



Coach Supervisor Accreditation

Competency Framework



Together we are **Reshaping** the world

one **Coaching Conversation** at a time



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Introduction

We are delighted to announce the launch of the Universal Coaching Alliance (UCA) Coach Supervision Accreditation scheme. It is designed to align with our core purposes of championing rigorous standards in the coaching community while ensuring accessibility to accreditation for all supervisors.

Coach supervision accreditation is not just a validation of our competence, but a testament to our personal growth and commitment to the coaching profession. It ensures we possess the necessary skills, knowledge, and ethical standards to guide and support other coaches in their professional development. Accreditation enhances our reputation as credible supervisors and demonstrates our commitment to continual improvement in this crucial aspect of the coaching profession. It assures both coaches and organisations that we offer a high level of expertise, helping to maintain the quality and ethical integrity of coaching practices across the field.

Accreditation is crucial for coaching because it elevates the industry's overall quality and credibility. It establishes a standardised framework for coaching practices, ensuring ethical conduct and consistent high standards across the board. It promotes trust among clients, organisations, and the broader public, which, in turn, encourages the wider adoption of coaching as a valuable development tool. By adhering to accreditation standards, we collectively promote the legitimacy and effectiveness of coaching, ultimately advancing the profession and its positive impact on individuals and organisations.

Developmental Focus: The accreditation scheme is intended to be a developmental activity that allows supervisors to reflect and consider their approach to supervision when working with supervisees.

Professional Rigour: The accreditation scheme enables you to benchmark yourself against the highest professional standards, reassuring supervisees of your skills and capabilities. As such, it is focused on a practical approach or professional rigour and not an overly academic approach. We value wisdom from experience in supervision, and therefore, it is a requirement for a supervisor to have at least 750 coaching hours of

experience as a professional coach in their field before applying for UCA supervisor accreditation.

Relevance: With a range of levels and accreditation specialisms, UCA accreditation ensures you access rigorous accreditation pathways that match your needs.

Inclusivity: Our accreditation scheme is designed to embrace diversity. We welcome supervisors who are experienced coaches from a wide range of backgrounds, experiences, and training routes, and we recognize the unique perspectives and contributions they bring to the field of supervision.

Professional Development: A supervisor should lead by example and be committed to their own personal and professional development.

1.0 Professional Context

Adhering to ethical, legal, and professional standards within a set of lends credibility to a coach supervisor's expertise and experience, ensuring that coaches are more likely to trust and work with the coach supervisor. In a broader context, a commitment to ethical, legal, and professional standards contributes to building a positive reputation for the coach supervisor within their field and increasing the coaching profession's credibility.

1.1 Ethical Practice

Professionalism is closely tied to ethical conduct. Coach supervisors must uphold ethical standards to ensure their supervisees' well-being and best interests. A Coach supervisor's professional approach reinforces this commitment to ethical behaviour.

Performance Indicators

- Follows the UCA code of professional conduct.
- Follows the Global Code of Ethics for Coaches & Mentors.
- Follows the legal regulations of the nation where the coaching supervision occurs and the client-coach works, whichever is more relevant and stricter.
- Keeps client and supervisee information private and confidential, according to stakeholder contracts and relevant laws and regulations of the nation where the coaching supervision occurs.
- Is aware of the boundaries of their experience and capability, referring a supervisee to another professional as appropriate to better meet their needs.

1.2 Authenticity and Integrity

Authenticity and integrity are the cornerstones of trust-building. Clients are more likely to trust a coach supervisor who is genuine, honest, and consistent in their actions and words. Authenticity ensures that the supervision process focuses on the supervisee's needs and goals rather than the supervisor's agenda. This supervisee-centred approach is essential for fostering meaningful growth and development.

Performance Indicators

- Acts ethically and with the highest integrity, in a manner that is true to themselves, their vision, and values as they take actions aligned with their supervisory purpose and the Global Code of Ethics for Coaches & Mentors.
- Shows personal honesty and integrity in dealings with supervisees and other relevant stakeholders.
- Is both aware of and acts in a manner that maintains the distinction between coach supervision and other support professions, such as consulting and psychotherapy.

1.3 Reflective Practice and Supervision

Reflective practice enables coaches to learn from successful and challenging coaching sessions, gaining insights that inform their future approaches. Reflective practice and supervision are vital for a coach's growth, effectiveness, and ethical conduct. Enabling coaches to deepen their self-awareness, refine their skills, and provide the best possible support for their clients while upholding professional standards.

Performance Indicators

- Actively participates in regular supervision, seeking to reflect on and improve their supervisory practice.
- Acts on own critical reflection to improve supervisory practice.
- Regularly requests supervisee feedback and appropriately acts upon it to improve supervisory practice.

