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Professional Certificate in Evidence-Based Coaching Supervision

## Working with Diversity and Inclusion in Coaching Supervision

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### Allyship

Related terms: advocacy, inclusion

Allyship is the active, ongoing process of using one's privilege to support and amplify the voices of marginalized groups within coaching supervision. Example: a supervisor who notices a co-coach's client language reflects gender bias intervenes to reframe questions. Practical application includes setting up "ally circles" where supervisors share strategies for confronting subtle exclusion. Challenges arise when allies unintentionally dominate conversations or when their support is perceived as tokenistic.

### Anti-Bias Training

Related terms: implicit bias, cultural competence

Structured learning experiences designed to help supervisors recognize and mitigate unconscious prejudices that affect coaching judgments. Example: a workshop using the Implicit Association Test followed by reflective debriefs. In practice, supervisors integrate bias checks into session notes. The main challenge is sustaining awareness beyond the training session and translating insights into consistent supervisory behavior.

### Appreciative Inquiry

Related terms: strengths-based approach, positive psychology

A collaborative questioning technique that focuses on what works well in diverse coaching relationships, encouraging supervisors to explore successes rather than deficits. Example: asking a supervisee to describe a moment when cultural differences enhanced client insight. Practically, this builds confidence and reduces defensive reactions. A challenge is balancing positivity with the need to address serious equity concerns.

### Bias Interruption

Related terms: micro-intervention, equity lens

The act of deliberately halting a biased thought or behavior in the moment, then redirecting it toward inclusive practice. Example: a supervisor notices a supervisee using a stereotype-laden metaphor and pauses the session to discuss alternative language. Application involves establishing "bias interruption protocols" in supervision contracts. Difficulty often lies in the supervisor's own discomfort with confronting bias directly.

### Boundary Management

Related terms: role clarity, ethical standards

The process of defining and maintaining clear limits between personal identity, cultural background, and

professional responsibilities in supervision. Example: a supervisor who shares personal cultural experiences only when they serve a clear developmental purpose. Practical steps include co-creating boundary agreements with supervisees. Challenges include navigating cultural expectations that value relational intimacy over formal boundaries.

### Cultural Competence

Related terms: cultural humility, cross-cultural awareness

The ability to understand, respect, and effectively work within the cultural contexts of clients and supervisees. Example: a supervisor who adapts feedback style to align with a supervisee's collectivist orientation. In practice, competence is built through ongoing education, reflective journaling, and peer consultation. A persistent challenge is avoiding the "competence" plateau where learning stops.

### Cultural Humility

Related terms: self-reflection, power differentials

A lifelong commitment to self-evaluation and critique of one's own cultural assumptions, recognizing the expertise of others in their own cultural narratives. Example: a supervisor asks a supervisee to teach them about a cultural practice before offering advice. Practical application includes incorporating humility statements into supervision contracts. Challenges involve resisting the urge to "fix" cultural differences rather than learning from them.

### Diversity Lens

Related terms: intersectionality, equity lens

A perspective that systematically considers multiple dimensions of identity (race, gender, ability, etc.) when evaluating coaching processes. Example: reviewing a supervision case to see how both gender and disability intersect in client outcomes. Practically, supervisors use a checklist to ensure each dimension is examined. The main difficulty is avoiding a checklist mentality that reduces lived experience to data points.

### Equity Audit

Related terms: systemic review, fairness assessment

A systematic examination of supervisory practices, policies, and outcomes to identify inequities. Example: analyzing promotion rates of supervisees from under-represented groups. In practice, audits are conducted annually with findings fed back into supervision design. Challenges include data collection constraints and resistance from stakeholders who perceive audits as punitive.

### Feedback Sandwich

Related terms: constructive criticism, reinforcement

A communication technique that frames critical feedback between two positive statements, aiming to reduce defensiveness especially in diverse contexts. Example: "I appreciate your cultural insight; however, the language used may alienate some clients; overall, your adaptability is strong." Practical use helps maintain rapport across cultural lines. Critics argue it can dilute important critiques and feel inauthentic.

### Implicit Bias

Related terms: unconscious prejudice, stereotype threat

Automatic mental associations that influence perception and decision-making without conscious awareness.

Example: a supervisor assumes a male supervisee is more assertive than a female counterpart. Practical mitigation includes bias-awareness exercises before case reviews. The challenge is that implicit bias often resurfaces despite training, requiring continual vigilance.

