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SUPERVISORS  
FEDERATION

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DES SUPERVISEURS  
PROFESSIONNELS

2014 Grand Survey on Supervision in France  
in partnership with:



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## PSF – Professional Supervisors Federation

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- We believe that **supervision is a necessity** for coaches, consultants, and any other professionals involved in support for persons, teams and organisations, to be able to grow and foster their attitude. We define supervision as a natural, essential prolongation of any training and practice. It safeguards client security and ensures the quality of the professional services offered.
- The Professional Supervisors Federation is a response stemming from a spirit of creative momentum that's fully focussed on **sharing and meeting** all those in the profession who, like us, choose to expose their practice and desire to make progress.  
It is thus a **demanding, open arena**.
- Our commitment is thus fully focussed on client satisfaction.  
Our aim is to ensure a high level of **professionalism**, as the obvious consequence of a formal organisation in which our practice and ethical issues are constantly called into question.



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## Contents

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- Summary
- Method
- Survey Results
- Appendices

## Summary (1/2)

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- The world of supervision is in the process of getting organised and is far from reaching maturity
- As in other countries where surveys have been conducted, the level of requirement expressed in terms of professionalism is high, and paradoxically does not reflect reality. A lot more is said than accomplished.
- Supervision is deemed necessary, yet actually rarely occurs, and is not considered to be a priority by coaches, whether for themselves or those they coach.
  
- Ethics are conspicuous by their absence in the results of this survey
- Protection for the end client, the person being coached, is never mentioned
- Supervision is mainly seen as a means to share and step back, consequently becoming interchangeable with the "peer group".
  
- The profession is misunderstood, and two hypotheses may be put forward: the hypothesis of a confusion of genres between mentoring and supervision, and/or between supervision and "coaching the coach".

## Summary (2/2)

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- The results are broadly equivalent to those of international surveys, apart from the fact that we had twice as many respondents, meaning that the PSF survey is statistically valid.
- Very few supervisors have been trained to supervise, and few even want to train.
- Coaches expect their supervisors to be well-trained and to be supervised in turn, yet do not factor these parameters into their selection criteria when choosing their supervisor.
- Even those who specify and order coaching services seldom factor supervision in, while still wanting these services to be professional and ethical.
- Once again, practice has yet to catch up with theory.
- Expectations are high in terms of fostering professionalism. The respondents also want to learn more about supervision.



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**2014 Grand Survey on Supervision in France  
Survey Method**

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## In March 2014, PSF launched a grand survey on supervision in France

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- Survey launched in France in March 2014, closed end April 2014
- In partnership with MCC France and SF Coach, the French coaching society
- Circulated via the official channels of partner associations, plus one on social networks
- 269 respondents, mainly coaches, supervisors, some people in HR and specifiers.
  
- Further to 5 initiatives
  - CIPD in 2006 (in the UK)
  - NLG in 2010 (global)
  - COMENSA in 2011 (South Africa)
  - University of Sydney in 2012 (Australia)
  - SCP Italy in 2012 (Italy)

## General method

Etude bibliographique et construction du questionnaire

Validation du questionnaire et réalisation d'un pilote

Identification des segments et réalisation des extractions et des tris croisés  
Sélection des informations qualitative et quantitatives

Vérification des données, analyse et consolidation

Literature review and drafting of the questionnaire

Approval of the questionnaire and roll-out of a pilot scheme

Pinpointing segments, extracting and cross-sorting data

Selecting information relative to quality and quantity

Checking data, analysis and consolidation



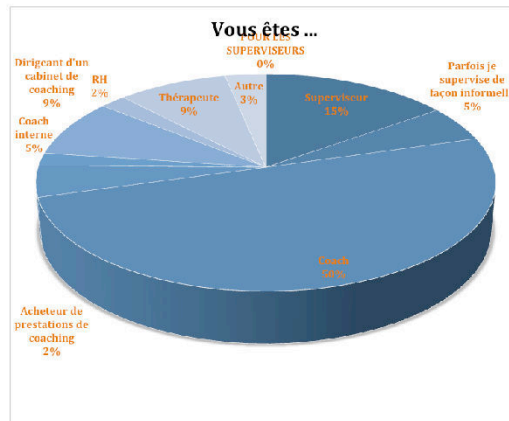
## Lines of questioning

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- Oriented towards the supervision profession in order to determine:
- Civil status and especially the length of time spent practising, the number of hours of coaching and/or supervising, and turnover
- The theoretical framework for referral
- Therapy
- Type of supervision for coaches, and supervision for supervisors
- The selection criteria when choosing a supervisor
- The main expectations of a supervisor
- The skills expected of a supervisor
- Reasons for non supervision
- Expectations regarding the supervision profession
- Specific expectations of people in HR and specifiers

## The segments used to analyse this survey

- To compile this survey we segmented our base of 259 respondents as follows:
  - Coaches (external and internal) who are not supervisors – 148 respondents – *Reliable basis in terms of quantity (Over 1/3 of respondents)*
  - Supervisors (who stated that they work as a supervisor regularly or occasionally) – 89 respondents – *Reliable basis in terms of quantity (1/3 of respondents)*
  - Other supporting professions - *Qualitative indication*
  - Specifiers - *Qualitative indication*



You are

For supervisors 0%

Supervisors 15%

Sometimes I supervise informally 5%

Coaches 50%

Purchasers of coaching services 2%

In-house coaches 5%

Managers of a coaching firm 9%

People in HR 2%

Therapists 9%

Other 3%

## The legend

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Supervisors and occasional supervisors

Coaches



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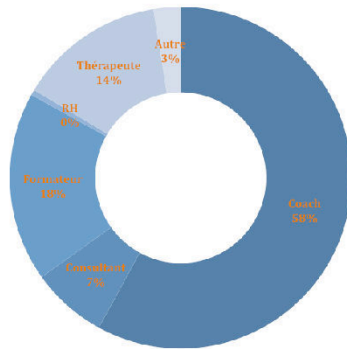
**Survey Results**  
**1. The Supervisor Profile**

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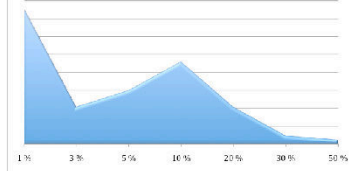
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## The Supervisor Profile

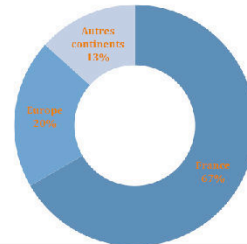
### Autres activités des superviseurs



### % du bénévolat dans l'activité



### Où exercez-vous ?



- They work in a variety of capacities, most are coaches.
- Very few work outside Europe (13%). (9% among coaches (9%))



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### Other roles played by supervisors

Coaches 58%  
 Consultants 7%  
 Trainers 18%  
 People in HR 0%  
 Therapists 14%  
 Other 3%

### Percentage of volunteers

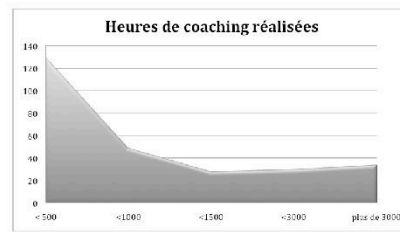
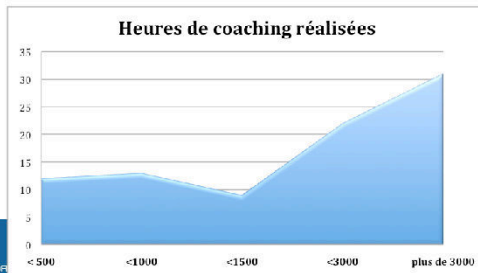
### Where do you work?

