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Supervision FAQs

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Coaching: how does it differ from Supervision?

Question: What's the difference between coaching and supervision?

Answer: In contrast to other forms of counselling, such as 'supervision', where the focus is on '*reflecting on professional actions*' (ANSE, Association of National Organisations for Supervision in Europe), coaching is about developing personal potential. Developing potential is a much more holistic concept than reflection. In terms of humanistic psychology, coaching therefore focuses on the person as a whole. With values and aspirations in both private and professional life.

Credentials of Professional Supervisor?

Question: What does "supervising professional" mean? I mean, what has to be the "title" or the position of this person?

Answer: Supervision is a relatively new profession. Therefore, it is not possible to define on a global scale what we mean by 'supervising professional'. We will be open to all kind of coaching / therapy / business consulting / supervising professionals. Any FMT IANLP is accepted.

Face-to-face vs. online Supervision

Question: Criteria for Recognition as FMT IANLP item 8 says "At least 50% of the supervisions have to be conducted face-to-face live on-site." - While for the other 50% it is left to the supervisor to assess to do so in the way s/he deems to have the best insight into the work of the person under supervision. - What do you think about this ???

Answer: Yes, that's the idea, to leave it up to you and your client to decide. The supervisor of course is free to ask that all and any supervision has to be face-to-face.

We also have to keep in mind that some potential FMT's are the first in their country/region. Therefore it might not be easy to find suitable professional supervision within local travelling distance.

Therefore on request special permission to run all supervision session online may be granted.

Role clarity: Supervisor / Observer (Assessor)

Question: I like very much the 'Supervision template' provided by the IANLP for use by the supervisee. Because it asks the supervisee to independently identify what topics they are going to take to supervision. And then - after supervision - to reflect upon learnings and ways to go on. This seems very efficient to me.

Answer: Yes. And what I personally also like about this approach to supervision is, that the supervisee remain very self-determined. It is up to them and their responsibility as to what they bring to supervision. This is much more independent than when it is observed from the outside and imposed hierarchically ("*That's something you need to improve!*").

Of course, the observer/assessor shall introduce topics from his outside observation. But in purely technical terms the observer and the supervisor are two different roles (and usually different persons). Which means that topics from observation are not introduced directly into the supervision. The person observing (e.g., the boss) communicates the observations to the person being observed (e.g., junior teaching trainer). Junior teaching trainer decides independently, which of these observations s/he wants to neglect, which s/he wants to implement directly and which s/he wants to bring to the supervision.

This of course also means that if the observing person and the supervisor is the same person, this person has to be very professional and keeping the two different roles apart. One role/function is observer/assessor (and boss) and the other role is supervisor/coach.

Supervision offers:

- Support in reflection and decision-making processes concerning current professional issues
 - Support in challenging and demanding professional situations and conflicts
 - Clarification and processing of tasks, functions and roles
 - Support in and handling of processes of change
 - Innovative solutions for new challenges
 - Prophylactic measures to avoid mobbing and burnout
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Supervision - What is 'Curricular Supervision' ?

On special request by the Secretary General, Secretary Ambassadors (or senior FMTs) might act as 'Curricula Supervisor' to a given Fellow Member Trainer of the IANLP. In this function the Secretary Ambassador supports the FMT to reflect upon

- (A) how to implement best the curricula of the IANLP into his/her NLP training designs;
- (B) processes of quality evaluation (personal development and training design);
- (C) processes of quality assurance and development.

Therefore, in a supervision provided by a Secretary Ambassador to a FMT IANLP there can be two quite different focuses:

1) Curricular Supervision

- a) During process of application for FMT: Support in understanding (and fulfilling) the criteria for recognition.
- b) After recognition as FMT: Support in fulfilling the curricula of the IANLP (NLP Practitioner, NLP Master, NLP Trainer). This aspect of *Curricular Supervision* has an inspectional aspect as well. This is somewhat at odds with standard professional supervision, which does not assess and decide on the quality of the supervisee. This is because this kind of supervision assesses and evaluates the supervisee's compliance with the IANLP curricula. And reporting to the head office of the IANLP.

2) Supervision that focuses the work as a professional trainer and / or presenter.

This is regular supervision for reflection on professional practice. This part of supervision has neither an assessing aspect nor is any content reported to outside parties.

→ For more info, please see chapter 'Detailed info on Curricular Supervision' in appendix to this text.

Supervision - What is Supervision ?

The IANLP defines supervision as follows:

"Supervision is the process of continuous reflection of professional practice. The supervisor helps the supervisee to reflect his/her own attitudes and actions in her/his professional field of activity."

Supervision is not evaluating or assessing the quality of the supervised person. A supervisor has not to be 'better' than the supervised person in the person's field of professional competence. Quite on the contrary. The professional supervisor helps the supervised person by asking the right questions to reflect his/her professional actions and attitudes. Often it is even better for the process of supervision, if the supervisor does not know much about the field of professional competence of the supervisee. This helps to ask open and 'out-of-box' questions.