1.4 Professional Development

Continual professional development is essential for coach supervisors due to the rapidly evolving nature of the coaching field and the dynamic challenges their supervisees face. In

an area where effectiveness depends on the coach supervisor's ability to guide supervisees through complex challenges, ongoing professional development is not just beneficial—it's crucial. It ensures that coach supervisors remain competent, relevant, and capable of providing valuable support in an ever-changing world.

Performance Indicators

- Actively plans for and participates in Continuous Coach Development (CCD) activities.
- Actively implements learning from CCD to professional supervisory practice.

2.0 Establishing the Supervisory Relationship

Establishing the supervisory relationship is a foundational step for a coach supervisor, as it sets the tone, expectations, and boundaries for the supervisory engagement. It promotes transparency, trust, and alignment between the coach supervisor and the supervisee, leading to more meaningful and impactful supervisory outcomes. The agreement must cover both the overall supervisory engagement and the individual sessions.

2.1 Contracting: Supervisory Agreement and Outcomes

Establishing a supervisory agreement and outcomes is paramount for an effective supervisory relationship, as a clearly established supervisory agreement and outcomes form the backbone of a successful supervisory engagement. They provide a roadmap, a framework for accountability, and a shared vision for the supervisee's growth and development. Ultimately, they contribute to a positive supervisory experience and meaningful results.

Performance Indicators

- Clearly explains coach supervision and how it differs from other support professions (such as consulting or psychotherapy), describing the supervisory

process, supervision models, and unique approach to the supervisee or other relevant stakeholders.

- Partners with the supervisee to co-create a supervision plan and clear, measurable goals alongside working with the client to support them in achieving their professional development goals and aspirations.
- Partners with the supervisee to make a formal agreement that addresses issues such as fees and payment; scheduling, frequency, and duration of sessions; monitoring and reporting of sessions and progress; and confidentiality.

2.2 Co-Creating the Relationship: Building Rapport and Trust

Building rapport and trust is at the heart of effective coach supervision. It creates an environment where supervisees can explore, learn, and grow while feeling fully supported and understood. Coach supervisors who prioritise these qualities lay the groundwork for successful supervisory engagements that lead to lasting positive change.

Performance Indicators

- Creates a strong connection of rapport and trust to foster open, honest, and transparent communication with the supervisee.
- Seeks to understand the supervisee's context, experiences, values, and beliefs. Treating the supervisee with respect and dignity and modifying the supervisory experience as appropriate to take account of these considerations.
- Accepting the supervisee 'as is', showing optimism, and encouraging self-belief built upon a foundation of belief in the supervisee's potential and capability as a coach.
- Recognises and values the supervisee's distinctive strengths, capabilities, perspectives, and contributions in the supervisory process.
- Displays care, compassion, and interest for the supervisee and encourages the supervisee's sharing of emotions, views, worries, beliefs, and ideas in the supervisory process.
- Demonstrates openness and honesty as a way to reveal vulnerability and create trust with the supervisee.

2.3 Stakeholders and the Wider Supervisory Environment

Considering wider stakeholders in the coaching relationship is essential for coach supervisors, due to the complex and interconnected nature of the environment in which their clients exist, and the focus on providing effective coaching for the supervisee's clients. Coach supervisors must provide comprehensive and practical guidance considering the wider context, interpersonal dynamics, and the broader impact of their supervisee's actions, focusing on the effectiveness of the supervisee's coaching interactions. This approach results in coach supervision that is not only individually transformative, but also contributes positively to the supervisee's coaching interactions.

Performance Indicators

- Establishes clear roles, responsibilities, and boundaries between stakeholders, including the supervisor and supervisee.
- Empowers the supervisee to reflect on the most effective ways to support their clients while considering the wider coaching environment.

3.0 Facilitating the Supervisory Conversation

Coach supervisors navigate complex landscapes, recognising the impact beyond individual development. A holistic perspective includes the broader context, interpersonal dynamics, and ripple effects of the supervisee's actions. Coach supervisors serve as catalysts for personal transformation and positive community impact, emphasising the need for comprehensive guidance in facilitating coach supervision conversations within multifaceted environments.

3.1 Professional Presence

Remaining present during the supervisory conversation is pivotal for establishing a solid supervisor-supervisee relationship, fostering trust, and facilitating deep exploration and growth. A present supervisor enhances the coaching experience and helps the supervisee uncover meaningful insights and achieve their professional goals more effectively.

Remaining present allows the supervisor to adapt their approach in real-time. Supervisors can respond to the supervisee's evolving thoughts and feelings, making the supervisory process more dynamic and effective.