France 67%  
 Europe 30%  
 Other continents 13%

## The Supervisor Profile



- They are seasoned coaches having worked for far more hours in coaching than coaches.
- The gap widens after 1,500 hrs of coaching



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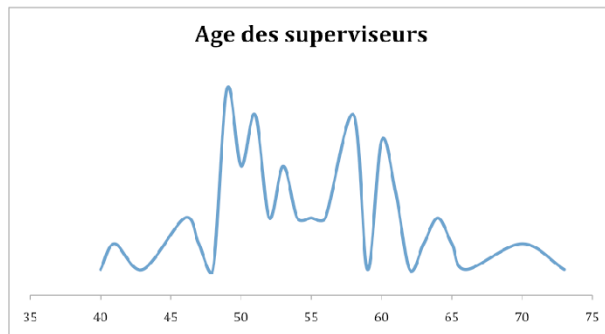
Number of years working in support  
Number of respondents

Number of hours of coaching  
Over 3,000

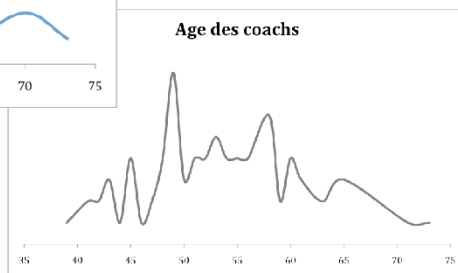
Number of hours of coaching  
Over 3,000

## The Supervisor Profile

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- They are older than coaches, mostly in their fifties or sixties.

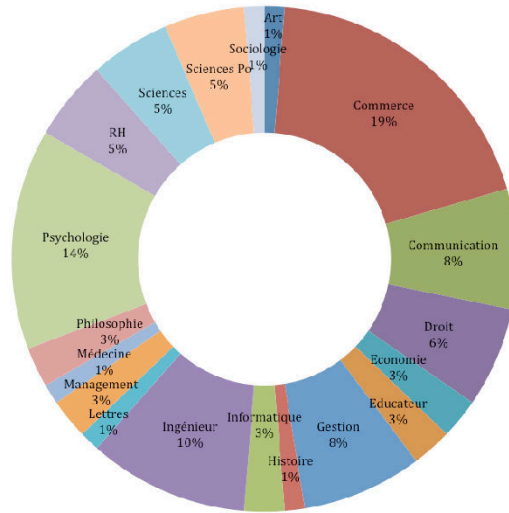


Age of supervisors

Age of coaches

**The Supervisor Profile**  
**Surprisingly few clinicians.**

**Formation initiale des superviseurs**



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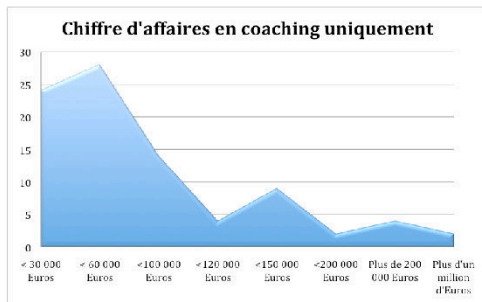


Supervisors' initial training

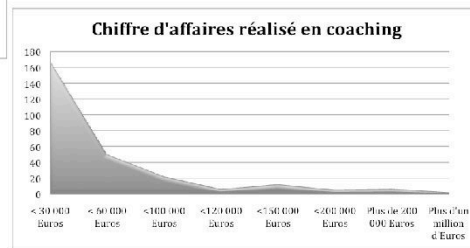
- Business 19%
- Communication 8%
- Law 6%
- Economics 3%
- Education 3%
- Management 8%
- History 1%
- IT 3%
- Engineering 10%
- Literature 1%
- Management 3%
- Medicine 1%
- Philosophy 3%
- Psychology 14%
- HR 5%
- Science 5%
- Political science 5%
- Sociology 1%
- Art 1%



## The Supervisor Profile



- *At first glance, they earn more than coaches. This can be explained by the amount of time and experience rather than the fact that they supervise.*



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Turnover in coaching alone

Over 200,000 euros

Over a million euros

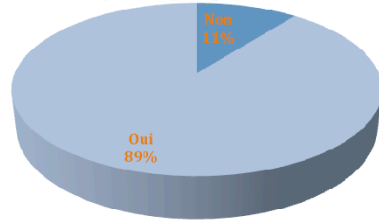
Coaching turnover

Over 200,000 euros

Over a million euros

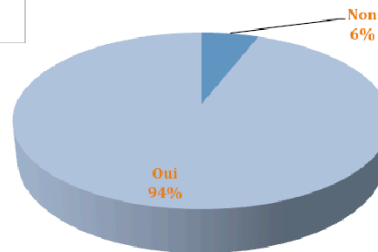
## The Supervisor Profile

### Faites-vous un travail thérapeutique personnel ?



- *Most are supervised, and work on improving themselves, but not all of them.*

### Etes-vous supervisé ?



Do you work on your personal therapeutic development?

No 11%

Yes 89%

Are you supervised?

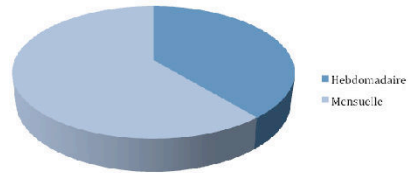
No 6%

Yes 94%

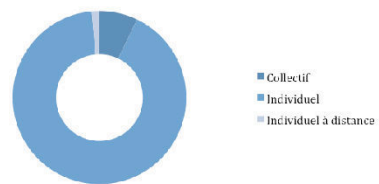
## What kind of personal therapeutic development?

acceptation accompagnement apparte approfondissement  
cadre clients coaching  
compréhension  
connaissance connaître conscience  
continuer développement développer  
difficultés ecologie équilibre éviter fonctionnement freins  
hygiène indispensable intervention  
meilleure mieux moi-même nettoyage ombre  
ombres outils permet personnel  
personnelle posture  
pratique prise professionnel professionnelle  
projections propres recul sérénité supervision  
thérapie transferts travail travailler très vie  
zones

### Fréquence de votre travail thérapeutique personnel



### Cadre du travail thérapeutique personnel



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accepting support bringing advanced learning  
framework clients coaching  
understanding  
knowledge knowing awareness  
continuing development developing  
difficulties ecology balance avoiding functioning brakes  
hygiène indispensable contribution  
best better myself cleaning shadow  
shadows tools enabling personal  
attitude  
practice taking professional  
projections own standing back serenity supervision  
therapy transfers work working very life  
zones

Frequency of personal therapeutic development

Monthly

Weekly

Setup for personal therapeutic development

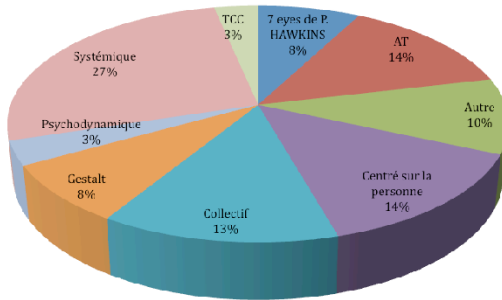
Group

Individual

Individual, remote

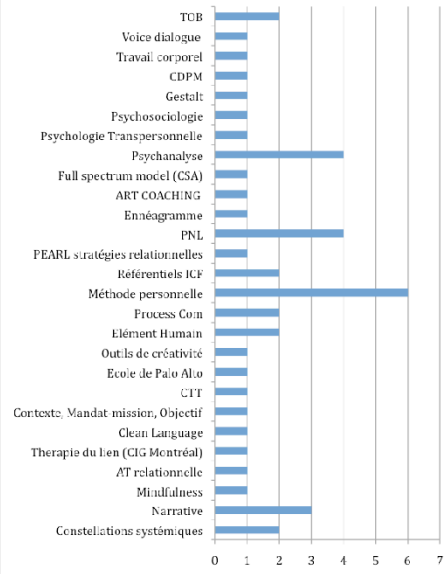
## What are the theoretical frameworks?

### Quel référentiel utilisez-vous ?



- NB, there appears to be some confusion between frameworks and tools

### Autre référentiel ou technique de supervision



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#### Theoretical frameworks

Which framework do you use?