### Intersectionality

Related terms: multiple identities, systemic oppression

A framework that examines how overlapping social identities (e.g., race, gender, class) create unique modes of discrimination and privilege. Example: a Black, queer woman client experiences coaching resistance differently than a white, heterosexual male. Supervisors apply intersectionality by mapping identity layers in case studies. The challenge is avoiding oversimplification while honoring each client's complexity.

### Micro-aggression

Related terms: subtle bias, verbal slight

Brief, everyday exchanges that convey derogatory or negative slights toward marginalized groups, often unintentionally. Example: a supervisor comments that a supervisee "speaks English very well" implying surprise at competence. In practice, supervisors develop rapid response scripts to address micro-aggressions. Difficulty lies in balancing confrontation with preserving the supervisory relationship.

### Micro-intervention

Related terms: bias interruption, corrective action

Small, immediate actions taken to address bias or exclusion in the moment. Example: gently rephrasing a stereotype-laden statement during a supervision session. Practically, supervisors rehearse these interventions during training. Challenges include fear of escalation and uncertainty about the appropriate level of response.

### Power Dynamics

Related terms: hierarchy, authority

The distribution of influence and control between supervisor, supervisee, and client, often shaped by social identities. Example: a senior supervisor may unintentionally silence a junior supervisee from an under-represented background. Practical strategies involve explicit power mapping and co-creating decision-making processes. The challenge is that power is often invisible, requiring deep reflection to uncover.

### Privilege Awareness

Related terms: social advantage, allyship

Recognition of unearned benefits based on aspects of one's identity (e.g., race, gender, socioeconomic status). Example: a supervisor acknowledges that their ability to travel for conferences is facilitated by financial privilege. In practice, supervisors incorporate privilege statements into reflective journals. The

obstacle is moving from awareness to concrete actions that redistribute advantage.

#### Reflective Supervision

Related terms: critical incident analysis, self-assessment

A supervisory approach that emphasizes the supervisee's internal experience, values, and learning processes, especially regarding diversity. Example: after a culturally charged coaching session, the supervisor guides the supervisee to explore emotional reactions. Practical use includes structured reflection prompts. Challenges involve time constraints and the need for supervisors to model deep self-reflection.

#### Resilience Coaching

Related terms: strengths-based, trauma-informed

Coaching that supports clients and supervisees in developing adaptive coping mechanisms, particularly when facing systemic discrimination. Example: a supervisee from a marginalized community uses resilience techniques to navigate workplace bias. Supervisors incorporate resilience frameworks while ensuring they do not shift responsibility onto the individual. The challenge is avoiding "victim blaming" narratives.

#### Safe Space

Related terms: psychological safety, inclusive environment

A context in which individuals feel free to express thoughts and identities without fear of judgment or retaliation. Example: a supervision group establishes ground rules that prohibit dismissive language. Practically, supervisors model respect and intervene when safety is breached. However, "safe spaces" can be critiqued for limiting robust dialogue if not balanced with constructive challenge.

#### Systemic Lens

Related terms: macro-analysis, structural inequality

An analytical perspective that situates coaching interactions within broader social, economic, and institutional structures. Example: examining how organizational policies affect the coaching outcomes of employees of color. Supervisors use systemic lens to guide case formulation and intervention planning. The difficulty is integrating macro-level analysis with day-to-day supervision without losing focus.

#### Trauma-Informed Supervision

Related terms: psychological safety, resilience

An approach that recognizes the prevalence of trauma, emphasizes safety, and avoids re-traumatization during supervisory processes. Example: a supervisee shares a client's experience of racial trauma; the supervisor validates emotional impact and adjusts pacing. Practical steps include establishing grounding routines and offering resources. Challenges include differentiating trauma responses from cultural expressions of emotion.

#### Unconscious Incompetence

Related terms: learning curve, self-awareness

A stage where an individual lacks awareness of their lack of knowledge about diversity issues. Example: a

supervisor believes they are culturally neutral but has never considered how their own cultural norms shape feedback. Practically, supervisors undergo self-assessment tools to surface gaps. Overcoming this stage requires humility and willingness to engage in discomfort.

#### Validity of Assessment

Related terms: bias, fairness

The degree to which supervisory evaluations accurately reflect a supervisee's competencies, free from cultural bias. Example: using standardized rubrics that have been validated across diverse populations. In practice, supervisors triangulate data sources (self-reports, client feedback). Challenges involve ensuring tools are culturally responsive and not overly generic.

