multifacetedness of image and language. The methodology was significantly implemented at the University of Kassel, amongst others in the laboratory for Case Analysis by Wolfram Fischer[3], as well as in various research contexts like in the dissertation of the authors[4] who applied it in differing contexts, differentiated and advanced.

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[3] W. Fischer, *Rekonstruktive Videoanalyse. Wahrnehmungs- und interaktionstheoretische Grundlagen, Methoden*, 2009, http://nbn-resolving.org/urn/resolver.pl?urn=urn:nbn:de:heb is:34-2009032326755, accessed 11 September 2015.

[4] J. Müller, Coaching: *Biografie und Interaktion, Eine empirische Studie zum Coach in Ausbildung*, Opladen, Barbara Budrich, 2006.; E. Schwedhelm, *Rekonstruktive Analysen von interkulturellen Beratungsgesprächen in Uganda, Interaktionsanalysen in der internationalen Entwicklungszusammenarbeit*, Kassel, Kassel University Press, 2008.; D. Bayas-Linke, *Organisation und Interaktion: Rekonstruktion von Führung, Videointeraktionsanalyse und Systemtheorie, eine empirische Komplementarität*, Kassel, Kassel University Press, 2009.

THE OBSERVER'S PERSPECTIVE OF VIA

What advantages does the mere realization of such an analysis have for the consulting praxis?

It creates a rather distant position of observation that permits a fresh view on the consulted team and puts some attitudes and judgments into perspective[5]. During the workshop the team then is invited to this observation post (Meta-perspective) and can gain a view from up top onto the own conduct. By selectively leaving the confinement of the inner viewpoint, new insights and understandings can be generated, which lead to new perspectives and thereby open up new options regarding the undertaking or organization. This is very similar to the Supervisors' practice, which are constantly forming hypotheses on the occurrences as well as the here and now from the observer's angle. In the VIA, this takes place in a systemized way and outside of the interaction, in which the Supervisor is acting and lead the reflection process. Moreover the VIA analysis the client-system and not the consulting/supervision system, which is a main difference[6].

The analysis is primarily geared towards the team's interaction system by making it a part of the intervention. Nonetheless, the processes happening during the analysis are always linked with other relevant environments and contexts. Thus, the interaction system that is to be analyzed always needs to be read within the context of the undertaking or organization with all its facets and possibilities.

PROCEDURE OF INTERACTION ANALYSIS IN THREE STEPS

The VIA distinguishes between three levels of analysis which are being successively assessed: text (transcript), video and sound-video. At the end, a contrasting analysis of the levels text and video is being conducted using a sound-video analysis. The entire recorded interaction serves sequentially – meaning true to its emergence – as base of the analysis. During every analysis step it is necessary to maintain observant of the conjointly processed sense,

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[5]   Müller, *Coaching: Biografie und Interaktion.*

[6]   A. Bergknapp, *Supervision und Organisation: Zur Logik von Beratungssystemen*, facultas.wuv Universitätsverlag, 2009.

meaning keeping an eye on the Dimensions of Sense-making – content, social and temporal – as a means of mental model of the interaction system[7].

Video-image-analysis

The first step focuses on phenomena of body language and their creation process. In the first step of analysis and interpretation only the image sequences of the interaction, meaning the visual aspects and body language in respect to their *dimension of meaning*, are being analyzed. Possible interpretations (Readings) and hypotheses on the space, the people, the occurrences and the *work environment* are being deducted. Although gestures and facial expressions are at the center of the interpretation, body posture, glances, movements and the action of leaning in or out are analyzed as well for their meaning. Cues about phenomena of roles and role allocation, hierarchical relations, cooperation and coalition, resistance, sympathy and disliking, about inner conditions like fear, interest, expectations or suspicion are being summarized in the video analysis and first hypotheses identified and formed. Even though often subconsciously expressed, body language can be an indicator for attitudes, scope of influence, feelings, relational structures and emotions that don't show in the interpretation of the verbal contents explicitly. Furthermore, non-verbal messages tend to be communicated more effectively, that is faster sent and received than verbal ones, whereas under less control by the speaker. The dynamics of the exchange of body language are especially suited and potent accesses for identifying underlying interaction structures and patterns.

The following shows a snapshot of a young start-up team. First off, a brief excerpt from a transcribed video-analysis:

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[7] See within the context of organizational consulting: R. Wimmer, Systemische Organisations-beratung jenseits von Fach- und Prozessberatung, *Revue für postheroisches Management*, 7 (2010) 88–103; within a systemic understanding of interaction systems: Kieserling, *Kommunikation unter Anwesenden.*; N. Luhmann, *Die Gesellschaft der Gesellschaft*, I-II., Frankfurt a. M., Suhrkamp, 1998.

Figure 2. Example for a team-meeting interaction

The next text is an example for some selected key-hypothesis about the first step the video-analysis.

The three participants are in their mid-twenties up to mid-thirties and dressed rather casually. Their sitting posture and their bodies facing each other emphasize the impression of an informal, friendly get-together. The room design and the spatial allocation of seating accommodations support this *reading*.

There is no apparent beginning or end of the session marked or recognizable. During the reunion, that is lacking a concise agenda and task division, it shows that there exist pronounced hierarchies amongst the participants, which are not being explicitly marked. Throughout the meeting it is not possible to visually reconstruct processes of decision-making and completion of topics can barely be deducted from their body language. It seems to be a melting-pot of contents that visually – that is through body orientation – doesn't show a termination or distinct change of topic. There is also a clear goal orientation lacking. Time doesn't seem to be relevant in the reunion e.g. in terms of a focused execution and completion of the issues. In the session it seems like the participants are going round in circles topic-wise and they can't find a solution or make a decision. Hence, choices are being made fluidly, since negating to end the discussion is also a decision made and carried out by everybody. The at times critical atmosphere in the team underlines the exertion that comes with this fluid decision-making process or premise.

So far, this is a rather sketched and topic focused summary. In this manner the entire video material is being analyzed sequentially.

Text-analysis

The second step focuses on verbal phenomena and their conjoint creation process based on the previously transcribed text of the interaction. The language and the contained *forms of expression* serve as means of communication amongst the participants, as well as the *inner medium* of thinking, representing, systemizing and organizing the surrounding environment – here the work context of the team.

The goal of the language analysis is to identify the different roles and role allocations of the interacting people, their interests, their relation and process dynamics and their patterns of orientation. What is being communicated and what is not, what is said in what way and with which words? What negotiation patterns exist both implicitly and explicitly? A special focus lies on how decision-making processes emerge or how they are acted out.

