

International Supervision and Coaching Institute

adult training establishment

approved by ESCA Curriculum Committee 26 September 2020

CURRICULUM	Intercultural Supervision and Coaching Programme
CURRICULUM GROUP	Intercultural Supervision / Coaching
EDUCATION TYPE	Work-related continuing education
PURPOSE	<p>The purpose of the curriculum is to prepare coaches/supervisors who can provide cross-sectoral coaching and supervision at a professional level and in accordance with ethical principles.</p> <p>The curriculum meets the standards of ANSE (the Association of National Organisations for Supervision in Europe; www.anse.eu) and is related to A European Competence Framework of Supervision and Coaching, March 2015.</p>
DURATION OF TRAINING	2.5 years, 12 modules
REQUIREMENTS FOR COMMENCEMENT OF STUDIES	<ol style="list-style-type: none"> 1. Bachelor's degree or proven equivalent diploma in human or social science (incl. business administration and management specialisations); 2. A minimum of 4 years professional experience after graduation. 3. A minimum of 120 academic hours of professional continuing education and participation in group processes (various courses and/or longer self-development programmes that provide knowledge of people, communication, teaching, groups, organisations, management, etc.); 4. A minimum of 30 hours proven supervisee and/or coaching experience evidenced by a supervisor or coach. 5. Experience in psychotherapy is considered an advantage. 6. Personality-related requirements: basic self-regulation, communication and reflection skills, adherence to the key ethical principles of working with people.
ADMISSION PROCEDURE	<ol style="list-style-type: none"> 1. Submission of documents by e-mail 2. Group interview
LANGUAGE OF INSTRUCTION	English
CURRICULUM HOURS	<p>Total curriculum hours: 670 academic hours, including:</p> <ul style="list-style-type: none"> – 420 academic hours of contact lessons, i.e. a total of 12 study modules (each module four days); – 60 academic hours (2-4 individual supervision/coaching processes, a total of 30 meetings) of practice as 'supervisor/coach in training'; – 16 academic hours of group or team supervision/coaching practice (minimum 4 modules); – 60 academic hours of teaching supervision divided into a series of individual meetings (40 hours) and group supervision (20 hours); – 12 academic hours of observation practice; – 50 academic hours of independent work in a group of fellow students; – 52 academic hours of independent work with literature and preparation of a personal portfolio and thesis. <p>* An academic hour is 45 minutes.</p>

<p>PRINCIPLES OF THE STUDY PROCESS</p>	<p>Approaches</p> <p>Cross-sectoral approach: Certified supervisors and coaches have competencies to work with clients from various fields, including business, education, social etc. The programme is based on the following approaches, psychotherapies and adult education principles:</p> <ul style="list-style-type: none"> • humanistic approach; • solutions-focused and appreciative approach; • systemic approach; • principles and techniques from psychodrama, arts therapy, gestalt therapy and NLP; • experiential learning <p>The structure of the programme</p> <p>The first half of the programme focuses mainly on individual supervision and coaching. The second half of the programme focuses mainly on supervision and coaching of groups, teams and organisations. Coach/supervisor identity and conscious self-development are integral parts throughout the programme. The study takes place mainly in the form of group processes, practical exercises, reflection and micro-lectures.</p> <p>Modules: 12 modules, including the exam module.</p> <p>Peer groups: Between modules, small groups of students meet regularly to support each other, practice and reflect on what has been learned in the modules.</p> <p>Teaching supervision: Every student's development is supported by a teaching supervisor. The aim of the teaching supervision is to prepare students for client work, reflect on practice and support personal growth.</p> <p>Supervisor/coach in training (supervision/coaching experience): Students practice supervision and coaching regularly between modules (observation, individual and group and/or team supervision and coaching).</p> <p>The order of topics in the curriculum can be changed by head trainers depending on group processes etc.</p>
<p>1 Level (Modules 1 – 4)</p>	<p>Intercultural supervision and coaching with individuals</p>
<p>Module 1</p>	<p>Fundamentals of supervision and coaching.</p> <ul style="list-style-type: none"> • Overview of supervision and coaching; • Definitions: supervisor/coach, supervisee/coachee, client, case; difference from therapy and other similar practices etc; • Forms of supervision/coaching; • Structure of the process and a module; • The meaning of context in supervision and coaching; • Origin of supervision and coaching; • Learning to become a supervisor/coach (learning during modules, group agreements, peer groups, independent work, portfolio etc).