#### Values Clarification

Related terms: ethical alignment, personal mission

A process whereby supervisors and supervisees articulate and examine core beliefs that drive coaching practice, particularly regarding inclusion. Example: a supervisee identifies "social justice" as a guiding value and explores how it shapes client work. Practical application includes values-mapping exercises during supervision. Obstacles arise when personal values conflict with organizational policies.

#### Voice Amplification

Related terms: empowerment, representation

Deliberate actions to increase the presence and impact of marginalized perspectives within supervision dialogues. Example: a supervisor invites a supervisee to lead a discussion on cultural competence. Practically, this can involve rotating facilitation roles. The challenge is ensuring amplification does not become tokenism or place undue burden on the individual.

#### Widening the Lens

Related terms: diversity, inclusion

Expanding attention beyond dominant cultural narratives to embrace a broader array of experiences. Example: incorporating case studies from non-Western coaching traditions. In supervision, this translates to recommending diverse reading lists. A common difficulty is resistance from stakeholders who view "widening" as peripheral rather than central to quality.

#### Zero-Tolerance Policy

Related terms: harassment, code of conduct

An organizational rule that strictly prohibits discriminatory language or behavior, with clear consequences. Example: a supervision program adopts a zero-tolerance stance toward racist jokes. Practical implementation includes clear reporting mechanisms and training. Challenges include balancing enforcement with restorative practices and avoiding a punitive climate.

#### Adaptive Supervision

Related terms: flexibility, contextualization

A supervisory style that tailors methods to the cultural, organizational, and personal contexts of each supervisee. Example: a supervisor uses storytelling techniques when working with a supervisee from an oral-tradition culture. Practically, this requires a toolbox of varied approaches. The difficulty lies in mastering multiple styles without compromising core supervision standards.

#### Bias Literacy

Related terms: education, self-awareness

The knowledge and skills needed to identify, articulate, and address bias in coaching contexts. Example: a supervisor completes a module on racial micro-aggressions and applies the concepts in case reviews. In practice, bias literacy is reinforced through regular discussion circles. A challenge is preventing literacy from becoming a static credential rather than a dynamic practice.

#### Co-Creation

Related terms: collaboration, shared authority

The joint development of supervision goals, agendas, and learning plans by supervisor and supervisee, honoring each party's expertise. Example: a supervisee proposes a focus on LGBTQ+ coaching competencies, and the supervisor integrates it into the supervision contract. Practical steps involve explicit co-design sessions. Obstacles include power imbalances that may inhibit genuine co-creation.

#### Critical Incident Review

Related terms: debriefing, reflective practice

A focused analysis of a specific event that raised diversity-related concerns, used to extract learning. Example: after a client disclosed experiencing racial micro-aggression, the supervisor and supervisee dissect the interaction. Practically, a structured template guides the review. The challenge is ensuring emotional safety while confronting uncomfortable truths.

#### Differentiated Supervision

Related terms: personalization, learner-centered

Adjusting supervisory intensity, content, and support based on the supervisee's developmental stage and cultural background. Example: providing more scaffolding for a novice supervisee from a high-context culture. In practice, supervisors track progress via individualized dashboards. Difficulties arise when organizational policies mandate uniform supervision models.

#### Equitable Access

Related terms: inclusion, resource distribution

Ensuring that all supervisees have fair opportunity to engage in learning resources, mentorship, and advancement. Example: offering remote supervision options for supervisees in underserved regions. Practical measures include sliding-scale fees and scholarship programs. The barrier is budgetary constraints and institutional inertia.

#### Feedback Loop

Related terms: continuous improvement, evaluation

A cyclical process where supervisees provide input on supervisory practices, enabling adjustments that promote inclusion. Example: after each supervision cycle, supervisees complete an anonymous diversity climate survey. Practically, supervisors review results and implement changes. The challenge is maintaining momentum and avoiding superficial tweaks.

### Gender-Responsive Supervision

Related terms: sex-based analysis, feminist lens

Supervision that explicitly considers gender dynamics, power, and societal expectations. Example: a supervisor explores how gender norms influence a client's career aspirations. Practical application includes using gender-sensitive language and questioning. Obstacles include entrenched gender stereotypes that may surface in supervision dialogues.