This second step of the analysis does not take the already acquired hypotheses on implicit structures from the image analysis into account but interprets the data from an unknowing standpoint.

This approach secures the open-mindedness and the broadening of possibilities on this independent analysis level and enables therefore contradictive readings and hypotheses on implicit structures, that don't reduce the complexity prematurely but rather increase it. This way, distorted perception is avoided and relativized by the different observers' perspectives.

What was reconstructed from the text analysis of the example team as an example? For illustration purposes, exemplary highlights are given in the following.

The prominent and from the observer's view irritating choppy sentences represents an In-group Code, in which it is assumed that everyone understands what one means and says. There is a conjunctive knowledge, acquired by experience, which was agreed on and which everyone can draw from – or at least that is what is assumed. This collective creation of meaning, understanding and referencing reveals exemplarily how amicable relations, shared experiences and language from other areas of their life are being introduced into and continued in this work environment. Thereby it is reconstructable that the shared experience and experience space on the social dimension, contribute an important asset to the team and their way of cooperation.

Sound-video-analysis

In the third and last step of the analysis, the selected video sequences are being analyzed in their entirety, that is, the cooperation of the differing levels of interaction (video-image and sound). The focus hereby lies in the extraction and contrasting of the reciprocity and coaction of the non-verbal and verbal reconstructions.

The previous detailed analyses of the two different levels and their structures now form the base on which the interplay and hence a new or expanded *sense-making* and sharpening of the latent structures takes place. Do the two observer's positions support or contradict each other? How could that play out in the analyzed example team?

An example for contradicting structures is, for example, that the non-verbal analysis detects hierarchies based on gestures and body posture as well as the positioning on the "executive chair", whereas it was not possible to reconstruct such hierarchies, e.g. in the decision-making process, in the communicated text. In the team's self-image options are favored over the hierarchical *closure of the topic.*

Consequentially, the main intervention focus for the following workshop with the team resulted in the decision-making process, as described below.

Workshops as form of intervention within our concept

The results of the VIA as well as further insights from contact with the respective teams serve as the foundation for a learning and development oriented workshop, which is hence, conceptualized individually and tailored to the particular team and their current state of development. Therefore, in our current projects, the consulting of a team is preceded by an extensive analysis without the team. As described above, video recordings of a team session are being processed following a hermeneutic-reconstructive approach by a heterogenic group of analysts[8]. Having overcome their initial reservation the teams usually agree to the process and approach.

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[8]   D. Bayas-Linke – J. Müller – E. Schwedhelm, Das Potenzial der Video-Interaktionsanalyse als Beratungskonzept von Gründungsteams, *Organisationsberatung, Supervision, Coaching: Band 18, Heft 4, 2011, 457–469.

Figure 3. Structural method in a team workshop

The interventions of the workshop design are based on the reconstructed hypotheses on implicit structure developed from the above-mentioned analyses. One of the bigger potentials of the analysis can be seen in uncovering latent structures – meaning structures, behaviors and patterns of reference subconscious to the participant. It is necessary to turn these into the main subject of the workshop, in a way that provides the team processes of learning and insights (according to their degree of maturity). As a preparation of the workshop design, short individual questionnaires are sent out to the team members (i. a. reflections on the recorded session, inquiry of expectancies, organizational topics worth reflecting). The aim is to retrieve the current relevant and problematic topics, according to the team's perspective, and to include them into the workshop concept. This approach helps to focus the learning process as most often more items are being reconstructed from analysis than can be worked on in the given timeframe.

What hypotheses on implicit structures were identified in the example team? In the following a condensed hypothesis from the analysis serves as example:

Processing of decisions: The decision of the non-decision-making

A team of three people have difficulties to decide and to pick one particular solution.

Hypothesis on implicit structures: Decision-making perspectives are hard to acquire and decisions are being made fluidly. It is unclear who decides what, when and how. There exist varying perspectives that are being integrated divergently rather than convergently. Having made a decision, rather fluidly, there are no conjointly generated mandates for action or subsequent decisions.

In the Workshop we work with the team on their current decision process and the team developed a more sensitive and conscious view on decision process which does not end with the decision but with the implementation and action in meetings also than in their business decisions and develop a clear but also fluently process.

Thus, the analyses provide plenty of specific hypotheses on the implicit structure and a possibility to turn them into a processable format. These hypotheses can be introduced as topics into the workshops of the respective team. It hereby shows that, from the view of the teams, already existing difficulties and problems are worked and are being reflected in a different, new way and in the end can be solved e.g. get a perspective or a deeper understanding. Additionally, experience shows that surprisingly new topics can evolve which, by dealing with them, resolve blockages and dysfunctional dynamics.

What's in for the teams?

The different teams developed and took away new possibilities of actions for themselves, their team and their business. Their own topics were brought into the communication and made discussable or tangible and therefore very specific developments and changes, i.a. concerning work organization and role allocation, were able to be executed. The teams make experiences in a deeper (self)-reflection, in their implicit beliefs e.g. teamwork, leadership and what is necessary for their work and business, awareness of individual and collective patterns of working and cooperate, the high influence of the dynamic in daily routines and to design decision processes for a more consciousness decision making and implementation process. So in all three sense-dimensions and in

their reciprocal action, with this method teams are able to learn and starting a new level of daily learning-processes.

Conclusion/perspectives

Within the consultation system with the client, the Supervisor handles the *compulsory demand* of the interaction system often with a trained intuition as well as experience and observational competencies. The VIA can moreover offer the external observer's perspective and generate hypotheses on the explicit and implicit mechanisms and dynamics, and maybe even give new insights on the problem situation or the next developing steps.

Furthermore, the recordings of interactions are precisely not the consultation system, that is created by a Supervisor and his/her clients, but it is the client system that interacts in roles, negotiates, positions itself and decides. With the recordings of such meetings (without the presence of a consultant), a different system is being analyzed than the one during supervision. It is not until the return to a collaborative workshop on the relevant topics that the hypotheses and hypotheses on implicit structures are being re-introduced into the consultation system and therefore being made processable. The VIA is a ideal method *procedure* to study the team at work and to deliver helpful impulses for relevant topics. It doesn't substitute the work – that is the conjoined reflection with the client – but lays out a multitude of different perspectives parallel to the existing one. In addition, the intensive 3-level analysis supports the discovery of the Supervisor's observation patterns, which makes the VIA an usable instrument of self-reflection and self-control. One detects one's own patterns and preferences, so that the VIA can constitute a learning on the part of the Supervision as well. The VIA offers a triad of potential: As an analysis tool and generator of hypotheses, as type of intervention within the consultation system and as self-reflection for the Supervision and its sensitization for possible blind or underexposed perspectives.

