



EASC – Supervision and Coaching in Europe

Manual

English version

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1. Introduction

1.1 The Manual

The manual has always been the centre piece of EASC.

When EAS was founded in 1994, the DGTA/EATA manual was clearly the driving force behind the EAS manual. The structure to be found there was sensible and tried and tested in practice over many years. Nevertheless, there were many adjustments that made sense for EAS. These included particularly the understanding of supervision as a profession in its own right and the goal of describing uniform standards for this profession throughout Europe, which should apply across countries.

This was, from the very beginning, with semi-permeability in mind, meaning that access to the EASC was not by completing training in EASC institutes, but also the possibility of becoming a member of this European professional association via the second or third route by providing documentation of appropriate qualifications that were acquired and in use outside the EASC.

Over the years, the manual has been revised and supplemented several times. This included extensive changes in 2011/2012¹, through the development of the whole field of coaching and renaming of the EAS to EASC in 2010, as well as the incorporation of criteria of the EC Vision in 2017, where – among others - the criteria of the German Quality Framework (DQF) and the European Quality Frame (EQF) were taken into account.²

As regards the professionalisation of the EASC as an association, it became clear not least as a result of the inclusion of universities and colleges and their coaching degrees that it was time for another update. It became obvious that the manual did not sufficiently describe the comparability of learning outcomes and their verifiability.

In 2021, a working group was initiated³ with the task of preparing the current, fundamental, revision of the manual by 2024.

After 28 years, the aim was a fundamental rewrite of the manual that would explicitly consider the developments in the European Education Area as part of the Bologna process as well as principles and criteria of the German Qualifications Framework for Lifelong Learning (DQF) and the QF⁴.

Part of the rewrite was also a reconciliation between the manual's competency descriptions the article by Steinke & Rauen (2018) and the impact factors in coaching.⁵

Likewise, an update of information and descriptions of standards, the processes of (re-)certification or (re-)accreditation, comparability, recognition and awarding of ECTS credits was necessary, which resulted in a considerable effort, as we had to make the necessary standards and prerequisites comparable.⁶

1 Sabine Busse-Kroppla, Hans-Günter Simon, Daniel Frei, Volker Tepp

2 Mathias Hühnerbein, Hans-Günter Simon, Daniel Frei, Volker Tepp

3 Hans-Günter Simon, Volker Tepp, Prof. Dr. Karin Halbritter, Daniel Frei, Marcus Splitt (until 03.22), Andreas Wolf (from 03.22)

4 https://www.dqr.de/dqr/de/home/home_node.html

5 Rauen, C., & Steinke, I. (2018). A requirement profile for business coaching competencies

6 <https://www.bmbwf.gv.at/Themen/HS-Uni/Studium/Anerkennung/ECTS-System.html>

As a working group, we also took into account the following:

- FIBAA ⁷ is an internationally networked agency officially recognised in various European countries that prepares study programmes according to the standards of the German Accreditation Council⁸.
- The EQF-LLL⁹ - European Qualifications Framework for Lifelong Learning.
- The ECTS Guide ¹⁰.
- The HQR ¹¹– Higher Education Quality Framework.
- Then look again at EC-Vision ¹² and
- use existing professional profiles ¹³ , which can help as a basis to describe our profession of coaching and supervision.

As it stands now, this manual's new edition has three overarching goals. It should facilitate comparability and quality assurance in the European continuing education and training sector still in ten years' time, show a clear positioning in relation to other associations while being oriented towards the European qualifications framework and accreditation procedures, as well as reflect observable quality criteria/standards for all teaching institutions (institutes and universities) that can be evaluated.

1.2 The reform process

The reform process based on the values of the EASC, which began with the convening of the working group in May 2021, has invited extensive dialogic and practical participation, especially of the EASC institutes, but also of interested EASC members in the period from September 2023 to July 2024. With the current version of the manual the reform process will conclude its first phase in September 2024. The subsequent pilot phase – planned from 2025 to 2026 - will conclude with a refined version of the manual based on the pilot experience, including the points that are not finalized at this point in time¹⁴. A transitional phase will follow which will see the complete recertification of the EASC institutes - to be completed by 2030 at the latest. During this period - if possible within the pilot phase - it is also important to create a separate Organizational Handbook for the EASC, which reformulates all the aspects of the previous manual that revolve around organizational and non-quality-related issues. Until the publication of such an Organizational Handbook, the regulations of the former manual will apply to organization-related issues, provided that they do not contradict the principles of this edition of the manual, dated September 2024.