P. Hawkins' 7 eyes 8%

TA 14%

Other 10%

Person-centred 14%

Collective 13%

Gestalt 8%

Psychodynamic 3%

Systemic 27%

Behavioural therapy 3%

#### Other frameworks or supervisory techniques

Berne's theory of organisations

Voice dialogue

Body work

CDPM

Gestalt

Psychosociologie

Transpersonal psychology

Psychoanalysis

Full Spectrum Model (CSA)

Art coaching

Enneagram

NLP

PEARL relationship strategies

ICF framework

Personal method

Process Com

Human element

Creativity tools

Palo Alto school

CTT

Context, Mission mandate, objective

Clean Language

Link Therapy (CIG Montreal)

Relationship AT

Mindfulness

Narrative

Systemic constellations

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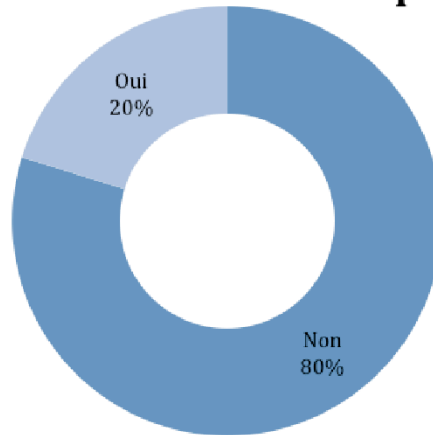
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**Survey Results**  
**2. Training for Supervisors**

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80% of supervisors have not been trained to supervise

### Etes-vous formé à la supervision ?



Have you been trained to supervise?

Yes 20%

No 80%

**For those who have been trained  
Why did you follow a training course on supervision?**

accompagnement acquérir années apprendre  
apprentissage approche approches besoin cadre  
cherche compétence compétences compte conscience  
demande démarche développer devenir  
différent différentes école envie  
formation forme indispensable intégrer  
intervention légitime métier ombre parcours posture  
pouvoir pratique pratiques prendre  
professionnalisation professionnaliser  
professionnel professionnelle reconnaissance  
réflexion réputation sociales semble spécifique spécifiques  
suivi thérapeute trouve

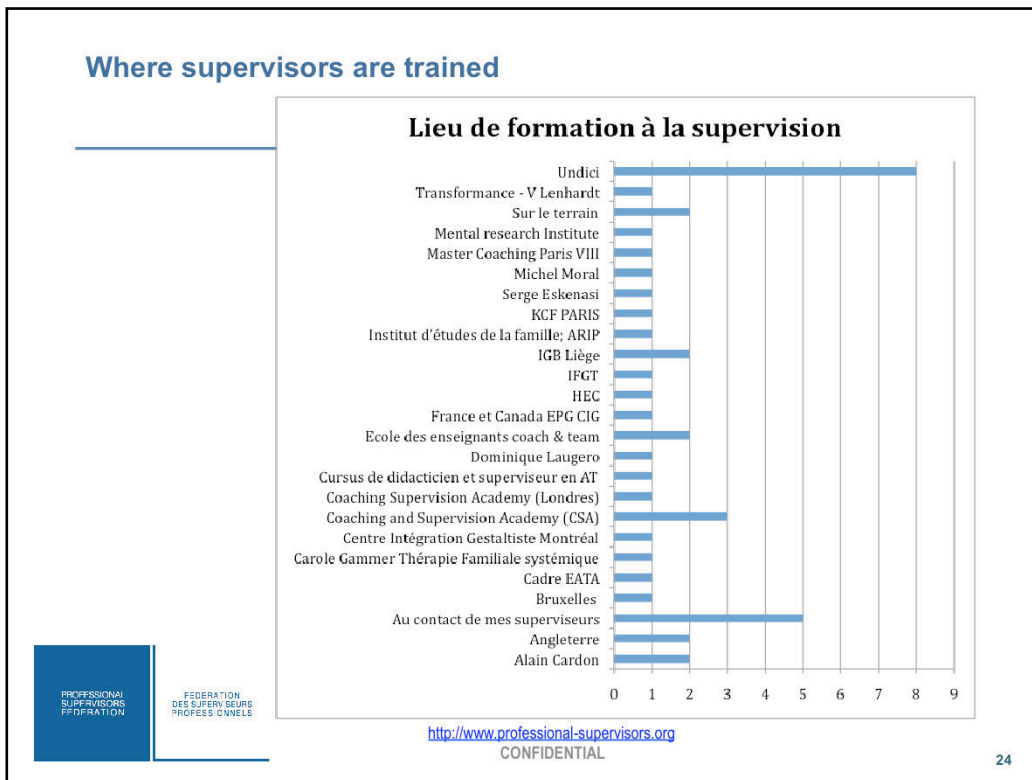


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support acquiring years learning  
apprenticeship approach approaches need framework  
seeking skill skills counting awareness  
request approach developing becoming  
different school desire  
training train indispensable integrity  
contribution legitimate line of business shadow career attitude  
can-do practice taking  
fostering professionalism  
professional recognition  
thinking reputation seeming social specific  
follow-up therapist finding

## Where supervisors are trained



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## Where supervisors are trained

Undici

Transformance – V. Lenhardt

In the field

Mental Research Institute

Master Coaching Paris VIII

Michel Moral

Serge Eskenasi

KCF Paris

Institut d'études de la famille; ARIP

IGB Liège

IFGT

HEC

France and Canada EPC CIG

Coach & Team teaching academy

Dominique Laugero

Transactional Analysis teaching and supervising course

Coaching Supervision Academy (London)

Coaching Supervision Academy (CSA)

Centre Intégration Gestaltiste Montréal

Carole Gammer Systemic Family Therapy

EATA

Brussels

Via contact with my supervisors

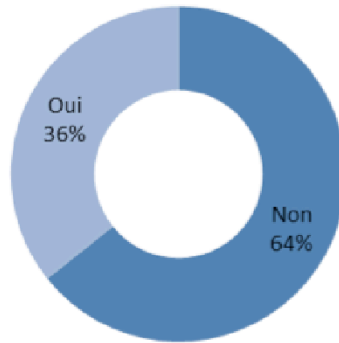
UK

Alain Cardon



Only 36% of non-trained supervisors intend to follow a course.

### Avez-vous l'intention de vous former ?

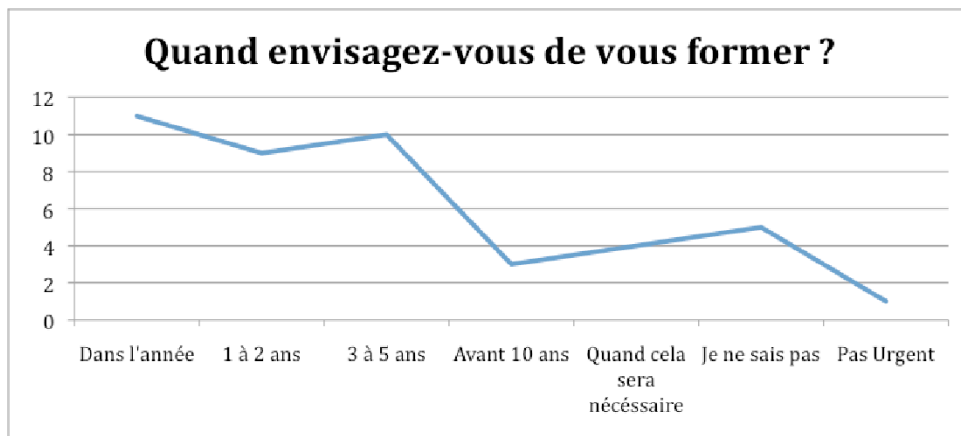


Do you intend to follow a training course?

Yes 36%

No 64%

## Not necessarily straight away



When do you plan to follow a course?