Performance Indicators

- Remains focused on the supervisee's agenda and agreed goals, ensuring that the supervisory process produces the best possible outcomes for the supervisee and their coaching clients.
- Remains 'in the moment, paying close attention to the supervisee', staying purposefully engaged, and acting flexibly to help them achieve their desired outcomes.
- Confident in working with strong supervisee emotions whilst maintaining personal emotional control to facilitate effective supervisory conversations.
- Remains aligned with personal supervisory approach and values whilst respecting the supervisee's values.

3.2 Communication Excellence

Excellent communication promotes trust between the supervisor and the supervisee, ensuring that supervisees feel more encouraged to share openly and honestly about their challenges and goals. Trustful and respectful communication keeps supervisees engaged and invested in the supervisory conversation. They are more likely to participate in supervisory conversations and implement learning into their own coaching practice.

Performance Indicators

- Engages in dialogue that is collaborative, respectful, and constructive.
- Clear and confident in communication, using plain, easy-to-understand language that moves the supervisee towards their goals in a manner that builds credibility and trust.
- Tailors communication style and language in response to the supervisee's needs and desired outcomes.
- Effectively uses non-verbal cues, such as eye contact, gestures, and posture to convey confidence and presence.
- Holds space safely for the supervisee to explore the nuances of their coaching relationships.
- Understands how differences (cultural, age, race, gender, sexuality, neurodiversity) enrich a coaching conversation and how to surface and manage those differences sensitively and positively for the supervisee. Bringing to the foreground any

potential biases that may be in play in the coach's thought process or behaviour and raise the matter sensitively and productively.

3.3 Raising Awareness

Raising awareness during supervisory conversations is critical for supervisors due to its transformative impact on the supervisee and the overall supervisory process. It enables supervisees to uncover insights, overcome limitations, and make informed choices, enhancing personal and professional effectiveness. Supervisors who facilitate awareness contribute to their supervisees' lasting transformation and success.

Performance Indicators

- Effectively consider the supervisee's background and experiences when choosing strategies to raise awareness and modify the supervisory approach as appropriate.
- Structure questions to raise the supervisee's self-awareness, challenge assumptions and facilitate learning to support the supervisee in achieving their goals.
- Support the supervisee in noticing themes and patterns of behaviour, emotions, thinking, and other areas as they emerge across sessions and appropriately support the supervisee in shifting perception or reframe perspectives to achieve their goals.
- Notice themes and patterns in supervisee behaviour and emotions as they emerge across sessions and appropriately adapt the supervisory process to ensure the best possible coaching outcomes for the supervisee and their client.
- Non-judgmentally, share feedback, observations, insights, and feelings that can create learning and support the supervisee in generating options. Accepting the supervisee's right to act or not.
- Encourages the supervisee to take a systems view of their coaching relationships, broadening the supervisee's view of their and their client's contributions in the system.
- Challenges the supervisee to consider the broader and deeper ethical implications of their own or a client's actions.
- Supports the supervisee in navigating ethical or moral issues within appropriate professional frameworks.

3.4 Supervisee Skills Development

Encouraging reflective practice is crucial. A Coach Supervisor helps coaches analyse their coaching sessions, identify areas for improvement, and recognise their strengths. This

self-awareness promotes continual learning and growth, enhancing coaching effectiveness as the supervisees actively improve their coaching skills and implement lessons learned in their coaching practice.

Performance Indicators

- Effectively supports the supervisee to master coaching theories, models, and techniques.
- Effectively supports the supervisee in assessing and addressing a wide range of coaching scenarios.
- Brings to the supervisee's attention potential blind spots or limiting beliefs, which may reduce progress in developing as a coach.
- Effectively supports the supervisee to develop a deeper understanding and use of skills associated with psychological mindedness, particularly:
 - Cultivating self-awareness and Reflection.
 - Understanding Client Dynamics.
 - Effective Feedback and Guidance.
 - Identifying Patterns and Themes.
 - Navigating Complex Emotions.
 - Facilitating Insight and Growth.
 - Cultivating Empathy.

3.5 Supervisee Wellbeing

Supporting the wellbeing of a coach is paramount in coach supervision as it directly influences the quality and effectiveness of coaching relationships and outcomes. When coaches feel emotionally and mentally supported, they are better equipped to manage the inherent challenges of coaching, such as dealing with supervisees' issues, handling potential emotional situations, and addressing complex client dynamics. A coach with good wellbeing is more likely to stay engaged, motivated, and focused, which ultimately translates into higher-quality coaching sessions and a more significant positive impact on clients.

Performance Indicators

- Effectively promote self-care, encouraging coaches to prioritise self-care practices to manage stress and maintain work-life balance. Discussing strategies for managing their own emotional reactions to challenging coaching situations.