Sometimes supervision is called 'coaching', 'counselling', 'mentoring' or something else. Intervention is supervision among peers.

More info: <https://anse.eu/about-anse/standards>

What is needed for supervision to take place?

The supervisee (client) must raise a concern.

This concern is reflected on with the help of the supervisor. As a rule, the supervisor only knows the client's description of the situation reflected upon. This is what they work with. It is therefore not about the actual reality, but about the perception of the supervisee.

The supervisor therefore does not need to know the supervisee's field of work or observe the supervisee in the real situation to be reflected.

Appendix

Detailed Info on Curricular Supervision

The following text is derived from an email by Secretary Ambassador, Semsudin Zaimovic. (original text in bosnian language).

The Curricular Supervision takes place in 5 meetings ¹. The focus of the curricular supervision is on compliance of your work with the plan and program and the rules prescribed by IANLP.

The process of "Curricular Supervision" was introduced for the reason that many new NLP Trainers take the trainings, implementation plan and program as well as the way of conducting the trainings from their former trainers as a guide in their future work, only.

It often happens that new NLP trainers have not read or analyzed the plan and program, rules and guidelines prescribed by IANLP, but still want to certify their trainings on behalf of this organization.

As a result of this approach in the past, we found that a large number of training courses did not meet the IANLP standards, both in terms of the number of hours planned and delivered, the delivery of the planned topics, the attendance of participants and the way in which the training itself was delivered.

In order to avoid such situations in the future, curricular supervision was introduced.

Of course, we don't want supervision to diminish the value of what you have learned from your NLP trainers and/or your perspective or training designs. But we want to make sure that everything is in line with the IANLP guidelines so that everyone is happy in the end:

- you as an NLP trainer who is satisfied with what you have realized,
- your participants who received the expected knowledge, quality lectures, and all this according to recognizable IANLP standards,
- the IANLP because you are an NLP trainer who respects the rules and spreads the mission of development and quality of NLP that we stand for,
- your future participants because they will know that you are the address they can turn to if they want genuine and quality NLP training.

[.....]

Activities within "Curricular Supervision" are the following:

¹ Note that this is Semsudin's setup. Of course, each supervisor is free to design his/her own system of curricular supervision.

Session number 1 - Administrative work of the ambassador's secretary - Review and analysis of received documentation.

This will be followed by 4 sessions that will take place online through one of the web platforms (Zoom and similar). The framework topics that we will deal with in the sessions would be as stated below.

Session number 2 - Supervisory meeting - (Online) - Discussion about your submitted documentation, plan and program, its compliance with the IANLP plan and program. The way you see the implementation of training, etc. The answer to the questions you had previously prepared and the answer to those that arise during the meeting.

Session number 3. - Supervision meeting - (Online) - How to implement your NLP Practitioner training. [...] Focus on the method of monitoring the work of training participants, satisfaction of participants, feedback to participants, absences from training, compensation for what was missed. The answer to the questions you had previously prepared and the answer to those that arise during the meeting.

Session number 4. - Supervision meeting - (Online) - Focus on work and group management, management of dissatisfied participants. The process of conducting the certification and evaluating the knowledge of the participants. Written and practical assessment of the knowledge and competence of the participants. Method of issuing the certificate. The answer to the questions you had previously prepared and the answer to those that arise during the meeting.

Session number 5. - Supervisory meeting - (Online) - The way to realize your NLP Practitioner training through cooperation with other FMT (Fellow Member trainers), other NLP trainers, and possibly other expert lecturers, and that everything is realized in accordance with the IANLP guidelines. Assistance in your training. Applications for entry into NLP Master and/or NLP Trainer training from participants with certificates not recognised by IANLP and the recertification process for these. [...] Short guidelines on the process of fulfilling the requirements for obtaining the title of FMT 100. Future cooperation with IANLP. The answer to the questions you had previously prepared and the answer to those that arise during the meeting.

If the need arises or in the process itself we conclude that it would be more productive, we can realize two sessions within one extended meeting.

Supervision costs

"Curricular Supervision" takes place within 5 one-hour sessions. The price per session is [...]. The total cost for all 5 sessions of "Curricular Supervision" is [...]. The full amount must be paid before the supervision process begins.

[...]

In order to be able to realize Session 1 and prepare for Session 2 (live), the first step is to provide me with the following completed document attached to this e-mail:

Training design for NLP practitioners - (Table-for-planning-training) - (Detailed training design completely filled out for NLP practitioner trainings that you plan to hold in the coming period).

Fill in the form in your language.

Feel free to contact me on this matter to resolve any possible ambiguities.

The basis for filling out this form is the plan and program for attending the NLP Practitioner, IANLP training, which can be found on the page https://www.ia-nlp.org/curricula/section/Curriculum_NLP_Practitioner_IANLP/