This year

Within 1 or 2 years

Within 3 or 5 years

Within the next ten years

When necessary

I don't know

Not urgent

They wish to be trained to develop their method and their attitude.  
What about protection for the person supervised?

accompagnement  
accompagner activite ameliorer  
annees apporter apprendre appris approche  
apres assurer besoin cas clients commence  
competence competences completer  
confronter conscience demande  
developpement developper entretien envie  
exercice experiences formation former fun integre  
legitimite meme metier necessaire pairs  
partager personnes posture  
pratique pratiques progresser rendre  
ressens souhaite specifics structure  
superviser supplementaires valider



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support

supporting activity improving

years bringing learning learned approach

after ensuring need cases clients starting

skill skills completing

confronting awareness request

development developing interview desire

exercise experience training course training fun integrity

legitimacy meme line of business necessary peers

sharing people attitude

practice practices progressing giving back

feeling wishing specific structure

supervising additional approving

On what criteria do you base your choice of training course?  
Recommendations, word of mouth and professionalism

A word cloud visualization of criteria for training course selection. The words are arranged in a roughly rectangular shape, with larger words indicating higher frequency or importance. The words are: accordage, approche, appuyant, aupres, bouche, cas, chemin, choisi, choisie, choisir, choix, collegues, competents, confiance, criteres, demandant, devenus, dimensions, ecoles, entretiens, formateurs, formation, formations, former, francais, france, idee, identifier, inconvenients, instant, integrant, legitimes, offres, oreille, permette, personnes, possibilite, precedentes, probablement, professionnalisme, recommandation, rencontrer, renseignant, reseau, rythme, suivi, suivie, superviseurs, theorie, theories.



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tuning in approach insisting with word of mouth cases  
journey chosen choosing choice colleagues skill  
trust criteria requesting become  
dimensions schools interviews trainers  
training training courses train French  
France idea identifying disadvantages instant integrating legitimate offers  
listening enabling people possibility precedent  
probably professionalism  
recommendation meeting  
informing network pace follow-up monitoring  
supervisors theory theories

## Why not follow a training course?

activite actuellement besoin budget ca  
certification contenu continuer devenir  
différents disponibles **experience**  
fondamental formalise formateurs  
**formation formations**  
former gestaltiste haut instant **intention** longue  
marche meme **metier** moment niveau  
organismes pairs pense **pratique** prefere  
prefererais projet recul reponse semble souhaite  
specifique suffisamment suivi suivre supervise  
**superviser superviseurs**  
therapeutique transferable **travail** type



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activity now need budget turnover  
certification content continuing becoming  
different available experience  
fundamental formally setting out trainers  
training training courses  
train gestaltist important moment intention long  
working meme line of business moment level  
organisations peers thinking practice prefer  
would prefer project standing back response seem wish  
specific sufficiently follow-up follow supervise  
supervising supervisors  
therapeutic transferable work type

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**Survey Results**  
**3. The Dangers of Supervision**

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According to the supervisors, the main fears were of dependence, amateurism and ethics.



Dangers of supervision according to supervisors

Transfer

Replaces personal therapeutic development

Mono-theory

Dependence

Ethics

Advice

Being taken for a therapist

Being taken for a trainer

Being taken for a coach

Conflict of interest

Amateurism

None of the above

Supervisors mostly pinpoint the fear of dependence, and the confusion between coaching for coaches and supervision.



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analysis framework changing coach coaching  
coaches counting confidentiality confusing  
confusion content popularity danger dangers ethics  
dependence becoming closing up firm  
ethics trainer guru group habit  
influence manipulation  
lack bad meme line of business  
putting organisations share thinking posting attitude  
ability taking present issue process  
professional power examining relationship risk  
alone theoretic therapeutic work

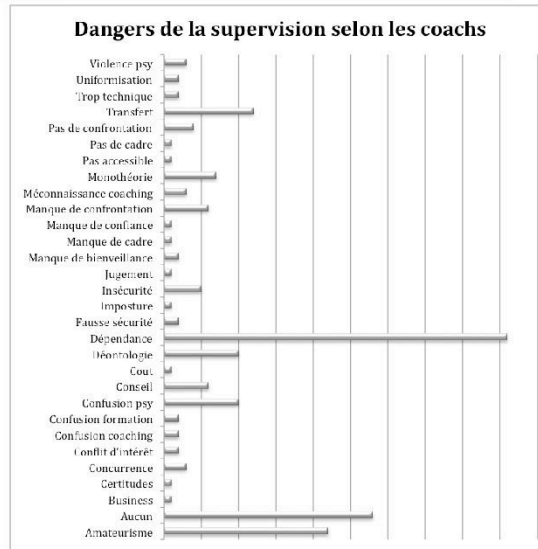


The fears expressed by coaches are similar, except that they fear dependence and amateurism even more

analyse autonomie cadre cas choix client clients coach  
 confiance confidentialite confondre connaissance conseil  
**danger dangers deontologie**  
**dependance** emprise ethique  
 experience formateur formation gourou groupe  
**influence** lieu **manque**  
 mauvais meme metier moment penser  
 personnel perte **posture pouvoir pratique**  
 professionnel puissance question **relation**  
 risque risques sens situation terme  
**therapeutique** therapie transfert **travail**



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analysis independence framework cases choosing client clients coaching  
 trust confidentiality confusing knowledge advice  
 danger dangers ethics  
 dependence power over ethics  
 experience trainer training guru group  
 influence place lack  
 bad meme line of business moment thinking  
 personal loss attitude ability practice  
 professional power question relationship  
 risk risks meaning situation term  
 therapeutic therapy transfer work  
 Dangers of supervision according to coaches  
 Psychological violence  
 Standardisation  
 Too technical  
 Transfer  
 No confrontation  
 No framework  
 Not accessible  
 Mono-theory  
 Lack of knowledge about coaching  
 Lack of confrontation  
 Lack of trust  
 Lack of framework  
 Lack of benevolence  
 Judgement  
 Insecurity  
 Imposture  
 False sense of security  
 Dependence  
 Ethics  
 Cost  
 Advice  
 Being taken for a therapist  
 Being taken for a trainer  
 Being taken for a coach  
 Conflict of interest  
 Competition  
 Certainties  
 Business  
 Amateurism  
 None of the above



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**Survey Results**  
**4. The Benefits of Supervision**

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A place to share methods and stand back  
Ethics were not mentioned

aide angles apprendre apprentissage cas client coache coaching  
confrontation conscience developpement  
developper espace exterieur groupe identite indispensable  
intervention lieu mieux morts nouvelles options ouverture ouvrir pairs  
permet possibilite posture  
pratique pratiques prendre  
prise processus professionnalisation professionnelle  
progresser questionnement rapport recul regard  
relation remise situations soutien superviseur supervision  
transfert travail travailler

aide angles apprentissage cas client clients coache coaches  
coaching competences conscience developpement  
developper difficultes echange espace exterieur groupe identité lieu morts  
nouvelles options pairs partage permet points possible posture  
pratique pratiques  
prendre prise professionnalisation professionnelle  
progresser rapport recul regard relation remise  
situation situations soutien superviseur supervision transfert  
travail travailler zones



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help angles learning apprenticeship cases client coaching  
confrontation awareness development  
developing place external group identity indispensable  
contribution place better dead new options openness opening peers  
enabling possibility attitude  
practice practices taking  
taken process fostering professionalism professional  
progressing questioning relationship standing back examining  
relationship calling into question situations support supervisor supervision  
transfer work working

help angles learning cases client clients coaching coaches  
coaching skills awareness development  
developing difficulties sharing place external group identity place dead  
new openness peers sharing enabling points possibility attitude  
practice practices  
taking taken fostering professionalism professional  
progressing relationship standing back examining relationship calling into  
question situation situations support supervisor supervision transfer  
work working zones

What do you expect from supervision?  
Yet again, ethics were not mentioned

accompagnement apports bienveillant bienveillante cadre **cas**  
coaches **coaching** competence complexes confrontation  
continuer crois dit **echange** echanges **ecoute** elargissement  
**espace** experience experiences groupe jugement  
methodes outils **ouverture** pairs **partage** permet  
personnes possibilite posture **pratique** pratiques prendre  
professionnel rapport **recul** referentiels remettre sagesse  
**situations** superviseur **supervision** temps  
therapie travail **trouve** trouver veritable