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CHANGING THE PATTERN STATE OF UNIVERSITY STUDENTS WITH A SELF-COACHING APP

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CARMEN WOLF

ABSTRACT

Research in coaching is still rare. For self-coaching, a format usually is only mentioned briefly, and especially when conducted by technology there is hardly anything. Though the format has much to offer it is often neglected. The main criticism is the missing interaction with a professional coach, which leaves the client with himself. In particular the change of pattern state, a transfer between problem and solution state in the systemic-solution-oriented coaching of Karlsruhe School seems challenging for self-e-coaching. A first attempt to tackle this challenge was made: A self-coaching app was conceptualized, developed and implemented with university students at Karlsruhe Institute of Technology to find how the change of pattern state can be realized and how it is accepted by university students. Research shows that there is potential changing the pattern state with a self-coaching app which indicates, how useful self-coaching can be as a facilitation element for practitioners and clients.

INTRODUCTION

The current market of coaching is characterized by a wide variety of offers with different coaching concepts, topics, and formats. Additionally the target group was widened: Whereas coaching in the past addressed executives, managers, leaders and specially qualified employees, coaching now is offered to almost anyone and for any problem in the professional context and private life[1].

But not every coaching offer really covers coaching, because the term coaching is not protected. This is why (inter-)national coaching associations like the Association of National Organisations for Supervision in Europe (ANSE) try to standardize coaching practice and provide orientation for coaches and

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[1] Peter-Paul Gross – Michael Stephan, *Der Coaching-Markt,* Coaching | Theorie & Praxis, 2015, 1–10.

clients as it is done for example with the ECVision Glossary[2]. Professionalism in coaching covers individually varying understandings and no strict and binding commitment and standards[3]. This situation leads to confusion, quality issues and blurred borders between coaching and other methods which may end up in an irrevocable damage for coaching. Interest in professional providers of coaching services, standards and clear definitions of formats is increasing and makes research in coaching indispensable.

Adding to this, coaching is offered technology-enhanced in form of e-coaching[4] which is not well researched either[5].

In this paper a self-e-coaching offer is introduced as a special type of e-coaching which is based on a concept derived from the Karlsruhe School[6]. The concepts heart-piece, the change of pattern state[7], is a challenge in implementation that needs to be tackled. A current study on the effect of self-e-coaching through an app on self-reflection of university students from different professions at Karlsruhe Institute of Technology in Germany will be described and first preliminary results presented[8].

The paper presents possible solutions on how the change of pattern state can be implemented in self-e-coaching, if it was accepted by the students, and what these results imply for coaching practitioners.

CHALLENGES FOR SELF-E-COACHING

The first challenge to be addressed in this paper is to find out about effect and acceptance of self-e-coaching which requires a short introduction into this format first.

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[2] ECVision, *Product*, www.anse.eu/ecvision/products.html, accessed 31 July 2015.

[3] Christoph Schmidt-Lellek, The Development of Coaching as a Profession, in Deutscher Bundesverband Coaching e.V. (DBVC; German Federal Association for Executive Coaching) (ed.), *Guidelines and Recommendations on the Development of Coaching as a Profession*, Osnabrueck, Steinbacher Druck, 2012, 11–17, www.dbvc.de/fileadmin/user_upload/dokumente/Coaching-Kompendium/DBVC-Kompendium_englisch.pdf, accessed 31 July 2015.

[4] Sometimes also referred to as online-coaching, digital coaching, tele coaching, web-based coaching etc.

[5] Harald Geissler – Melanie Hasenbein – Robert Wegener, E-Coaching: Prozess-und Ergebnisevaluation des "Virtuellen Zielerreichungscoachings", *Organisationsberatung, Supervision, Coaching* 20 (2) (2013) 125–142.

[6] "Karlsruher Schule"

[7] "Musterzustandsänderung"

[8] The information result from a doctoral project of the author (Carmen Wolf) who is currently researching on the effect of a self-coaching app on result-oriented self-reflection.

When speaking about coaching, a special type is often mentioned only briefly: self-coaching.

Reasons for this might be prejudices by coaching professionals about the format replacing coaches and the missing communicative interaction thus the missing feedback.

Literature research shows different approaches to do self-coaching and there is no standardized definition. In this paper self-coaching is defined as an autonomous, voluntary and limited in time interaction to find solutions and plan next steps for professional and private challenges by following a pre-defined self-coaching process. The treatment of mental disorders is excluded.

Self-e-coaching is when one uses technology to enhance self-coaching instead of a paper guideline or a guidebook. The term is adapted from e-coaching which is used by Geissler[9]. Self-e-coaching can be done web-based, as software on your personal computer/laptop/notebook or as a mobile app on smartphone or tablet. There is no research yet on doing self-coaching with technology enhancement, especially not in self-coaching apps. This is a gap that needs to be filled in order to support the demand on professionalism.

The second challenge is on implementing the change of pattern state and the acceptance of this phase: Self-(e)-coaching is particularly challenging when concepts focusing on solutions and interventions based on emotions are to be realized as in the coaching concept of Karlsruhe School[10] which is taught at the Leadership Academy[11] in Karlsruhe, Germany. The heart-piece between problem analysis and solution finding, the so-called change of pattern state is a transition which is necessary from the viewpoint of Karlsruhe School to be open for setting goals, creative and open solution finding and planning next steps. This transition can be triggered by different interventions[12], which operate among other things by evoking emotions. As a basis, the four components of emotions – psycho-physiological, physical, affective, and cognitive – can be used to visualize the possibilities in changing the pattern state. The psycho-physiological component shows through psycho-physiological reactions, e.g. increasing blood pressure or heart rate. The physical component can be observed in gestures, mimics and movement. The affective component is the conscience perception by the person such as feeling, e.g. happy, sad or angry.

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[9]   Harald Geissler (ed.), *E-Coaching*, Baltmannsweiler, Schneider Verlag Hohengehren, 2008, 3.
[10] Elke Berninger-Schäfer, *Orientierung im Coaching*, Stuttgart, Boorberg Verlag, 2011.
[11] "Führungsakademie Baden-Württemberg"
[12] Carmen Wolf, *Musterzustandsänderung – Hintergrund, Konzept und Wirkung*, Karlsruhe, Führungsakademie Baden-Württemberg, 2013, 28. [Unpublished final paper.]