⁷ <https://www.fibaa.org>

⁸ <https://www.fibaa.org/fibaa/ueber-uns/mission-vision/>

⁹ See also: https://de.wikipedia.org/wiki/Europ%C3%A4ischer_Qualifikationsrahmen

¹⁰ https://education.ec.europa.eu/sites/default/files/document-library-docs/ects-users-guide_de.pdf

¹¹ <https://www.hrk.de/themen/studium/qualifikationsrahmen/>

¹² https://anse.eu/wp-content/uploads/doc/ECvision/ECvision_e_book.pdf

¹³ https://www.fibaa.org/fileadmin/uploads/content_uploads/Vorschlag_Qualifikationsrahmen_bwl_01.pdf

¹⁴ The reform group recommends that the essential terms such as the values on which the EASC is based, the concept of quality itself and other core terms be included in a precise linguistic definition.

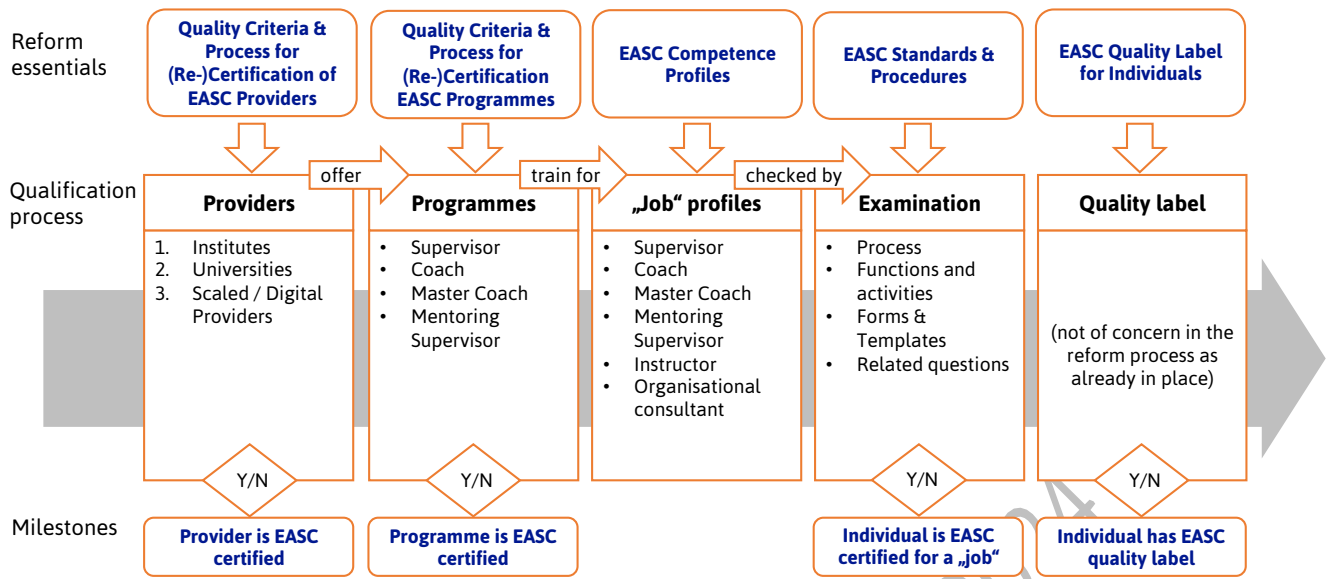


Figure 1 *The reform process*

Figure 1 illustrates the main contents of the reform process in terms of a value chain from left to right:

1. The certification and recertification of the programme providers on the basis of clear quality criteria.
2. The certification and recertification of the educational programmes on the basis of clear quality criteria.
3. The definition of competence profiles for the certified fields of activity (here generalized "jobs") as an orientation ("learning objectives") for the educational programmes.
4. The definition of examination standards and procedures for the certification of trained individuals.