### Holistic Assessment

Related terms: multi-dimensional, comprehensive evaluation

Evaluating supervisee competence across cognitive, emotional, relational, and cultural dimensions. Example: combining role-play performance with self-reflection on cultural humility. In practice, supervisors use mixed-method tools (ratings, narratives, peer feedback). The difficulty is allocating sufficient time for each component.

### Inclusion Index

Related terms: metric, diversity scorecard

A quantitative measure that tracks how inclusive a supervision program is across various dimensions (e.g., representation, curriculum content). Example: calculating the percentage of supervision sessions that address race-related topics. Practically, the index informs strategic planning. Challenges include selecting meaningful indicators and avoiding reductive numbers.

### Justice-Oriented Supervision

Related terms: social change, advocacy

A supervisory stance that actively seeks to redress inequities within coaching practice and broader society. Example: a supervisor encourages a supervisee to develop a community-based coaching initiative for refugees. Practical steps involve aligning supervision goals with social-justice projects. The challenge is balancing advocacy with professional boundaries.

### Kinesics Awareness

Related terms: non-verbal communication, cultural norms

Understanding how body language, gestures, and spatial behavior convey meaning differently across cultures. Example: a supervisor notes that eye contact may be perceived as confrontational in some cultures and adjusts feedback accordingly. Practically, supervisors model culturally attuned kinesics. The obstacle is personal habit and limited exposure to diverse non-verbal cues.

### Learning Agility

Related terms: adaptability, growth mindset

The capacity to quickly acquire and apply new knowledge, especially regarding diversity and inclusion.

Example: a supervisor rapidly integrates emerging research on neurodiversity into supervision sessions. In practice, supervisors model agility by sharing recent readings and inviting critique. Challenges include resistance to change and overload of information.

### Micro-affirmation

Related terms: positive reinforcement, inclusion

Small, often subtle acts that acknowledge and validate the presence and contributions of marginalized individuals. Example: a supervisor publicly credits a supervisee's insight on cultural nuance during a team meeting. Practically, supervisors track and intentionally increase micro-affirmations. The difficulty is ensuring authenticity rather than performative gestures.

### Normalization of Difference

Related terms: diversity as standard, cultural variance

Treating varied cultural expressions as ordinary rather than exotic or problematic. Example: a supervisor explains that multiple accents are a natural aspect of global coaching. In practice, supervisors embed this principle in onboarding materials. Challenges include confronting entrenched biases that view "difference" as a deficit.

### Observational Lens

Related terms: attentiveness, cultural sensitivity

The perspective through which a supervisor watches coaching interactions, focusing on subtle cues related to identity and power. Example: noting how a client's posture changes when discussing race. Practically, supervisors keep observation logs highlighting cultural moments. The challenge is avoiding over-interpretation while remaining vigilant.

### Participatory Evaluation

Related terms: co-design, stakeholder involvement

Assessing supervision programs by actively involving supervisees and clients in the evaluation process. Example: a focus group of diverse supervisees reviews curriculum relevance. In practice, findings directly shape program revisions. Obstacles include ensuring diverse representation and managing conflicting feedback.

### Qualitative Feedback

Related terms: narrative data, thematic analysis

Descriptive, non-numeric input that captures nuanced experiences of diversity in supervision. Example: a supervisee writes about feeling unseen in a group discussion. Practically, supervisors code themes to inform practice changes. The difficulty lies in allocating time for deep analysis and avoiding superficial summarization.

### Resource Allocation

Related terms: budgeting, equity

Distributing financial, temporal, and material assets in a way that supports inclusive supervision. Example: earmarking funds for translation services for non-English speaking supervisees. In practice, supervisors develop equity-based budgeting templates. Challenges include competing priorities and limited organizational commitment.

### Safe-Harbor Policy

Related terms: confidentiality, protection

A set of guidelines that protect supervisees who raise concerns about discrimination from retaliation.

Example: a supervisee reports a micro-aggression without fear of career repercussions. Practically, the policy outlines reporting channels and guarantees anonymity. The obstacle is ensuring the policy is trusted and consistently applied.

### Trauma-Sensitive Language

Related terms: psychological safety, respectful terminology

Word choices that avoid re-triggering trauma and convey empathy. Example: using "experienced" instead of "suffered" when discussing discrimination. In supervision, coaches practice rephrasing harmful language. The difficulty is balancing clinical precision with compassionate wording.