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support benefits benevolence benevolent framework cases  
coaches coaching skill complexes confrontation  
continuing believing saying discussion sharing listening expanding  
area experience experiences group judgement  
methods tools openness peers sharing enabling  
people possibility attitude practice practices taking  
professional relationships standing back frameworks calling into question  
wisdom  
situations supervisor supervision time  
therapy work seeking seek authentic



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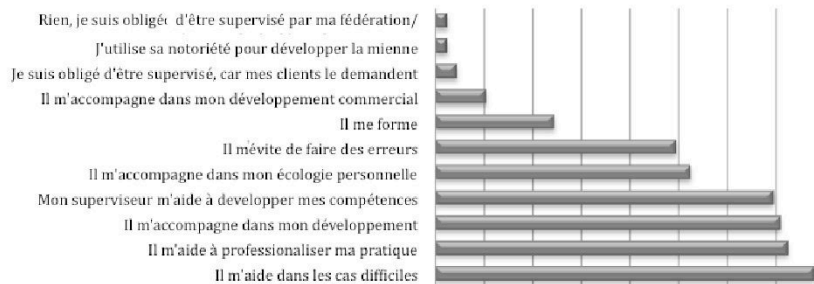
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**5. Choosing a Supervisor**

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## What do you expect from your supervisor?

### Qu'attendez-vous de votre superviseur ?



What do you expect from your supervisor?

Nothing, my federation makes me have one

I harness their reputation to develop my own

I have to have one because my clients require me to

My supervisor supports me in my business development

My supervisor trains me

My supervisor helps me to avoid making mistakes

My supervisor supports me in my personal ecology

My supervisor helps me develop my skills

My supervisor helps me develop

My supervisor helps raise my professional level

My supervisor helps me with difficult cases

## What else do you expect from your supervisor?

aide amuser apports apprentissage besoin  
bienveillant bon bonnes cas challenger  
coach competent confrontant demande ecrire elements  
encouragements formation  
formations groupe hauteur honnete hyperviseur  
identite informations issue mal modelisant moment mots ouverture ouvertures  
partager pose posture qualite questions rapport  
recherche reciproques reflexion  
reflexions regard relation  
reste soutien suivants techniques terme vue



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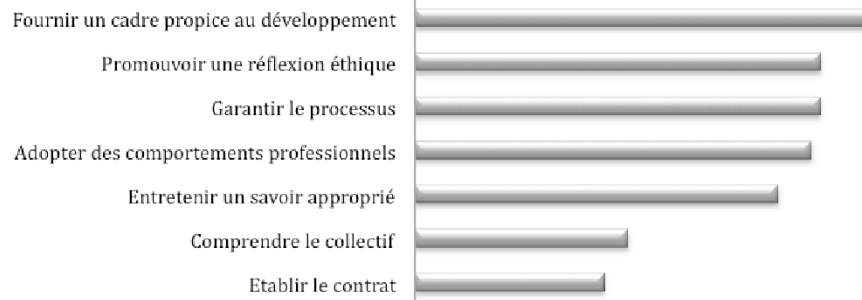
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help fun benefits learning need  
benevolent good cases challenging  
coach skills confronting request writing elements  
encouragement training  
training courses group big picture honest hypervisor  
identity information resolution bad modelling moment words opening  
sharing asking attitude quality questions relationship  
seeking reciprocal thinking  
comments examining relationship  
remain support following technical term view

## What skills do you expect your supervisor to have?

### Quelles compétences attendez-vous de votre superviseur ?



What skills do you expect your supervisor to have?

Provide a setting that's conducive to development

Prompt ethical considerations

Safeguard the process

Adopt a professional stance

Keep abreast of appropriate knowledge

Understand groups

Draw up a contract



## And yet, you choose according to other criteria



How did you choose your supervisor?

Recommendation

Interview

He trained me

Reputation

Website

Bibliography

alliance approach benevolence

framework capacity coach skill

skills trust match

knowledge contact ethics development

difference listening firm interview spirit ethical

experience expertise feeling

training humility maturity line of business openness career

personality personal attitude practice

practices rate process professionalism

professional

power quality relationship seeking framework relationship supervisors

systemic theory work

## What criteria would make you rule out a supervisor?

absence alliance approche arrogance attitude  
bienveillance **cadre** competence competences  
conflit conseils deontologie donner ecoute **ego** eleve  
entreprise **ethique** exemple experience  
feeling formateur formation forme **gourou**  
haute interet jugement jugements  
**manque** meme notoriete position  
posture pouvoir **pratique** presence **prix** professionnalisme  
professionnelle **puissance** rapport referentiel relation rigide  
sens supervise surdimensionne theorique travail

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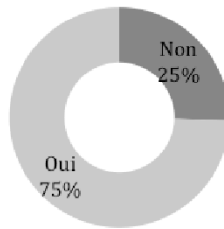
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absence alliance approach arrogance attitude  
benevolence framework skill skills  
conflict advice ethics giving listening ego student  
firm ethical example experience  
feeling trainer training train guru  
great interest judgment judging  
lack meme reputation position  
attitude ability practice presence rate professionalism  
professional power relationship framework relationship rigid  
meaning supervising out-sized theoretical work

You would like your supervisor to be supervised,

**Pensez-vous que votre superviseur devrait être supervisé ?**



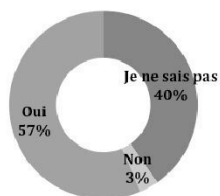
Do you think your supervisor should be supervised?

No 25%

Yes 75%

and yet...

### Votre superviseur est-il supervisé ?



### Comment savez-vous que votre superviseur est supervisé ?



Is your supervisor supervised?

I don't know 40%

No 3%

Yes 57%

How do you know your supervisor is supervised?

She isn't 1%

She said so 74%

I asked her 17%

I suppose she is 8%

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**Survey Results**  
**6. Methods of Supervision**

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## What are the benefits of supervision for you?

---

amelioration analyse apprentissage avantages cas cause cf  
competences comprehension confiance conscience  
developpement developper echange echanges  
edairage espace exterieur groupe intervention lieu nouveaux  
nouvelles outils ouverture pairs partage  
permet personnel pistes poser posture  
pratique pratiques prendre  
prise question rapport recul reflexion  
regard remise renforcement securite situation situations  
temps transfert travail zones



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improving analysis learning advantages cases cause cf.  
skills understanding trust awareness  
development developing sharing discussion  
insights place external group contribution place new  
tools opening peers sharing  
enabling personal leads asking attitude  
practice practices taking  
taken question relationship standing back thinking  
examining calling into question reinforcement security situation situations  
time transfer work zones

Have you ever had a negative supervision experience? What negative supervision experiences have you had?

---

annees bienveillance business cadre cas  
client collective contre-transfert cote emotions  
ethique evoque exemple **experience** facon  
formations gourou **groupe** haute jamais  
jeune **jugement** juste lieu limite mal  
manque **negative** **OUI** parler  
participants passe position **posture**  
pouvoir prenait prise probleme professionnalisme psy  
psychanalyste puissance question repondu  
**seance** seances situation suffisamment  
**therapie** travail



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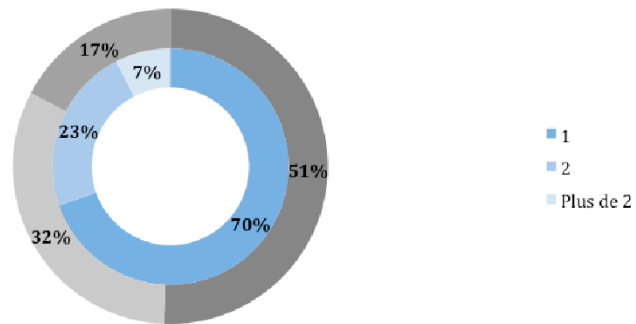
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years benevolence business framework cases  
client collective counter-transfer popularity emotions  
ethics evoking example experience way  
training courses guru group high never  
young judgement just place limit bad  
lack negative yes speaking  
participants passing position attitude  
ability taking taken issue professionalism psychologist  
psychoanalyst power question answered  
session sessions situation sufficiently  
therapy work

## Supervisors prefer to have a single place for supervision

### Combien d'espaces de supervision avez-vous ?



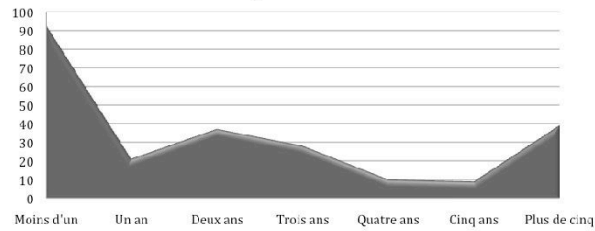
How many places do you use for supervision?