2. Certification and recertification

On the one hand, the EASC certifies institutes that offer curricula of further education and training approved by the association for the professions of coaching, supervision and organizational consulting.

In addition, universities and colleges can have their accredited courses of study in the professions of coaching, supervision, and organizational consulting recognized by the EASC, so that their graduates can be certified in the respective professions and become members of the EASC as part of a cooperation between the university/college and the association.

On the other hand, interested individuals can become certified as a coach, master coach or supervisor by completing the relevant courses of further education and training at EASC institutes and thus become members of the EASC.

Graduates of comparable further education and training courses in the field of coaching, supervision, organizational consulting can also apply to become members of the EASC and be certified in their respective professions.

This chapter describes certification paths for EASC institutes and universities/colleges, for graduates of EASC continuing education courses, as well as individuals interested in becoming EASC members in the fields of coaching, supervision and organizational consulting. At the same time, recertification paths are described for institutes, universities/colleges as well as opportunities to acquire quality badges for individual members.

2.1 EASC Certification and Recertification of Continuing Education Institutes

2.1.1 Certification of Continuing Education Institutes

The owners of continuing education institutions who aspire to become a recognized continuing education institute of the EASC must be certified as instructors of the EASC and also be members of the EASC.

For certification as an EASC continuing education institute, proof of compliance with the quality criteria for continuing education providers must be provided (see 3.2.1). This documentation must be submitted to and approved by the CQS.

In order to be certified as an EASC continuing education institute, a continuing education programme (curriculum) for the continuing education offered by the future EASC institute in the professions of coaching, supervision or organizational consulting (see 3.3.1) must also be submitted to and approved by the CQS.

This training programme must meet the quality criteria of the EASC. Relevant documentation must be submitted to and approved by the CQS.

The implementation of the first training programme by the candidate institute must be accompanied by a currently certified institute of the EASC and the correct implementation must be confirmed.

After successful completion of the first training course, the candidate institute will be recognised as an institute of the EASC by the Board and the Institute Meeting.

For each additional profession, a separate approval procedure must be initiated by the continuing education institute and approved by the CQS.

2.1.2 Recertification of continuing education institutes

The curricula and framework conditions of the member institutes must be reviewed at least every 5 years. The topic of recertification was already part of the old manual under 5.4.

In order to achieve comparability with the European Qualifications Framework (EQF), it is necessary to redefine recertification. Since the work involved in recertification goes beyond what CQS members can do on a voluntary basis, the following process is proposed:

- Four instructors, who form the pool of people for the implementation of recertification processes, are appointed by the Board in consultation with CQS and the institute meeting.
- After their confirmation, the four people receive a draft protocol for the recertification process in order to condense it into a workshop and create a recertification protocol that serves as the basis for the Board's decision whether the institute can be recertified.
- On the recommendation of the CQS, the Board decides which two people recertify which institute as a tandem.
- The Board decides on the recertification procedure and on the fee for the recertification procedure.
- The recertification is invoiced directly to the institute by the recertification tandem.
- The Board and CQS receive a recertification report with assessments and recommendations.

2.2 EASC Certification and recertification of degree programmes of universities and colleges as well as other professional associations

2.2.1 Certification of degree programmes at universities and colleges

Universities and colleges that want to enable graduates of their accredited degree programmes in the professions of coaching, supervision and organisational consulting to obtain certification and become members of the EASC must apply for a recognition procedure for their degree programmes at the EASC.

This recognition procedure is carried out by the CQS and the Board of the EASC and, if recognised, results in a cooperation agreement between the EASC and the corresponding university/college, in which additional achievements by the graduates of the degree programmes may be recorded for certification/membership.

2.2.2 Recertification of degree programmes at universities and colleges

Recertification conditions for the recognition of degrees from the EASC are set out in the respective cooperation agreement with the university/college.