### Unconscious Bias Mitigation

Related terms: bias interruption, bias literacy

Deliberate strategies to reduce the influence of hidden prejudices on decision-making. Example: employing "consider the opposite" checklists during case analysis. Practically, supervisors embed mitigation steps into supervision protocols. The challenge is maintaining consistency over time.

### Value-Based Supervision

Related terms: ethical alignment, mission

Aligning supervisory goals with core organizational or personal values related to inclusion. Example: a program that values "cultural justice" integrates that into all supervision objectives. In practice, supervisors periodically revisit value statements. Obstacles include shifting organizational priorities that may dilute focus.

### Workplace Inclusion Audit

Related terms: equity audit, systemic lens

A review of organizational policies, culture, and practices to assess how inclusive they are for coaches and supervisees. Example: evaluating whether promotion criteria consider diverse leadership styles. Practically, findings inform strategic inclusion initiatives. Challenges include data privacy concerns and resistance from leadership.

### Cross-Cultural Competence

Related terms: cultural humility, adaptive supervision

The ability to navigate and respect differences across cultural contexts in coaching relationships. Example: a supervisor helps a supervisee adapt a Western coaching model for use in a collectivist setting. Practical steps involve joint cultural mapping exercises. The difficulty is avoiding cultural appropriation while fostering genuine adaptation.

### Disability Inclusion

Related terms: accessibility, universal design

Ensuring that coaching supervision accommodates and values people with physical, sensory, cognitive, or neurodiverse conditions. Example: providing captioned video recordings for deaf supervisees. In practice, supervisors audit accessibility of all materials. Challenges include limited awareness of diverse disability needs and budget constraints.

### Ethical Relativism

Related terms: cultural ethics, moral frameworks

The view that ethical standards may vary across cultures, requiring supervisors to negotiate differing moral expectations. Example: a supervisee's cultural norm discourages direct feedback, conflicting with the supervisor's emphasis on transparency. Practically, supervisors engage in dialogue to find mutually acceptable approaches. The obstacle is balancing respect for cultural norms with professional ethical standards.

### Feedback Sensitivity

Related terms: cultural nuance, micro-affirmation

Tailoring feedback delivery to account for cultural expectations about hierarchy, face-saving, and communication style. Example: offering indirect praise to a supervisee from a high-power-distance culture. In practice, supervisors ask supervisees how they prefer feedback. The challenge is avoiding assumptions and ensuring feedback remains constructive.

### Global Coaching Standards

Related terms: internationalization, best practice

Guidelines that aim to harmonize coaching practices across different cultural contexts while respecting local variations. Example: the International Coaching Federation's competency model includes cultural awareness as a core area. Practically, supervisors align case studies with these standards. Challenges include reconciling global standards with regional regulations.

### Hybrid Supervision Model

Related terms: blended learning, flexible delivery

Combining in-person and virtual supervision to increase accessibility for diverse supervisees. Example: a supervisor meets weekly via video call and monthly in a co-working space. Practical benefits include reduced travel barriers for remote supervisees. Difficulties involve ensuring equal engagement across modalities.

### Intersectional Coaching Competency

Related terms: diversity lens, cultural humility

A set of skills that enable coaches to recognize and address the intersecting identities of clients. Example: assessing how race, gender, and socioeconomic status together influence a client's goal-setting. In supervision, educators embed intersectional case studies. The challenge is developing assessment tools that capture this complexity without oversimplification.

### Justice-Centric Curriculum

Related terms: social responsibility, equity

Educational content that foregrounds social justice themes, encouraging supervisees to integrate advocacy into coaching. Example: a module on anti-racist coaching practices. Practically, supervisors assign reflective essays on justice topics. Obstacles include institutional pushback and limited curricular space.

### Knowledge Transfer

Related terms: learning agility, mentorship

The process of sharing expertise, especially around diversity, from experienced supervisors to newer practitioners. Example: a senior supervisor mentors a novice on cultural negotiation techniques. In practice, formal mentorship pairings are established. Challenges involve ensuring transfer is contextualized rather than prescriptive.

### Leadership Inclusion Index

Related terms: metric, accountability

A tool that measures how inclusive leadership behaviors are within supervision teams. Example: tracking the frequency of leaders soliciting input from diverse supervisees. Practically, results are reported to senior management. The difficulty lies in defining observable behaviors and avoiding superficial compliance.