More than 2

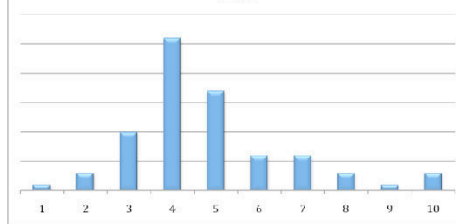


Changing supervisor, every 3 or 4 years, is customary practice.  
It corresponds to the coaches' development stages

Depuis combien de temps avez-vous ce superviseur ?



Combien des superviseurs avez-vous eu ?



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How long have you had this supervisor?

Less than 1 year

1 year

2 years

3 years

4 years

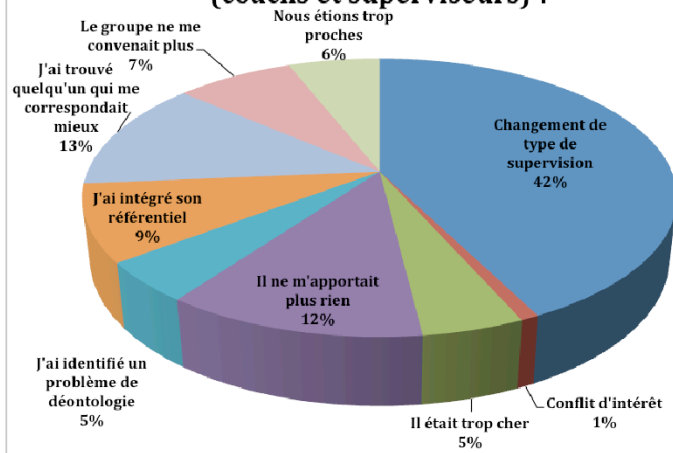
5 years

More than 5 years

How many supervisors have you had?

## Changing supervisor above all to progress further

### Pourquoi avez-vous changé de superviseur (coachs et superviseurs) ?



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Why did you change supervisor?  
(question for coaches and supervisors)

Change in type of supervision 42%

Conflict of interest 1%

Too expensive 5%

He had nothing more to give me 12%

I pinpointed an ethical issue 5%

I managed to fully take his framework on board 9%

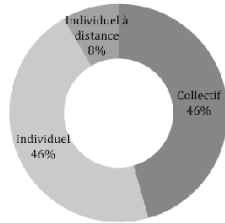
I found a better fit 13%

The group did not suit me any more 7%

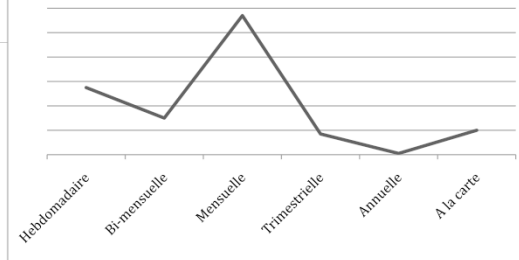
We were too close 6%

**Supervision is usually monthly**  
**Individual and collective supervision exist alongside each other**

**Type de supervision (coachs)**



**Fréquence de la supervision**



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Type of supervision (coachs)

Individual, remote 8%

Group 46%

Individual 46%

Supervisory frequency

Weekly

Fortnightly

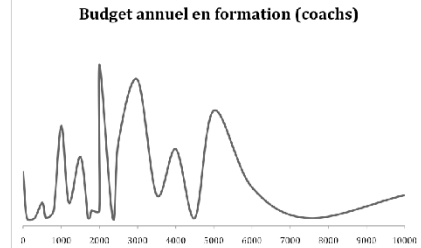
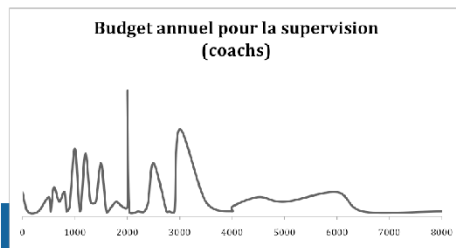
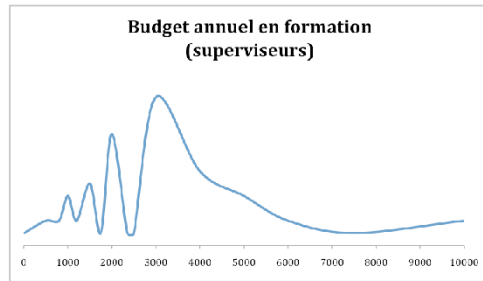
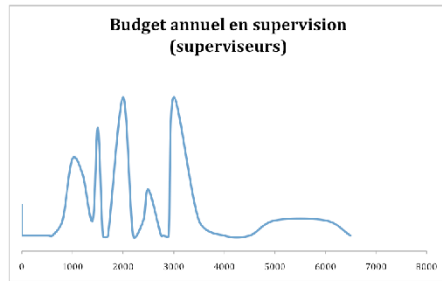
Monthly

Quarterly

Yearly

On demand

The annual supervision budget stands at around €3,000  
It is lower than the training budget on average



- Annual supervision budget  
(for supervisors)
- Annual training budget  
(for supervisors)
- Annual supervision budget  
(for coaches)
- Annual training budget  
(for coaches)

## What topics do you bring up in supervision?

---

accompagnement approche cadre **Cas** choix client  
**clients** coach coache collectif commercial complexes  
concrets cours deontologie **developpement**  
**difficiles** difficulte **difficultes** ethique individuel  
interventions lien lors outils parfois personnel **posture**  
**pratique** pratiques problematiques processus  
professionnel professionnelle professionnels question **questionnement**  
**questions** rapport reflexions relation relations seance  
seances **situation situations** sujets superviseur  
travail travailler



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support approach framework cases choice client  
clients coach coaching collective business complexes  
concrete lesson ethics development  
difficult difficulty difficulties ethics individual  
contributions link when tools sometimes personal attitude  
practice practices challenges processes  
professional professionals question questioning  
questions relationship remarks relationship relationships session  
sessions situation situations topics supervisor  
work working

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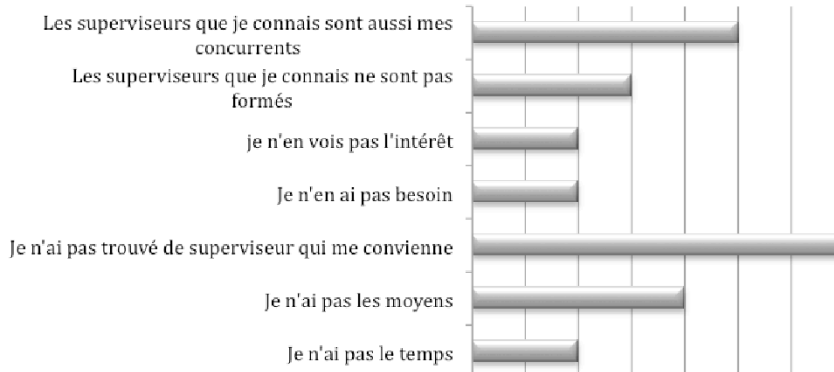
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**7. Looking at Coaches (and Supervisors) who are not Supervised**

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## Absence of supervision due to a lack of suitable supervisors

### pourquoi n'êtes-vous pas supervisé ?



Why are you not supervised?