The cognitive component can be a verbalised thought such as "I like that"[13]. In the problem state there is no problem solving possible, the client has only tunnel vision, but in the solution state the perspective changes and there are alternative ways to achieve the personal objectives.

The challenge is that a coach needs to sense this change. This can be observed for example, if the person finally smiles, sits up in the chair or does more with his/her hands while talking. It can be heard by some coaches in a way that the tone of voice is changing or the speed etc. Or it can be identified by the way the person describes his or her new feelings. In a previous study psycho-physiological parameters were measured to receive objective data, but the results were not that significant and data had to be measured from an individual baseline which makes it hard to compare[14]. In another previous work several ways of changing the pattern state in self-e-coaching were identified in a theoretical approach[15].

Study on self-e-coaching with self-coaching app

In the current study focusing mainly on the effect of self-e-coaching on self-reflection 74 university students from different faculties at Karlsruhe Institute of Technology in Germany comprising mainly of engineers, a few humanities and social scientists were asked to participate in about three self-coaching sessions within the scope of a seminar on "Self-Coaching for problem solving in university studies". They all were introduced to the app and the coaching concept. 20 of the university students were already studying for their masters' degree and 54 still studying for their bachelors' degree. They were aged between 19 and 31 years with an average of 23 years. 54 students were male, 20 female and about ¼ already had experience in receiving different forms of counselling. The group led to a total of 208 self-e-coaching sessions with the self-coaching app that were collected. It was made explicit that there is no wrong way to

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[13] Mark A. Gluck – Eduardo Mercado – Catharine E. Myers, *Lernen und Gedächtnis, Vom Gehirn zum Verhalten*, Heidelberg, Spektrum Akademischer Verlag, 2010, 389.

[14] Carmen Wolf, *Systemisch-lösungsorientiertes Coaching als unterstützter Lernprozess, Untersuchung von Änderungen des Musterzustands als förderlicher Initiator des Lernens*, Saarbrücken, AV Akademikerverlag, 2014.

[15] Carmen Wolf, The Trouble with Systemic Solution-oriented Self-E-Coaching. Emotions as Key Factors in Changing Patterns, in Teresa Holocher-Ertl – Christine Kunzmann – Lars Mueller – Verónica Rivera-Pelayo – Andreas P. Schmidt – Carmen Wolf (eds.), *Motivational and Affective Aspects in Technology Enhanced Learning (MATEL). Workshop-Proceedings of MATEL Workshop 2013-2014*, KIT Scientific Working Paper 26, Karlsruhe, Karlsruhe Institute of Technology (KIT), 2015, 37–47.

answer the coaching questions in the app and that there were no grades on the sessions.

The self-coaching app was conceptualized by using results from a previous literature and app-store research. It consists of a conceptualized self-coaching process based on the Karlsruhe School with five phases including 15 questions and two activation invitations. The change of pattern state phase includes four questions and both of the activation invitations.

To find out about the acceptance of the self-coaching app as a whole there were some rating questions at the end of a post-questionnaire of the study. The acceptance of the change of pattern state was analysed by going into the answers of the students in the self-coaching sessions and rating them if they used the opportunities offered or not by doing a quantitative content analysis.

PRELIMINARY RESULTS AND SOLUTIONS TO THE CHALLENGE

The analysis of the complete study is still in progress as well as the analysis of the change of pattern state which means that the results are still preliminary.

A quantitative content analysis and a descriptive analysis of the self-e-coaching sessions displays that from all 208 self-e-coaching sessions 50% were rated successful by the participants as they stated a clear "yes" to the question of being closer to the solution of the problem. 27% stated that they were a little bit closer and 19% felt they were not closer to the problem's solution. 1% did not answer and in 3% of the self-e-coaching sessions the participants were not sure yet on coming closer to the solution. This signifies that 77% of the self-e-coaching sessions have been a success in terms of supporting the students in bringing them closer to the solutions to their individual problems. However in the post-questionnaire from the subordinate study (on self-reflection) it can be seen that only 8% of the 74 participants were stating that they will use the self-coaching app (in the way it was presented) after the seminar, 38% were not sure ("maybe"), 47% did not want to use the self-coaching app afterwards and 7% did not answer to this question. Only 22% of the participants would recommend the app to their peers, though 59% of the control-group (32 participants[16]) would do so, if the app were to be revised in certain ways.

Not every problem can be solved by self-e-coaching. This implies problems with (mental) health (e.g. depression or fear), specific technical issues (e.g. an IT-problem), but it can be the case that the setting is not fitting the client. He

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[16] The group was divided in two equal groups for the subordinate study.

might need a professional coach, a mentor, a supervisor or a trainer instead of only himself and a pre-defined coaching-process to solve the problem. It could also depend on the topic and the expectations the students had.

Concerning the acceptance of the students on the change of pattern state, the answers in the 208 self-coaching sessions were viewed more closely. For example, the first question in the change of pattern state phase "What is there, if the problem is solved?"[17] was answered in 85% with descriptive keywords including "relief", "satisfaction", "pride", "motivation" and "relaxation". Only in 7% of the sessions this question was either not answered at all or with answers that might imply a missing acceptance or engagement with the change of pattern state.

Concerning the question on how the change of pattern state can be implemented in self-e-coaching it was mentioned earlier that there are already some ideas on how to transfer face-to-face coaching interventions for this into e-coaching and especially for self-e-coaching in a former publication[18] of which one possible solution was chosen: the resource activation through the imagination of being on holidays.

In the self-coaching app[19] that was realized for the study, an intervention[20] was chosen based on resources with a vision of being on holidays which was meant to be as neutral and open as possible so as to have a large number of participants that could imagine such a scenario. The students were invited to act as if the problem was already solved. They were asked to imagine they are on vacation with nice weather. It was written that they are relaxed and they are enjoying their favourite drink in natural surroundings. They were asked what there is, if the problem is solved, how it feels (affective component) where they can feel it in their body and what they can feel (physiological and physical component), and additionally what thoughts go through their heads at this point (cognitive component). Afterwards they were again asked to breathe in and out three times (physiological and physical component) and count to five in their head (cognitive component) while thinking of the vacation. This was mainly because without a coach there is no possibility to check, if the client is in solution state phase or not. Usually the coach observes this change of pattern state, but that is of course not possible in self-coaching. Even with these extra

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[17] "Was ist da, wenn das Problem gelöst ist?" [German original text]
[18] Wolf, The Trouble with Systemic Solution-oriented Self-E-Coaching.
[19] The tool was developed by CAI GmbH according to the researchers' given specifications, www.cai-world.com/de/online-coaching, accessed 31 July 2015.
[20] In this case intervention is the designation of the whole method and tool combined that was researched: the self-coaching app. In supervision and coaching the term is used different, e.g. even a question already can be an intervention.

imagination-tasks it cannot be made sure, if the client who uses the app really is in the solution state. But it forces the client to think of something else, more pleasant, through the questions and the activation. This irritate in a way which according to Muecke[21] is one possible approach for the change of pattern.