2.2.3 Recognition of certified degrees from other professional associations

Other professional associations in the fields of coaching, supervision and organizational consulting that want to enable their members to obtain certification and membership in the EASC must apply for a fee-based recognition procedure for their continuing education at the EASC.

This fee-based recognition procedure is carried out by the CQS and the Board of the EASC and, upon recognition, leads to a cooperation agreement between the EASC and the corresponding professional association, in which additional services may be recorded by the members of these professional associations for certification/membership in the EASC.

2.2.4 Recertification of certified degrees from other professional associations

Recertification conditions for the recognition of the continuing education of other professional associations by the EASC are set out in the respective cooperation agreement with the professional association.

2.3 Certification and recertification of graduates of EASC training courses and interested individuals

2.3.1 Certification of graduates of EASC institutes

As soon as continuing education participants have successfully completed their further education and training in the professions of coaching, supervision or organizational consulting at an EASC continuing education institute with the final examination, they can apply for membership by presenting a confirmation/certificate from the EASC continuing education institute via the EASC website and receive the corresponding certification as a coach / supervisor / organizational consultant EASC.

2.3.2 Certification of interested parties from other training providers

Interested parties who have a degree in the professions that are certified in the EASC (i.e. coaching, supervision organizational consulting) can be certified by the EASC in the mentioned professions by providing appropriate evidence.

Interested parties must submit the following documents electronically to the EASC office, which will forward them to the CQS.

1. Certificates and content/duration of further education and training that can be credited in the field of coaching, supervision or organizational consulting, such as mediation or training.
2. Your coaching / supervision / organizational consulting concept, including:
 - a) Description (5-15 DIN A4 pages) of what is meant by coaching / supervision / organizational consulting, which image of humanity comes into play in the actions of a coach / supervisor / organizational consultant, how processes are designed in coaching / supervision / in OB processes and how coaching / supervision / organizational consulting can be differentiated or distinguished from other consulting formats such as mentoring or therapy.
 - b) Proof of coaching / supervision/organizational consulting activity.
 - c) List of activities in the corresponding professional fields of the membership/certification application. For data protection reasons, customer data is dispensed with. The processes with date/duration, number of hours and content must be described.
 - d) Your CV.

After successful review of the documents by the CQS, interested parties can apply for certification and membership on the EASC website.

2.3.3 Quality assurance of EASC members

EASC members should be regularly active in practice, continuous education and intervention,

For quality assurance purposes, the following achievements should be demonstrated:

	Practical service (average per year)	Further education and training (average per year)	Supervision taken (average per year)	Intervention
Instructor	15 hrs	3 days (min. 18 hrs.)	6 hours Min. 3 sessions	12 hrs At least 3 meetings
Mentoring Supervisor	1 LSV process	3 days (min. 18 hrs.)	6 hours Min. 3 sessions	12 hrs At least 3 meetings
Supervisor Master's Mayor Master Coach	12 hrs	2 days (min. 12 hours)	6 hours Min. 2 sessions	12 hrs At least 3 meetings
Coach	12 hrs	2 days (min. 12 hours)	6 hours Min. 2 sessions	12 hrs At least 3 meetings

1 hour=60 minutes.

Participation in intervention groups can also take place across associations (e.g. DGSV, BSO, etc.).

For each professional level for which a quality seal is to be awarded, documentation of the work done there must be provided. The number of further education and training courses provided, as well as the supervision / intervention taken, can only be proven for a professional level within

the period of 3 years.

By fulfilling the above quality services, every EASC member is entitled to an EASC quality seal. In order to receive this seal, each member can submit a corresponding informal, electronic application with the attachment of the corresponding evidence to the office.

This seal of quality can be requested anew every three years. The quality check of the certificates is carried out randomly by the CQS. EASC members undertake to submit the relevant evidence for certification upon request.