### Micro-learning Modules

Related terms: bite-size training, continuous development

Short, focused learning units that address specific diversity topics, ideal for busy supervisors. Example: a 5-minute video on inclusive pronoun usage. In practice, supervisors complete modules and apply takeaways in real time. Challenges include ensuring depth despite brevity.

### Neurodiversity Awareness

Related terms: cognitive difference, inclusive design

Recognizing and valuing variations in neurological functioning (e.g., ADHD, autism) within coaching contexts. Example: a supervisor adapts session pacing for a neurodivergent supervisee. Practically, supervisors implement flexible communication channels. Obstacles include limited knowledge and stereotypical assumptions.

### Organizational Culture Audit

Related terms: systemic lens, equity audit

An assessment of the prevailing attitudes, values, and practices that shape inclusion within an institution. Example: surveying staff about perceived cultural safety. In practice, findings guide strategic cultural change initiatives. Challenges include navigating entrenched hierarchies and achieving genuine buy-in.

#### Peer Coaching Circles

Related terms: collaboration, co-creation

Groups of supervisees who practice coaching with each other, providing diverse perspectives and mutual support. Example: a circle includes members from three continents sharing cross-cultural insights. Practically, circles rotate facilitation to democratize voice. The difficulty is maintaining consistent quality across diverse participants.

#### Qualitative Data Triangulation

Related terms: mixed methods, validation

Combining multiple qualitative sources (interviews, observations, reflective journals) to strengthen conclusions about diversity impacts. Example: aligning supervisee narratives with client feedback on cultural competence. In practice, supervisors use triangulation to inform development plans. Challenges include time-intensive analysis and potential contradictions among sources.

#### Reflective Practice Journal

Related terms: self-assessment, continuous learning

A personal record where supervisors document thoughts, feelings, and learning about diversity after each session. Example: noting a moment of discomfort when a client discussed religious discrimination. Practically, journals are reviewed periodically for pattern identification. The obstacle is maintaining regularity amid busy schedules.

#### Social Identity Mapping

Related terms: intersectionality, self-awareness

A visual exercise that charts an individual's various identity categories and their perceived salience. Example: a supervisee creates a diagram showing race, gender, and immigrant status. In supervision, the map guides discussion of how each identity influences coaching style. Challenges include vulnerability and potential over-emphasis on categories.

#### Systemic Bias Mitigation

Related terms: organizational change, equity audit

Strategies aimed at reducing entrenched discriminatory patterns within coaching institutions. Example: revising hiring criteria to eliminate culturally biased language. Practically, supervisors partner with HR to embed bias checks. The difficulty is sustaining momentum after initial reforms.

#### Transcultural Supervision

Related terms: cross-cultural competence, adaptive supervision

Supervision that transcends one specific culture, fostering fluid movement between multiple cultural

frameworks. Example: a supervisor facilitates a session where a supervisee integrates African proverbs with Western coaching models. Practical steps include encouraging cultural storytelling. Challenges include avoiding cultural dilution and ensuring authenticity.

#### Universal Design for Learning (UDL)

Related terms: accessibility, inclusive pedagogy

A framework that creates flexible learning environments to accommodate diverse learners. Example: providing multiple means of representation (text, audio, video) for supervision materials. Practically, supervisors design sessions that meet UDL principles. Obstacles involve resource limitations and lack of training in UDL implementation.

#### Values-Driven Decision Making

Related terms: ethical alignment, mission

Choosing actions in supervision that reflect declared values such as equity and respect. Example: selecting a case study that highlights racial justice. In practice, supervisors reference a values checklist before major decisions. The challenge is confronting situations where values conflict with organizational directives.

#### Workforce Diversity Index

Related terms: metric, representation

A statistical measure that tracks the demographic composition of coaching staff and supervisees. Example: calculating the proportion of women and people of color in senior coaching roles. Practically, the index informs recruitment strategies. Difficulties include obtaining accurate data and addressing privacy concerns.

#### Zero-Bias Goal-Setting

Related terms: objective alignment, equity

Establishing supervision objectives that consciously avoid reinforcing stereotypes or limiting expectations based on identity. Example: setting leadership development goals for a supervisee without assuming gendered career trajectories. In practice, supervisors co-create goals with explicit bias checks. The obstacle is detecting subtle bias embedded in language.