One of the students quoted in a reflection report afterwards: "the change of pattern state alone, without the rest of the coaching-process, is sufficient for me to be more motivated to work on the solution of a problem".[22]

According to the the preliminary results there is acceptance of self-e-coaching and the change of pattern, but what does that imply for coaching practitioners?

IMPLICATION FOR PRACTITIONERS

For learners of the Karlsruhe School coaching concept it means some relief on their pressure bringing clients into the change of pattern state. Insecurities in supporting this transition were revealed in another previous study[23]. The conclusion is that small interventions already have an impact. The change of pattern state is not provided in every coaching-concept, but similar interventions are used for the same reason.

Self-coaching or self-e-coaching can be used in several ways to facilitate coaching and training, e.g.:

- as an addition to a coaching-process with a professional coach or in between peer coaching sessions,
- as a method for quality assurance for coaches (self-reflection of coaching sessions and as preparation for intervision and peer coaching sessions),
- as an independent method for persons who want to experience coaching on a non-binding level first, for those who do not want to share their challenges with others or are simply curious about the process behind in either way it can be on specific topics or universal,
- as practice to learn the process for becoming coaches in coaching training,
- as an intervention for sustainability of training,
- as a showcase of the process, to make it more transparent for the client,

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[21] Klaus Mücke, *Probleme und Lösungen, Systemische Beratung und Psychotherapie – ein pragmatischer Ansatz, Lehr- und Lernbuch*, Postdam, Klaus Mücke ÖkoSysteme, 2003, 402.

[22] "[...] die Musterzustandsänderung allein, ohne restlichen Coaching-Prozess, [reicht mir schon aus] um motivierter an die Lösung eines Problems zu gehen [...]" [German original text]

[23] Wolf, *Musterzustandsänderung*.

- as a possibility to research the process of coaching (to lessen confounding variable).

Either way being able to self-coach is an essential skill that should be gained as result of regular coaching to be able to help oneself in challenging times[24].

A short introduction or training together with the self-coaching offering is highly recommended, since coaching is meant to be a transparent process and the coaching terminology is sometimes not clear to everyone.

Coaching without a coach is possible to a certain extent and with the precondition that the self-coaching practitioner is either trained in coaching or using a self-coaching tool or guideline with explicit explanations on the process. It is very useful as "first aid" for clients and for structuring oneself before getting professional help. An advantage in having an app is that the mobile device is always there and with it the solutions and next steps as a reminder.

Outlook

The study on self-e-coaching is still in progress and needs to be finished to have final results which will include the effect of the app on self-reflection, self-efficacy and a deeper analysis on possible topics and maybe types of users.

The experiences and results will influence decisions that will be made when creating a self-e-coaching tool and a peer coaching facilitation tool for the European research project EmployID[25] and the work related to the coflection concept of EmployID, which is a variable combination of peer coaching and collaborative reflection activities[26]. One possible way to research on interventions of the change of pattern state would be in coflection.

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[24] Siegfried Greif, *Coaching und ergebnisorientierte Selbstreflexion, Theorie, Forschung und Praxis des Einzel- und Gruppencoachings,* Göttingen, Hogrefe Verlag, 2008, 67.

[25] EmployID, http://employid.eu/, accessed 31 July 2015. [project website]

[26] Michael Prilla – Carmen Wolf, Coflection – Combining Mutual Support and Facilitation in Technology Enhanced Learning, in Gránne Conole – Tomaž Klobučar – Christoph Rensing – Johannes Konert – Élise Lavoué (eds.), *Design for Teaching and Learning in a Networked World. 10th European Conference on Technology Enhanced Learning, EC-TEL 2015, Toledo, Spain, September 15–18, 2015, Proceedings,* Springer International Publishing, 2015, 282–296.

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27 Requests can be sent by email to the author.

USING THE MICRO-LEVEL PERSPECTIVE OF CONVERSATION ANALYSIS TO IMPROVE COMMUNICATION IN SUPERVISION

YASMIN AKSU

ABSTRACT

This paper outlines the self-concept and functions of one-on-one supervision in Germany – which is called for by traditional clientele like therapists and social workers as well as by managerial staff – and describes how conversation analysis can help clarify vital communication strategies such as supporting the supervisee's problem description and then steering the conversation from free self-expression to a 'supervisable' concern. It presents two exemplary excerpts from audio-taped authentic one-on-one supervision sessions which are part of a larger corpus compiled and investigated using conversation analytical methods and concludes with an overview of the most wide-spread strategies employed by supervisors and supervisees.

ONE-ON-ONE SUPERVISION IN GERMANY

As with many other countries, supervision looks back on a long history in Germany. In recent years, however, there have been certain changes: Supervisors have been increasingly successful in winning supervisees from fields outside of their traditional target groups in psychotherapy, medicine, counselling, social work etc., targeting for instance business management staff. In Germany supervision is being showcased as an attractive alternative or addition to 'coaching' (loosely defined as a specific type of conversation between a professional coach and a coachee held "to enhance performance, professional or personal development, psychological and subjective well-being, and general life experience"[1]) for everybody in the professional world.

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[1] Anthony M. Grant, *Workplace, Executive and Life Coaching: An Annotated Bibliography from the Behavioural Science and Business Literature*, Coaching Psychology Unit, University of Sydney, Australia, 2009, 1, www.coachfederation.org/files/includes/docs/110-Coaching-Biographies-%28GRANT%29.pdf, accessed 24 April 2016.

Moreover, the German term 'supervision' – as it is used in this paper – usually comes without any specification of field, such as 'clinical' or 'counseling'. In English the term 'supervision' alone would suggest a relationship between an employee and his/her superior with a focus on leading, giving instructions, evaluating the employee's performance, and the like, while in German the term 'supervision' is used only to describe the specific counseling format that is referred to in this article.