EASC internal, 20th August, 2024

3. Quality

As mentioned in the introduction, the present manual is intended to enable quality assurance in the European continuing education and training area, to orient itself to European qualifications frameworks and accreditation procedures, and to describe transparent, evaluable quality criteria/standards for all teaching institutions (institutes & colleges/universities). Quality criteria are a central aspect of the reform process for the following reasons:

- **Safeguarding educational standards:** Quality criteria provide a framework to ensure that high standards are maintained by all stakeholders.
- **Credibility and reputation:** Institutions that adhere to quality criteria are more likely to be perceived as credible and serious. Compliance with them contributes to EASC's reputation.
- **Learning outcomes:** Quality criteria are designed to improve learning outcomes by focusing on the quality of teaching, curriculum, and assessment methods.
- **Continuous improvement:** Quality criteria promote a culture of continuous improvement because learning content and teaching methods are regularly reviewed and evaluated.
- **Accountability:** Quality criteria create a basis for transparency and accountability in the delivery of educational services.
- **Cooperation:** Compliance with clearly defined quality criteria facilitates cooperation and partnerships with other institutions.
- **Demand:** High-quality training ensures that learners acquire relevant skills and knowledge and increases the likelihood of successful client acquisition after successful completion of the training.
- **Learner satisfaction:** By focusing on quality, learners' expectations and needs are more likely to be met.

Basically, the quality criteria are the same for all providers in terms of content. Nevertheless, this chapter distinguishes between institutes and universities/colleges because their contexts differ. Unlike institutes, universities and colleges have a specific educational mission. They have a different function in the state education system and are subject to different legal regulations and framework conditions.

3.1 ECTS Compatibility

The main reasons for the reform process include the demand of current and potential members for the compatibility of training at the EASC with the European Transfer Credit System (ECTS) as well as the involvement of colleges and universities. Therefore, the concept of the manual is based, among other things, on the intention of ECTS compatibility.

With the overarching goal of Europe-wide quality assurance and improvement of higher education, the central topics of ECTS are:

- Comparability of services provided.
- Transparency of learning content with accurate information on the knowledge provided.
- Proportions of certain topics can be expressed in numbers.

Roughly speaking, one ECTS credit point corresponds to about 25-30 hours of work, which include teaching as well as preparation and follow-up.

Based on ECTS, this chapter describes quality criteria for providers and the quality of teachers as well as quality criteria for programmes and content.

3.2 EASC Quality Criteria for Vendors

The following describes the criteria used by EASC in its certifications to assess the quality of programme providers. The subject of these criteria is therefore not, as in section 3.2, the quality of programmes and compliance with formal requirements in their preparation and implementation, but the control and quality assurance systems of the programme providers relevant to initial and continuing education and teaching. Successful peer review is part of the certification of programme providers as well as the certification of the programmes they offer. A positive certification certifies that their quality assurance system in the area of development, implementation and evaluation of the programmes is suitable for ensuring the achievement of qualification goals and compliance with their own quality standards.

The criteria are based on the Rules for the *Accreditation of Study Programmes and for the System Accreditation* of the Accreditation Council of the Accreditation¹⁵ Council, i.e. the Foundation for the Accreditation of Study Programmes in Germany, as well as the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) (2015)¹⁶ and are linked to the EASC's internal certification processes described under 2.1.1 and 2.2.1.

Section 3.2.1 deals with the quality criteria for institutes, while section 3.2.2 deals with the quality criteria for colleges and universities.

3.2.1 Quality criteria for institutes

The following applies to institutes that want to meet the ECTS requirements. An alternative version with lower requirements will be created for institutes that do not aim for ECTS compatibility.

3.2.1.1 Qualification objectives

The continuing education institute has defined and published a training profile for itself as an institution and for its continuing education courses. It uses continuous procedures to review

¹⁵ https://www.akkreditierungsrat.de/sites/default/files/downloads/2019/AR_Beschluss_Regeln_Studiengaenge_Systemakkreditierung_2013.02.20_Drs.20-2013.pdf

¹⁶ *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG). (2015). Brussels, Belgium. Available: https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf [Last accessed: December 2, 2023].

and further develop the qualification objectives of its continuing education offerings.

3.2.1.2 Organization of training and further education

The continuing education institute continuously uses a control system in the area of EASC-certified continuing education. Taking into account the sources of the quality criteria mentioned under 3.1, this ensures that concrete and plausible qualification objectives of the continuing education courses are defined.