The supervisors I know are also my competitors

The supervisors I know have not been trained

I don't see the point

I don't need to be

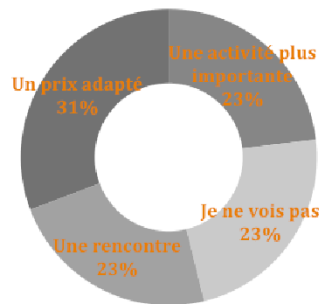
I haven't found a suitable supervisor

I can't afford it

I don't have time

## The rate, a misleading barrier when initially considering training?

### Qu'est-ce qui pourrait vous décider à vous faire superviser ?



What might make you decide to have a supervisor?

More business turnover 23%

I don't see anything that would prompt me 23%

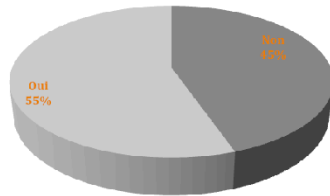
Meeting one 23%

The right price 31%

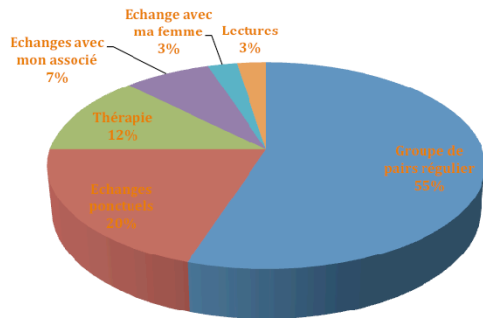


## Training and the peer group, as a substitute

Utilisez-vous la formation comme espace de supervision ?



Quels autres moyens utilisez-vous en substitution de la supervision ?



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Do you use training as an arena for supervision?

Yes 55%

No 45%

What other resources do you have as a substitute for supervision?

Regular peer group meetings 55%

One-off sharing 20%

Therapy 12%

Sharing with my business partner 7%

Discussion with my spouse 3%

Reading 3%



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**8. Looking at Specifiers in terms of Quality**

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## The world of supervision is moving and taking shape

### En France le sujet de la supervision fait l'objet de nombreux travaux



In France, supervision has been researched extensively

I agree fully 17%

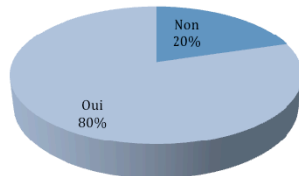
I agree 44%

I don't agree 31%

I don't agree at all 8%

**A framework of referral for coaches is indispensable**  
**Ethics and professionalism underpin the approach**

**Avez-vous un référentiel de  
référencement des coachs ?**



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Do you have a framework of referral for coaches?

Yes 80%

No 20%

support future benefitter cases clients coaching

criterion ethics

disposing element eliminatory balance essential exercise

requirement facto function fundamental form commitment

guarantee important

indispensable questioning contribution

maturity business mode name compulsory seeming point

practice loan profession fostering professionalism

professionalism reassuring

ruling out putting back representing security selection seeming meaning sf  
coach

supervised supervision very live

## How to carry out referral

---

appel association charte coachs coherence confiance connais contrats controle  
declaratif declaration demandant **demande**  
deontologie ecoute ecrit entretien **entretiens** edge experience federation  
formation interroge intervenants jury mentionne nationale **niveau** nombre  
observation offre orale organisons parle parler **pose** position postulants  
proceedez-vous **question** questionnement regionale  
**reponse** reponses seances signee superviseur  
**supervision** tres verification



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calling organisation charter coaches consistency trust knowing contracts  
control

declaring declaration requesting request

ethics listening written interview interviews requiring experience federation

training questioning contributors jury mentioning national level number

observation offer oral organising speak speaking placing position applicants

do you proceed question questioning regional

answer answers sessions signed supervisor

supervision very verification

## Referrals based on statements and trust

---

affirmations allant amenee attentes attestation **cas** coll  
confiance connais declaration  
**demande** demandes demarche dossier  
ecoute employer entretien entretiens facture **factures**  
fournir **frequence** ind nom perception personnellement pieces  
**pose** pratique precision presence propose questionnaire questions references  
renseigne **reponse** sais sait site sujets supervisor supervisees superviseur  
supervision traite trimestrielle verification verifie voyant

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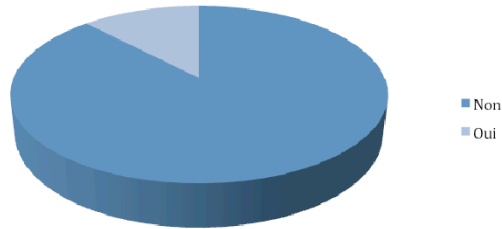
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statements going brought expectations certificate cases collective  
trust knowing declaration  
request requests approach dossier  
listening using interview interviews invoice invoices  
providing frequency identity name perception personally pieces  
placing practice accuracy presence suggesting questioning questions  
references  
informing answer knowing know site topics supervising supervisor  
supervision processing quarterly verification verify seeing

## Supervision for in-house coaches Many unanswered questions

### Acréditez-vous des superviseurs pour les coachs internes ?



- NB: When asked "Why?", the answer is generally that it's up to the coach.
- NB: When asked "how to accredit supervisors?", the respondents express doubt (I don't know) and focus on the experience and number of hours worked.

Do you accredit supervisors for in-house coaches?

No

Yes

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**9. PSF and Ethics**

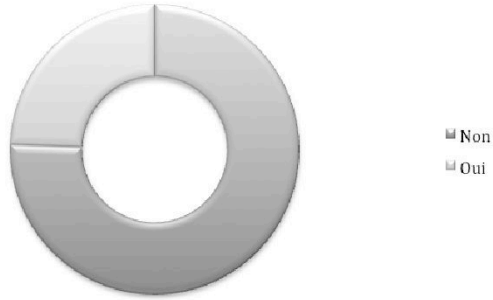
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## The Professional Supervisors Federation. A new one!

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### Connaissez-vous PSF ?



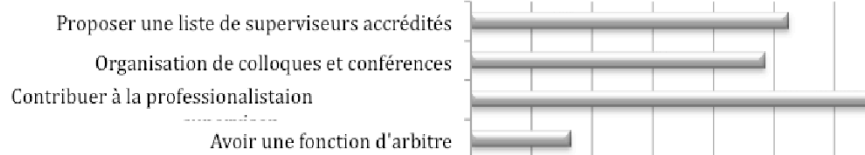
Do you know PSF?

No

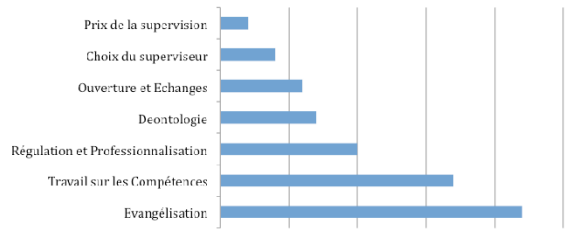
Yes

Our raison d'être, in line with your expectations

## Qu'attendez-vous d'une fédération de superviseurs ?



### Thèmes à adresser en priorité



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What do you expect from a federation of supervisors?

Provide a list of approved supervisors

Organise conferences

Contribute to raising the level of professionalism

Act as arbitrator

Themes to be addressed as a priority

Price of supervision

Choice of supervisor

Openness and sharing

Ethics

Regulation and raising the level of professionalism

Work on skills

Raising awareness

## Expectations backing up remarks made at our round table on 18 June

Define supervisors' smallest common denominator so they can communicate even when using diverse frameworks

Share methods and visions to reach the same end (reconciliation)

Give supervisor referrals per school and identity approach

Have supervisors who don't get on well talk together

For supervisors to agree on what their profession and its requirements involve

Eclectic dialogue – a place for research

Demonstrate the various methods

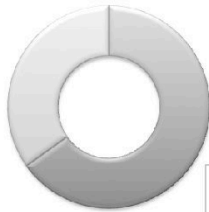
- Formally set out the skills of a supervisor
- Eclecticism, neutrality
- An ethical blacklist

Consider the secondary links between the firm (where the coach works) and

- The sponsor
- The supervisor/s

## Joining and independence

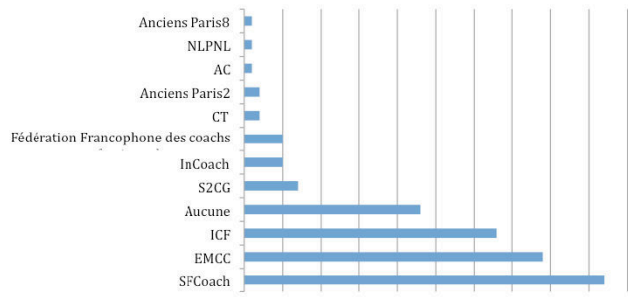
### Souhaitez-vous adhérer à PSF ?