The Deutsche Gesellschaft für Supervision (DGSv, 'German Association for Supervision') views supervision as a "scientifically established and practice-oriented concept that is bound by ethics and used for counseling/consulting individuals and organizations in work environments"[2] and that "addresses questions, problems, areas of concern, conflicts and example cases of everyday professional life."[3] The functions and purposes of supervision are supposed to increase self-reflection, relieve tension and pressure, and decrease burnout risks by dealing with and actively solving intrapersonal and interpersonal conflicts. Particularly the requirement of problem solving is quite controversial, since most supervisors do not view themselves as paid problem-solvers but as assistants in highlighting problems and the factors in their developments. On the same note, stemming from the humanistic, emancipatory psychoanalytic/psychotherapeutic movement of the mid-20th century[4] which strongly influenced all 'helping professions' in Germany, there is a general and quite explicit agreement that supervision is supposed to be socio-critical, taking into account adverse workplace conditions according to systemic points of view. It is also supposed to be loyal to the client's goals and not the organization's goals (of performance enhancement or increased productivity) and to be particularly closely tied to academic research, i.e. to research on supervision, psychotherapy and coaching.[5]

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[2] "Supervision ist ein wissenschaftlich fundiertes, praxisorientiertes und ethisch gebundenes Konzept für personen- und organisationsbezogene Beratung in der Arbeitswelt." (Jörg Fellermann – Annette Lentze – Manfred Leppers, *Supervision, Ein Beitrag zur Qualifizierung beruflicher Arbeit,* Deutsche Gesellschaft für Supervision e.V. (ed.), Köln, 2012, 8.)

[3] "In der Supervision werden Fragen, Problemfelder, Konflikte und Fallbeispiele aus dem beruflichen Alltag thematisiert." Ibid., 8.

[4] Cf. Carl Rogers, *Client-Centered Therapy,* Cambridge Massachusetts, The Riverside Press, 1951.

[5] Cf. Adrian Gaertner, *Gruppensupervision. Theoriegeschichtliche und fallanalytische Untersuchungen,* Tübingen, Edition Diskord, 1999.

SUPERVISORS IN A CHALLENGING POSITION

So nowadays, supervisors in Germany are finding themselves in a challenging position: Because of their different target groups, they are open to all kinds of problems and issues a supervisee might want to address; at the same time they are required to do supervision, not psychotherapy, nor train the supervisee; and while openness is a vital part of supervision, they cannot just let the conversation flow but need to crystallize a 'supervisable' problem (or help the supervisee crystallize it).

Regarding the different process types, one-on-one supervision can be *Regelsupervision* ('regular supervision'), meaning it is provided on a regular basis independently of an actual/current concern or issue, or another type can be a shorter process of three to eight or ten sessions that is called for in difficult workplace situations. This paper focuses on the latter sub-type: A supervisee asks for support in a challenging workplace situation. From the onset, the process is designed to comprise a specific number of sessions, which usually take place at the supervisor's office. Generally, the process starts with a telephone conversation during which both interactants briefly speak about the supervisee's concern, a suitable design for the prospective process, and the contract. One session usually lasts 60–90 minutes and is based on conversations, plus occasional visualizations or other methods. The sessions are paid for either by the supervisee's employer or the supervisee him-/herself.

WHAT IS CONVERSATION ANALYSIS AND HOW CAN IT BE USEFUL IN INVESTIGATING SUPERVISION?

The use of language in one-on-one supervision has not been investigated thoroughly yet. This leaves a gap in how the supervision process works: How do we know which interventions are effective? Which conversational patterns can be found? For this purpose, the most applicable and most detail-oriented methodology is provided by conversation analysis (CA). Based on the German 'spoken-language research'[6] and on the CA developed in the U.S. in the early 1970s,[7] today CA in Germany investigates transcribed audio recordings

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[6] For a detailed account see Johannes Schwitalla, Gesprochene-Sprache-Forschung und ihre Entwicklung zu einer Gesprächsanalyse, in Klaus Brinker – Gerd Antos – Wolfgang Heinemann – Sven F. Sager (eds.), *Text- und Gesprächslinguistik*, Vol. 2, Berlin, Mouton de Gruyter, 2001, 896–902.

[7] The most influential early work was Harvey Sacks – Emanuel A. Schegloff – Gail Jefferson, A simplest systematics for the organisation of turn-taking for conversation, *Language*, 50, 1974,

(sometimes videos) of authentic conversations[8] in different contexts, like schools and classrooms, companies, hospitals, doctors' offices, law offices, or even family dinner tables, aiming to identify communicative tasks and forms and functions of micro behavior.[9]

For this purpose, the transcripts are extremely detailed, including short pauses and lexicalized and non-lexicalized discourse particles like "also" ("well"), filling activity like "ähm" ("erm"), tag elements like "oder?" ("right?"), backchanneling (listener responses) like "hmhm", turn-claiming behavior like "ja ja, verstehe" ("yeah yeah, I see") as well as interruptions and break-offs, corrections, simultaneous speaking etc. Communication in general is seen as characterized by its constitutivity (meaning that communication is interactively constituted), interactivity (meaning that the participants continuously coordinate their contributions and perspectives), processuality (meaning communication evolves over time, with the exact outcome not known from the start), pragmaticity (meaning the participants interactively work on their shared and individual goals) and methodicity (meaning the participants apply socio-culturally shared practices).[10] Thus, CA is able to track how interactants shape their respective roles and their social world.

THE DATA BASE

In order to close the above-mentioned gap, I compiled a corpus of 14 one-on-one supervision sessions audio-recorded in 2010/2011 as a data base for a PhD thesis in linguistics. This corpus comprises four supervision processes conducted by two female supervisors with two and three different clients respectively. Until now, it is the only German-language corpus of one-on-one supervision audio records (not least because it is immensely difficult to gain the consent of all the participants in this sensitive field).

696–735.; for a detailed account of the development of CA see Paul Drew – John Heritage, *Talk at work, Interaction in institutional settings,* Cambridge, New York, Cambridge University Press, 1992.

[8] This means conversations which would have taken place in any case and have not been set up for the sake of being recorded for a research project.

[9] For descriptions of the background and program of CA see Drew – Heritage, *Talk at work;* Jörg Bergmann, Das Konzept der Konversationsanalyse, in Klaus Brinker – Gerd Antos – Wolfgang Heinemann – Sven F. Sager (eds.), *Text- und Gesprächslinguistik,* Vol. 2, Berlin, Mouton de Gruyter, 2001, 919–926.; Klaus Brinker, – Sven F. Sager, *Linguistische Gesprächsanalyse, Eine Einführung,* Berlin, Erich Schmidt Verlag, *Grundlagen der Germanistik,* 2010.