These include technical and interdisciplinary aspects and relate in particular to the following areas:

- Professional competence in the field of coaching, supervision, organizational consulting (professional development).
- Ability to take up professional activity in the field of coaching, supervision, organizational consulting, (role development).
- Personality development in the context of the above-mentioned professions (identity development).
- Empowerment for social commitment.

The Continuing Education Institute ensures that:

- Implementation of the qualification objectives and desired learning outcomes in further education and training concepts that can be completed and ensure the achievement of the desired qualification level and qualification profile. This includes the realistic assessment and review of the workload of the participants, application of ECTS, appropriate modularisation, adequate examination organisation, counselling and support services, consideration of gender equality and the special needs of participants with health impairments, participants with children, foreign participants, participants with a migration background and/or from so-called educationally disadvantaged backgrounds Recognition rules for achievements at other EASC institutes or EASC-recognised universities / continuing education providers.
- Adequate implementation of further education and training on the basis of qualitatively and quantitatively sufficient resources as well as measures for personnel development and qualification.
- Compliance of the qualification objectives with the qualifications framework for German university degrees and compliance with legal requirements, in particular the joint and state-specific structural requirements and, if applicable, existing special regulations for courses of study that prepare students for state-regulated professions.
- Consideration of the results of internal quality assurance and the participation of lecturers and participants, graduates and external experts as well as representatives of professional practice in the development and further development of continuing education offers.

3.2.1.3 Internal Quality Assurance Procedures

The training institute uses an internal quality assurance system that meets the requirements of the European Standards and Guidelines for Quality Assurance in Higher Education.³

The internal quality assurance system has human and material resources that ensure sustainability. It is suitable for assessing the effectiveness of the university's internal management in the area of teaching and learning and for ensuring the assurance and continuous improvement of

the quality of teaching and learning.

In detail, it includes:

- The regular internal and external evaluation of the continuing education courses, taking into account the organization of the continuing education and examinations.
- The regular assessment of the quality of the continuing education in organization and teaching by the participants.
- The examination of the competence of educators in teaching and examinations at the time of recruitment as well as their continuing development.
- The regular review of compliance with the requirements of the EASC - taking into account the requirements of the Accreditation Council for the Accreditation of Study Programmes).
- Mandatory procedures for the implementation of recommendations and an incentive system.
- It ensures the participation of teachers, participants, graduates and representatives of professional practice and ensures that independent bodies (persons) carry out quality assessments in the context of internal and external evaluations (see Chapter 2).

3.2.1.4 Reporting system and data collection

The Continuing Education Institute uses an internal reporting system that documents the structures and processes in the development and implementation of continuing education as well as the structures, processes and measures of quality assurance, their results and effects.

3.2.1.5 Responsibilities

The decision-making processes, competencies and responsibilities in the control system for continuing education and learning and also for the internal quality assurance system are clearly defined and published in the Continuing Education Institute and at the EASC.

3.2.1.6 Documentation

The Continuing Education Institute informs the EASC committees responsible for training and teaching at least once a year about the procedures and results of quality assurance measures in the field of training and teaching.

3.2.1.7 Cooperation

If the Continuing Education Institute involves or commissions other continuing education institutes in the field of training and teaching, it shall take appropriate measures to ensure the quality of the continuing education offers or content in question and their continuous improvement. The scope and nature of existing cooperations with other continuing education institutes, universities and other institutions are described and the agreements on which the cooperation is based are documented.

3.2.2 Quality criteria for universities and colleges

3.2.2.1 Qualification objectives

The university has defined and published a training profile for itself and its degree programmes. It uses continuous procedures to review and further develop the qualification objectives of its degree programmes.

3.2.2.2 System of Governance in Teaching and Learning

The university continuously uses a control system for teaching and learning. Taking into account the current accreditation criteria, this ensures that the qualification objectives of the degree programmes are defined in a concrete and plausible manner. These goals include technical and interdisciplinary aspects such as scientific or artistic ability, the ability to find qualified employment, social commitment and personal development. The system ensures that the qualification objectives are translated into studyable course concepts that enable the desired qualification level and profile to be achieved.