■ Non  
■ Oui

- Generally speaking, supervisors express a great need for independence relative to all structures and paradoxically would like to see the fostering of professionalism in the profession and better recognition...
- One in six coaches belongs to several professional organisations.

### A quelle association de coach adhérez-vous ?



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Would you like to join the PSF?

No

Yes

Which coaching organisation do you belong to?

Paris 8 Alumni

NLPNL

AC

Paris 2 Alumni

CT

French-speaking coach federation

InCoach

S2CG

None of these

ICF

EMCC

the French coaching society

## Ethical stance

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PSF is the first French society of supervisors for coaches and other professions providing support. The ethical stance presented in this document is an indicator of the professionalism and high standards recommended for supervisory relationships. Our aim is on the one hand to implement the most effective and safest possible conditions in which supervisors and the coaches in this profession practise and on the other to ensure the clearest and most transparent conditions for client firms.

- This is what underpins the principles, standards and, to a certain extent, procedures governing our work.
- PSF members agree to this when they join PSF and make the commitment to putting it into practice, and should they fail to comply with these rules, to abide by the Complaints and Claims Procedures.

## PSF Code of Ethics

### Communication regarding the Code of Ethics

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Whatever the nature of the contract governing the relations between the supervisor and the coach or support person, the latter must be informed of the existence of this ethical stance and the Complaints and Claims Procedures, and that they may obtain a copy of the Code of Ethics at any time.

## PSF Workshops

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Round table on "the theory underpinning supervision"

**June 2014:** a round table led by our president in which 5 senior supervisors working within different frameworks share their vision of the theory behind supervision and answer participants' questions

I start thinking about how to choose my supervisor

Workshop on the criteria for choosing a supervisor

**January 2015:** a "world café" workshop for participants to brainstorm the criteria for selecting a supervisor

I define my criteria for choosing my supervisor

Supervisor speed dating

**June 2015:** a meeting between supervisors and those they supervise for everyone to find the right fit

I choose my supervisor



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**For questions about the survey:**

- 
- [celine.thomas@professional-supervisors.org](mailto:celine.thomas@professional-supervisors.org)
  - [nicolas.mathieu@professional-supervisors.org](mailto:nicolas.mathieu@professional-supervisors.org)

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**Thank you! We hope to see you again soon!**

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**PSF**  
**Code of Ethics**

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## Definitions

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To ensure proper application of this code:

- “Coach” refers to the person carrying out a professional coaching assignment for an individual client, whether prescribed or self-funded.
- “Person supervised” refers to the coach, therapist, or social worker requesting supervision.
- The denomination “Sponsor” refers to the firm, institution or organisation paying for the coaching.
- “Coachee” and “supported person” refer to the person working with the coach, therapist or social worker. This coachee sets up a contract with the latter for them to provide support within the framework of an assignment, to reach the goals they have set.
- “Supervision” and “Supervisor” refer to the relationship between the coach, therapist or social worker and the qualified person who is not a hierarchical authority for the coach whereby the support assignment may be discussed confidentially with the aim of improving the quality of support and reinforce security for the person supported.

## Rules of Conduct

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The supervisors' conduct shall demonstrate:

- Respect for people and organisations (rights and dignity)
- Awareness of diversity (race, culture, gender, handicaps etc.)
- Commitment to fairness and justice at all levels of their work
- Openness to new knowledge, skills and attitudes to enhance the quality of their work
- That they have taken into account the background to their mission
- Commitment to establishing a healthy, good-quality relationship with individuals and organisations
- That they have taken into account the impact of their conduct on others
- Commitment to developing and enhancing autonomy for people and in organisations.

## Rules of Conduct

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Supervisors belonging to PSF shall embody the basic founding principles underpinning this Code of Ethics, i.e.:

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- Independence: helping individuals and organisations to take their own decisions and develop their free will.
- Loyalty: towards contracts, relationships and promises made
- Respect and Charitability: do all that is possible to contribute to the well-being of all. Making sure to provide the best service taking the coach into account in emotional, physical and mental terms.
- The principle of no malicious intent: by avoiding all that might harm others.
- The alignment of the supervisor: taking care of themselves in physical, emotional and mental terms and committing to providing clients and organisations with the best service possible.

## Rules of Conduct

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These ethical orientations shall influence Supervisors' decisions in terms of values in the following spheres:

- Qualifications
- Ongoing professional pursuit of excellence
- Framework of support
- Confidentiality of information
- Commitment to supervision
- Other commitments

## 1. Qualification

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- All supervisors are duly qualified to practise this profession (see criteria for PSF accreditation).
- They make sure that the requests in the framework of the supervision contract are within their sphere of professional competence and inform their client of any discrepancies.
- They take the initiative to ensure their own ongoing training to enhance their knowledge and expertise.
- They take the time to work on their personal development to raise self-awareness and emotional balance.
- They are supervised regularly to ensure the security of those they support and themselves.

## 2. Ongoing Professional Training

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- Supervisors belonging to the PSF undertake to take all necessary measures to keep their knowledge up to date and put together an annual development plan along with their own supervisor.



### 3. Framework for Support

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- Supervisors shall take all appropriate measures to ensure a healthy understanding of the type of expectations for both Sponsor and person supervised.
- Supervisors shall explain their usual procedure and methods of supervision as well as the limits of these clearly.
- They shall describe this Code of Ethics to the person supervised.
- They shall draw up a clear contract with the client firm and the person supervised covering:
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  - The supervision process
  - The aims of supervision
  - The number of hours allocated, the length of sessions, and frequency.
  - The rules of confidentiality.
  - The rates and conditions for cancelling sessions.
- Supervisors shall strictly refrain from using their position and influence to take advantage of the person supervised. They shall always act in favour of those they supervise and the client company.

#### 4. Confidentiality of Information

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- Supervisors shall ensure the strict confidentiality of personal information obtained during supervision.
- Supervisors shall ensure the strict confidentiality of names and functions of the people supervised as well as the names and functions of those discussed during supervision.
- Supervisors shall ensure the confidentiality of financial information with regard to the Sponsor's business.
- They shall not divulge information as to the context of supervision to the Sponsor unless they have the Client's express authorisation, and only if the special interests of the latter are involved.
- Supervisors are aware that in certain rare cases governed by law, they may be required to divulge certain information by authorities competent, especially when illegal actions are involved.

## 5. Commitment to Supervision

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- All supervisors belonging to PSF shall choose the mode of supervision that suits them best provided it is regular. Every year, they shall supply a sworn statement to the effect that they continue to be supervised.

## 6. Sundry Commitments

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- Supervisor shall ensure the secure conservation of documents and data in connection with the supervision contract.
- They shall take out professional insurance covering supervision-specific risks.
- They agree to comply with the laws and regulations of the countries they operate in.

## Non-compliance with this Code

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- Members of PSF shall strive to demonstrate exemplary conduct illustrating the criteria of professionalism governing the supervisory profession. Should a situation bring to light any infringement of this Code of Ethics, and should resolution of the issue not be possible amicably, parties may submit the case to the PSF with reference to the Complaints and Claims Procedures by contacting the organisation at this address: [contact@professional-supervisors.org](mailto:contact@professional-supervisors.org)