[10] Arnulf Deppermann, *Gespräche analysieren, Eine Einführung,* Wiesbaden, VS Verlag für Sozialwissenschaften, Qualitative Sozialforschung, 2008.

Of these conversations I have transcribed one complete session and many long extracts from the others (for the transcription conventions see the appendix) and examined them to answer the following questions: Which topics are being discussed, and how complex are they really? Which communicative tasks do supervisors and supervisees perform? How do the interactants construct their roles and 'keep their faces', particularly when in their everyday life they are professionals in similar fields? And are there specific conversational practices that promote self-reflection etc. on the part of the supervisee in the sense of the above-mentioned self-concept of supervision, or on the contrary: that lead to communicative hitches? Are the systematic conflicts or paradoxes outlined in chapter 1) visible on the surface of the conversation, and can they be explained by the above-mentioned circumstances?

In this article I would like to take a closer look at one prominent conflict that emerges from the recordings that seems to be typical of one-on-one supervision and probably of counselling in general: How to allow the supervisee to take time to express herself, her problem(s), her feelings etc. while ensuring a workable basis for the unfolding process.

TRANSCRIPT #1:
PROBLEM DESCRIPTION, EMPATHY, AND UNDERSTANDING

For a first insight the following excerpt shows a classic example of a demonstration of empathy and understanding by the supervisor (SR) while the supervisee (SE) is describing her problem. In this case SE is the new head of a daycare center and up to this moment has given information mostly on herself and her workplace situation.

[1]

	0 [11:48.3]	1 [11:49.9]
SE [v]	aber DAS ist nicht jetzt das problem.=	=mein MEIN problem/ jetzt komm ich zu
SE [vE]	but this is not the problem now.=	=my MY problem/ now I'm moving on to my problem,

[2]

	..	2 [11:51.7]	3 [11:52.4]	4 [11:57.0]
SE [v]	meinem problem,	ja,	((ea)) ähmm • • • es ist so dass ähm/ (1.4)	es gibt ne
SE [vE]		yeah,	((inhales)) um • • • the fact of the matter is that um/ (1.4)	there is a

[3]

	5 [12:07.1]
SE [v]	gruppe von mitarbeitern unter den neunzehn • • die ähmmm (5) ((ea)) die einerseits/
SE [vE]	group of staff members among these nineteen • • who um m m (5) ((inhales) who on the one

[4]

	6 [12:10.1*]
SE [v]	die WOLLEN gerne die veränderung;= =aber eben wenn es um veränderung dann
SE [vE]	hand/ they WANT PTCL the change,= =but when it is about change then,

[5]

	7 [12:12.5]	8 [12:16.6]	9 [12:17.5*]
SR [v]		wasch mir den PELZ,=	=aber mach mich
SR [vE]		Let me have my cake and eat it, too.	
SE [v]	GEHT,	dann • sind sie • ähm (1.2) jaa;	
SE [vE]	then • they are • um (1,2) yeah;		

[6]

	10 [12:18.7]	11 [12:20.7]	12 [12:21.5]
SR [v]	nicht NASS.		die wollen dass es ANders
SR [vE]		they want it to change,	
SE [v]	jaa jaa=also die wollen dann DOCH nicht.	((ea)) so.	
SE [vE]	yeah, yeah, PTCL then they don't want it after all.	((inhales)) • • like that. • •	

[7]

	13 [12:22.2]	14 [12:23.6]	15 [12:23.9]	16 [12:24.4]
SR [v]	ist, aber die wollen sich nicht verÄNdern.		hm.	
SR [vE]	but they don't want to change themselves.			
SE [v]	ja. • nicht s/	genau.	((ea))	unnd • es ist so dass die
SE [vE]	yes. • not/	exactly.	((inhales))	annd the fact of the matter is

SE is having difficulties wording her problem; she breaks off her utterance (line #1) and starts another one ("yes", line #2) but inhales before inserting a filler ("umm", ibd.) and, after that, a meaningless sentence starter followed by another filler ("um", ibd.) after which she breaks the utterance off again. The filling activity and break-offs in line #3 and #5 underline her difficulties.

Her hesitation in lines 1-2 could be a structural marker with the purpose of highlighting the topics up to now as rather irrelevant and the now impending problem description as the truly vital part; as a whole it could be a kind of filling activity that gives her more time to choose formulations she finds appropriate. In that sense, SE's hesitation seems to be rooted in cautiousness with the attributions and ascriptions she is going to make. More precisely, SE is hesitant to state that she views certain members of her staff as hypocritical and unmotivated to the point of laziness (a view which she implies more obviously later on).

The entire time SR is merely listening, not providing any audible backchanneling. (She is probably showing her attention non-verbally.) Also, during the 1.4 sec pause (line #2) and the remarkably long 5 sec pause (line #3), SR does not claim the turn. But apparently she notices SE's difficulties, because after SE has finally hinted at the problem and then broken off her utterance yet again, SR makes use of SE's fading utterance by offering a metaphorical German proverb which is colloquial and widely used, providing easy cognitive access. Thus, she paraphrases SE's description, which SE in turn ratifies. When SE strongly agrees (line #6), SR offers another one which is also confirmed by SE. At this point, SR seems to adopt SE's point of view and explore it in a supportive manner instead of asking ancillary questions (cf. Heritage on ancillary questions as a "resource for declining empathic affiliation with the position taken by the teller", 2011: 168).

SE escalates her agreement from "yeah, yeah" (line #6) to "exactly" (line #7) which is a strong indicator of how successfully SR has shown understanding of the content of SE's message as well as loyalty to SE's point of view while not intruding into SE's turn, i. e. her right to presenting whatever is weighing on her mind in her own words.

In lines #6 ("They want" / "Like that") and line #7 ("Hm" / "Exactly") there are two good examples of how particularly short and affirmative simultaneous speaking can be a sign of cooperation and consent, i. e. of rapport.

TRANSCRIPT # 2: WORDING SE's CONCERN

In a second step, the participants have to agree on a shared view of what exactly is to be the topic of the supervision session / process, that is, which problem and which concern is to be discussed. In the following excerpt, SE has been describing her workplace situation, conflicts with colleagues, her decreasing

ability to cope with the job demands and how things used to be much better in the past.