Module 2	Mental framework of supervision and coaching. Ethics and competencies. <ul style="list-style-type: none"> • Competencies required for working as a supervisor and coach (ANSE and ICF); • Confidentiality and ethical practice; • Presence and establishing a trustful, unbiased and empowering relationship; • The identity of a supervisor/coach; • Feedback in supervision/coaching; • Genogramme; • GROW; • Personal study and development goals of a supervisor / coach student.
Module 3	Learning and development in the supervision and coaching process. <ul style="list-style-type: none"> • Adult learning, individual learning needs, motivation; • Reflective practice, main models of reflection; • Self-directive learning, self-management, self-reflection of a coach/supervisor; • Diversity; • Solution-focused approach and techniques.
Module 4	Individual supervision and coaching. Different approaches. <ul style="list-style-type: none"> • Contracting; • Parallel process, transference mechanisms, resistance, psychological defence mechanisms; • Mindfulness; • Theoretical framework and techniques of systemic approach; • Fundamentals of constellations.
Level 2 (Modules 5 – 8)	Intercultural supervision and coaching with groups and teams
Module 5	Individual supervision and coaching. Different approaches. <ul style="list-style-type: none"> • Burnout and its prevention; • Crisis and stress management; • Supervision and coaching methods from psychodrama and gestalt therapy; • Role reversal.
Module 6	Interim evaluation. Feedback and feedforward. <ul style="list-style-type: none"> • Interim evaluation of the portfolio compiled in the course of the learning process; • Presentation of the thesis topic; • Video analysis; • Getting feedback and feedforward on one's professional development (360 degree feedback); • Setting goals for further personal and professional development.
Module 7	Group supervision and coaching. <ul style="list-style-type: none"> • Context upon working with groups; • The definition of a case in the context of group supervision/coaching; • Group dynamics and managing group processes; • Group supervision, including network supervision; • Co-vision/intervision; • Different approaches and identity models (Jung, Dilts etc).
Module 8	Organisation. Team supervision and coaching. <ul style="list-style-type: none"> • Global trends; • Contracting with a group/organisation; • Feedback given to the organisation by the supervisor/coach; • Organisational culture and values; • Vision and mission; • Team management, coaching leadership style; • Area-specific problems (topics) and their supervision.

Level 3 (Modules 9 – 12)	Intercultural supervision and coaching in organisations
Module 9	<p>Organisation. Team supervision and coaching.</p> <ul style="list-style-type: none"> • Organising feedback within a team; • Preparation of development plans; • Determining goals and metrics for the development process; • Roles, functions and power in teams; • Appreciative Inquiry; • Sociometric exercises, scales and other visuals in working with teams.
Module 10	<p>Organisation. Team supervision and coaching.</p> <ul style="list-style-type: none"> • Change management; • Working with conflicts; • Internal and external support methods in an organisation; • Preparing a value proposal.
Module 11	<p>The professional activities of a supervisor and coach.</p> <ul style="list-style-type: none"> • Designing the future and preparing an action plan; • Professional identity; • Code of Ethics; • The quality requirements for the work of a supervisor and coach; • Continuous self-development, self-evaluation, getting feedback; • Belonging to professional associations.
Module 12	<p>Practical examination.</p> <p>Presentation of a portfolio and thesis.</p>
TEACHING METHODS	<p>Training consists of theoretical and experience-based learning in the course of which one develops readiness for the independent supervision/coaching of individuals, groups, teams and organisations.</p> <p>Reflective and interactive teaching methods are based on the principles of adult training: practical workshops, role play, discussions, case analyses, mini-lectures, creative methodologies, practising in pairs/groups of three/other small groups, reflecting on the study process and personal development, etc.</p> <p>Participation in and reflection on the group process forms the core of the training.</p> <p>Constant application of the acquired knowledge and skills in practice: Starting one's personal supervision/coaching practice and having it supervised by a teaching supervisor; working through the theory and practical cases in a group of fellow students, constant self-reflection in one's study group as well as outside of it.</p> <p>Obligation to participate. The student is expected to participate in the entire study process.</p>
REQUIREMENTS FOR THE QUALIFICATION OF TRAINERS	<p>Lead trainers meet ESCÜ Supervisor Quality Standard, Level 8 (http://supervisoon.ee/uhingust/escu-superviisorite-kvaliteedisustem/)</p>
TRAINERS	<p>Lead trainers and programme facilitators:</p> <p>Ester Väljaots – MA (Tallinn Pedagogical University, Psychology Teacher, Methodologist of Pre-school Education), Supervisor Diploma (Der Rote Faden, Estonian Supervision Association, 1998);</p> <p>Kaidi Peets – MA (Tallinn Pedagogical University, English language), Supervisor/Coach Diploma (Der Rote Faden, 2009);</p> <p>Sigrid Melts – MA (Tallinn Pedagogical University, Education), Supervisor/Coach Diploma (Der Rote Faden, University of Tallinn, 2009);</p> <p>Other trainers:</p> <p>Piret Bristol – MA (University of Tartu, Psychology), Supervisor/Coach Diploma (Der Rote Faden, University of Tallinn, 2009), Erickson Professional Coach (ACSTH);</p>