- Effectively use regular check-in with coaches to provide a space for them to discuss their experiences, challenges, and personal wellbeing. Offering empathetic support and care as appropriate.
- Recommending mindfulness or stress-management techniques that can benefit coaches personally and professionally.
- Modelling well-being as they lead by example, demonstrating healthy work-life boundaries, and showing how to effectively manage the demands of coaching interaction.
- Encouraging coaches to integrate well-being practices into their coaching routines, thus reinforcing their importance in the coaching profession.

4.0 Maintaining Forward Momentum

Maintaining momentum in the supervisory relationship is essential for driving consistent progress, keeping supervisees motivated, and achieving sustained growth. Coach supervisors who prioritise momentum create an environment of continual improvement, enabling supervisees to realise their full potential and meet their professional goals.

4.1 Challenge and Support

When the right balance of challenge and support is struck, coach supervision becomes transformative and sustainable. This approach empowers supervisees, promotes growth, and creates a powerful and dynamic supervisory environment. It also contributes to holistic development as supervisees acquire new skills and develop resilience and adaptability.

Performance Indicators

- Use challenge and support to help the supervisee generate options to develop within their role and avoid collusion with coaches as they face challenges that potentially block their progress.
- Openly and honestly tackle difficult conversations, supporting the supervisee to explore what is working or challenging lack of progress or motivation to help their client maintain momentum in the coaching relationship.

- Regularly check, acknowledge, and appropriately celebrate the supervisee's progress and achievements.
- Discourage dependency or over-reliance on the supervisory relationship as the supervisee develops greater resilience and the ability to self-supervise.

4.2 Crafting Strategies and Actions

Coach supervisors play a pivotal role in crafting effective strategies and actions. This not only transforms insights and goals into practical steps but also provides supervisees with direction, focus, and a clear path to success. When coach supervisors excel in this area, they empower supervisees to take meaningful action and achieve lasting transformation.

Performance Indicators

- Partner with supervisees to design, build and deploy appropriate coach supervision supports and strategies to help them achieve their goals and aspirations.
- Encourage the supervisee to engage in between session tasks and self-learning opportunities. Recognising the supervisee's autonomy in designing goals, actions and accountability or commitment for follow-through.
- Provide support for the supervisee to accomplish between-session tasks, try new ways of working, and implement new behaviours. Encouraging the supervisee to seek help from others in achieving their goals.
- Support the supervisee in reflecting on learning and the insights engaged from supervision activities, planning clear action steps, and amending goals as appropriate in the light of real-world experiences.

5.0 Transitions and Concluding the Supervisory Relationship

It is vital to ensure the supervisee feels supported and empowered as they transition beyond the supervisory engagement. A proper transition and conclusion phase in coach supervision is essential to empowering supervisees to continue their development

autonomously and ensuring that the coaching's impact endures. Effective coaches guide supervisees through this phase with care, reflection, and planning, leaving supervisees better equipped for ongoing success.

5.1 Recontracting

Recontracting is a dynamic and necessary aspect of the supervision process. It promotes ongoing alignment between the supervisor and the supervisee, enhances the supervisor's impact, and enables supervisees to achieve sustained growth and success.

Performance Indicators

- Keep moving towards the supervisee's desired outcome unless they prefer to shift focus.
- Regularly measure the effectiveness of supervision, reconfirm measures of coach supervision success, and, if necessary, re-contract to ensure transparency and accountability in the supervision process.

5.2 Concluding the Relationship

Effectively concluding the coaching relationship ensures supervisees experience a well-rounded supervision journey with lasting impact. It empowers supervisees to take ownership of their growth, celebrate their achievements, and continue their development with newfound skills and insights.

Performance Indicators

- Gauge the supervisee's level of satisfaction with the supervision experience and their readiness to move forward independently.
- Partner with the supervisee to conclude the supervision partnership in a manner that respects the journey.
- Acknowledge Achievements, celebrating the supervisee's accomplishments and growth during the supervision relationship.

5.3 Real World Connections

Helping supervisees transfer their learning to real-world contexts ensures that supervision results in tangible and sustainable growth positively impacting the supervisee's coaching relationships. Transforming supervision insights into actionable practices, empowers supervisees to navigate challenges and excel professionally or personally.

Performance Indicators

- Works with the supervisee to integrate new awareness, insight or learning into their worldview and behaviours.
- Partner with the supervisee to develop a plan for continuing their growth and development after the supervision relationship ends.

5.4 Reconnecting

Leaving space for a supervisee to reconnect after the current supervision relationship concludes enhances the supervisor's impact, supports sustained growth, and reinforces the supervisor-supervisee relationship. It is a practice that demonstrates care, commitment, and a genuine interest in the supervisee's ongoing success.

Performance Indicators

- Address any emotions arising from concluding the supervisory relationship and provide closure.
- Discuss the availability of any ongoing support or follow-up sessions if needed in the future.