[1]

0 [30:10.0]		1 [30:12.8]	2 [30:13.5]
SR [v]	also ist doch die FRAge wie können sie da wieder HINkommen. ((ea))		ne,
SR [vE]	so the question is how can you go back there. ((inhales))		right,
SE [v]		hm̀	

[2]

	3 [30:13.9]	4 [30:15.1]	5 [30:15.8]	6 [30:16.8]
SR [v]		sie haben ja,	also sie haben ja,	em m m das is schon • n länger
SR [vE]		you have PTCL,	well you have PTLC,	um m m it's been • n a while;=
SE [v]	das is RICHtig;	(das gefühl)	(xx)	
SE [vE]	that is correct;	(the feeling)		

SR uses an assertion, presenting the "question" she formulates as deduced from SE's information (cf. Deppermann/Helmer 2013 on the German *also* as a signal for intersubjective inferences). The question itself comes without an addressee, so that the steps necessary to obtain an answer seem to be not yet defined. SE agrees with the formulation of the concern (line #1, "hm"); her non-lexicalized agreement seems to be too weak, though, because SR adds a late tag element (line #1, "right"). As a reaction, SE offers a complete sentence to underline her unreserved agreement (line #2, "that is correct"), which is on the one hand a form of acknowledging and repairing her seemingly insufficient first reaction. This is a hint at a student-teacher-relationship which seems to be not uncommon in one-on-one supervision. On the other hand, through this decidedly positive judgement SE demonstrates how she is adopting this other-formulated concern.

All in all, formulating the supervisee's concern while presenting it as a deduction from the supervisee's own statements can lead the conversation into the desired direction, but there is one caveat: It carries the danger of misinterpreting and / or "steamrolling" the supervisee who might not be courageous enough to openly contradict because of her understanding of her role as a supervisee. This danger is particularly grave if a student-teacher-relationship – however implicit or adumbrated – has formed.

Communication Strategies of Supervisors
and Supervisees: Complete Summary

As can be seen from the transcript analysis provided by my PhD thesis, it is clear that of all communicative tasks of the supervisors, demonstrating openness and cognitive as well as emotional understanding are among the most vital, as is making the supervisees feel secure in taking their turn in the conversation. Supervisors tackle these tasks mainly through

- inviting SE to take over the turn, sometimes even using incomplete phrases to do so,
- the acceptance of interruptions; they readily give the turn up,
- a preference for the unobtrusive, non-lexical "hm" as back channel signal,
- the invitation of speaker continuation by maintaining long pauses,
- the support of SE's utterances: SRs offer metaphors, rewordings, etc.

At the same time, the paradox of having to be open but also structuring the conversation and making the supervisee's problem "supervisable" is dealt with using the following resources:

- After SE's presentation of the problem, oftentimes SR words SE's goal, need, and / or concern, thus
  - signaling understanding while giving SE the opportunity to correct,
  - showing their diagnostic competencies,
  - making sure the goal / need / concern can be worked with and met in and through supervision,
  - clearing the way for "solution talk" instead of "problem talk" (depending on the formulation used).
- SRs sometimes de-topicalize private emotions, or at least they make them part of the workplace problem, thus omitting non-professional issues that firstly supervision is not competent to address, and that also would go beyond the scope of what can be worked on in a (limited) process.
- SRs often implicitly steer the conversation towards SE's options to actively and concretely influence or improve the situation.
- SRs also develop suggestions that build upon these options.

Supervisees either accept the supervisor's strategies, or they (secretly) try to 'push their own agenda':

- They take up SR's suggestions in an only formally responsive manner, i. e. agree with them, but then de-topicalize or even contradict them.
- They steer back to the problem presentation, oftentimes including dramatizing metaphors or stressing strong negative feelings.

- They develop completely different ideas without introducing them as digressing.
- They stop providing audible back channeling and/or do not take up the turn.

Interestingly, supervisees in the investigated sessions show a strong tendency to not *openly* refuse the supervisor's ideas. That makes it important for supervisors to be able to recognize the implicit strategies of refusal.[11]

Conclusion

From the transcript analyses above it has become evident that unobtrusive backchanneling, short paraphrases and metaphors, colloquial language (in moderate use), and refraining from asking ancillary questions too early seems to be fruitfully supporting the supervisee, thus creating a trusting atmosphere. This atmosphere can be inferred from small signals sent by the supervisee, like strong confirmations ("exactly!") or, on the contrary, the lack of reactions. In addition, for a supervisor it is useful to be able to identify dissent by paying attention to escalations (with an underlying message along the lines of "it was really *bad*, and your suggestions do not address the issue appropriately") or de-escalations (underlying message e. g. "no, no, it wasn't that bad, let's go into a different direction"). In any case, for a supervisor – or any counselor, in fact – who is willing to pay attention to these patterns during their sessions, it is a good idea to start with only of them in order to keep control and benefit as much as possible.

Transcription Conventions

.	falling tone
?	rising tone
,	slightly rising / steady tone
hm̌	falling-rising tone
hm̄	steady tone
hm̀	falling tone
•	pause (ca. ¼ sec)
• •	pause (ca. ½ sec)

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[11] These strategies are detailed in Yasmin Aksu, *Kontext, Selbstverständnis und Gesprächsrealität der Einzelsupervision, Eine gesprächsanalytische Untersuchung*, in prep.

• • •	pause (ca. ¾ -1 sec)
((1,5s))	pause (measured)
=	attachment of the following utterance without a gap
NEver	stress
nooo	prolongation
((inhales))	inhales
((exhales))	exhales
hav/ had	self-interruption, break-off, reparation
( )	hardly audible, assumed utterance
(( ))	not audible
PTCL	particle
ART	article
GRAMM REP	grammatical reparation
REFL	reflexive pronoun
ACC PRO	accusative pronoun

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Prof. Dr. Anton Pelinka, political science and nationalism studies, Central European University of Budapest, former professor of political science at the University of Innsbruck, Austria, where he was dean of the Faculty of Political Science and Sociology (2004 and 2006). He has been a visiting professor at many universities abroad: 1977 at the Jawaharlal Nehru University in New-Delhi, 1981 at University of New Orleans, 1997 at the Stanford University, 2001- 2002 at the University of Michigan in Ann Arbor, 1990 -1991 at Harvard University. In 1994 he stayed at the Collegium Budapest for the purpose of research.

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Dr. Elmar Schwedhelm, manager of a company and consultant for 3-o-consulting. Focus areas of consulting: Career and development, team-development on the basis of video-interaction-analysis (VIA). Internet: www.3-o-consulting.com.

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