	<p>Tiina Merkuljeva – MA (University of Tartu, Educational Sciences, Special Education), Supervisor Diploma (Der Rote Faden, University of Tallinn, 2006), as of 2011 a PhD candidate of Management Sciences at the Estonian Business School;</p> <p>Mari Saari – MA (University of Tartu, Psychology), Supervisor Diploma (Der Rote Faden, Estonian Supervision Association, 1998);</p> <p>Kaupo Saue – MA (University of Tartu, Psychology), Supervisor/Coach Diploma (Der Rote Faden, University of Tallinn, 2006);</p> <p>Triin Vana – MA (University of Tartu, Nursing Science), MBA (Tartu University, Pärnu College, Service Design and Management), Supervisor Diploma (Der Rote Faden, University of Tallinn, 2006);</p> <p>Signe Vesso – PhD (Estonian Business School, 2016, Management), MA (University of Tartu, Economics and Business Administration), Supervisor Diploma (Der Rote Faden, University of Tallinn, 2006);</p> <p>Viktoria Saat – MA (Pushkin Leningrad State University, psychology), MA Dipl.PW (Process Work Institute, Portland, USA, psychotherapy, 2006-2011), Supervisor/Coach (ISCI 2017);</p> <p>Inge Tael – University of Tartu, Clinical Psychology, Supervisor/Coach Diploma (Der Rote Faden, University of Tallinn, 2006)</p>
<p>REQUIREMENTS FOR GRADUATION AND DOCUMENTS ISSUED</p>	<p>Prerequisites for completing the course are:</p> <ul style="list-style-type: none"> • participation in at least 85% of study modules; all absences must be compensated by extra tasks; • fulfilment of the practice requirement; • independent work with literature; • submission of the thesis and portfolio; • passing a practical examination. <p>The evaluation procedure is based on a flexible student-centred framework that involves self-evaluation and evaluation of performance.</p> <p>Graduates of the programme receive a supervisor/coach certificate.</p>
<p>LEARNING OUTCOMES</p>	<p>The graduate possesses the knowledge, skills and professional attitudes to act as an independent supervisor and/or coach for individuals, groups, teams and organisations.</p> <p>The course creates a basis for the personal and professional growth and development of the supervisor/coach. The student:</p> <ul style="list-style-type: none"> • has developed a professional identity characteristic of a supervisor/coach: the attitude, ethics, understanding of the principles of professional development, the view of a person, work and organisation characteristic of a supervisor and coach and is able to reflect. • is able to establish a professional relationship with supervised/coached persons, groups, teams and organisations and to support their development. • knows and is able to use different techniques and methods of supervision and coaching, and masters them in a personal manner. • has developed an exemplary personal communication style characteristic of a supervisor and coach as well as the ability to manage diverse, ambiguous and systemic processes
<p>DESCRIPTION OF STUDY ENVIRONMENT</p>	<p>Study rooms are suitable for group work and small group exercises and are equipped with necessary facilities.</p>
<p>LITERATURE</p>	<p>Main literature:</p> <p>Corey, M., Corey, C., Corey, G. (2008) Groups, process and practice</p> <p>Hawkins, P., McMahon, A. (2020) Supervision in the Helping Professions</p> <p>Henderson, P. (2009) A Different Wisdom, Reflections on Supervision Practice</p> <p>Whitmore, J. (2017) Coaching for Performance: The Principles and Practice of Coaching and Leadership</p> <p>Wilson, C. (2020) Performance Coaching: A Complete Guide to Best Practice Coaching and Training</p> <p>Recommended literature:</p> <p>Atkinson, M., Rae T. Chois, R., T. (2012) Step By Step Coaching</p>

	<p>Campbell, J., M. (2000) Becoming an Effective supervisor</p> <p>Davys, A., Beddoe, L. (2010) Best Practice in Professional Supervision. A Guide for the Helping Professions</p> <p>Dweck, C., S.. (2007) Mindset</p> <p>Goldsmith, M., Reiter, M. (2015) Triggers</p> <p>Hanson, R. (2018). Resilient</p> <p>Harkavy, D. (2006) Becoming a Coaching Leader</p> <p>Hawkins, P. (2014). Leadership Team Coaching: Developing Collective Transformational Leadership</p> <p>Kellermann, P., F. (1992) Focus on Psychodrama</p> <p>Ludema, J., D., Whitney, D. (2003) The Appreciative Inquiry Summit</p> <p>McLeod, J. (2007) Counselling skill</p> <p>Polster, E., Polster, M. (1974) Gestalt Therapy Integrated</p> <p>Rogers, J.(2012) Manager as Coach</p> <p>Röhrig P., Clarke, J. (2008) 57 SF Activities for facilitators</p> <p>Sharry, J. (2001) Solution Focused Group work</p> <p>Shohet, R. (2008) Passionate Supervision</p> <p>Silsbee, D.(2008) Presence-Based Coaching</p> <p>Silsbee, D. (2004) The Mindful Coach</p> <p>Sinek, S. (2017) Find Your WHY</p> <p>Whittington, J. (2012) Systemic Coaching and Constellations: An Introduction to the Principles, Practices and Applications</p> <p>Williams, M., Penman, D. (2011) Mindfulness</p>
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