These include:

- Realistic assessment and review of the student workload, application of ECTS, proper modularisation, adequate examination organisation, counselling and support services, consideration of gender equality and special needs of students with health impairments, students with children, foreign students, students with a migration background and/or from educationally disadvantaged backgrounds as well as recognition rules for Achievements from other universities in accordance with the Lisbon Convention and extracurricular achievements.
- Adequate implementation of the degree programmes based on qualitatively and quantitatively sufficient resources as well as measures for personnel development and qualification.
- Compliance of the qualification objectives with the qualifications framework for German university degrees and compliance with legal requirements, in particular the state-specific and state-specific structural requirements and, if applicable, existing special regulations for courses of study that prepare students for state-regulated professions.
- Consideration of the results of internal quality assurance and participation of teachers, students, graduates, external experts and representatives of professional practice in the development and further development of the degree programmes.

In the case of courses of study that lead to state-regulated professions, appropriate experts must be involved.

3.2.2.3 Internal Quality Assurance Procedures

The university uses an internal quality assurance system that meets the requirements of the European Standards and Guidelines for Quality Assurance in Higher Education.

This system has human and material resources that ensure sustainability. It is suitable for assessing the effectiveness of the university's internal management in the area of teaching and

learning as well as for continuous improvement of the quality of teaching and learning.

It includes:

- Regular internal and external evaluation of the degree programmes, taking into account the organisation of studies and examinations.
- Regular assessment of the quality of teaching and learning by the students.
- Examination of the competence of teachers in teaching and examinations at the time of recruitment and their continuing development.
- Regular review of compliance with the requirements of the Standing Conference of the Ministers of Education and Cultural Affairs and the Accreditation Council for the accreditation of degree programmes.
- Mandatory procedures for the implementation of recommendations and an incentive system.

The system ensures the participation of teachers, students, administrative staff, graduates and representatives of professional practice and ensures that independent bodies carry out the quality assessments within the framework of internal and external evaluations.

3.2.2.4 Reporting system and data collection

The university uses an internal reporting system that documents the structures and processes in the development and implementation of degree programmes as well as the structures, processes and measures of quality assurance, their results and effects.

3.2.2.5 Responsibilities

Responsibilities, decision-making processes, competencies and responsibilities in the control system for teaching and learning as well as in the internal quality assurance system are clearly defined and published throughout the university.

3.2.2.6 Documentation

At least once a year, the university informs the committees responsible for teaching and learning as well as the public and the university's sponsor about the procedures and results of quality assurance measures in teaching and learning.

3.2.2.7 Cooperation

When involving or commissioning other organisations in the field of study and teaching, the university takes appropriate measures to ensure the quality of the courses in question and their continuous improvement. The scope and type of cooperation with other universities, companies and other institutions are described and the underlying agreements are documented.

3.3 EASC Quality Criteria for Programmes

This section describes the criteria that the EASC uses in its certifications to assess the quality of teaching programmes. Teaching programmes that are intended to qualify students for the competent exercise of professional activities in the field of coaching and supervision must meet these criteria. In addition, programme providers are recommended to use these criteria in programme development and for internal quality assurance.

The aim is to set clear standards for external and internal quality testing and assurance, but at the same time to do justice to the variety of possibilities for high-quality programming that now exists. For this reason, although the basic elements of a high-quality programme are precisely defined, their content and conceptual design is largely left to the institution offering the programme itself.

The criteria are based on the rules for the *accreditation of study programmes and for the system accreditation* of the Accreditation Council of the Accreditation Council¹⁷, i.e. the Foundation for the Accreditation of Study Programmes in Germany, as well as on the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) (2015)¹⁸ and are linked to the EASC's internal certification processes described in Chapter 2.

3.3.1 Quality Criteria for Programmes in Institutes

The following applies to institutes that want to meet the ECTS requirements. An alternative version with lower requirements will be created for institutes that do not aim for ECTS compatibility.

The quality of programmes is assessed on the basis of the criteria described below. Proof of compliance with the criteria is provided as part of a certification or certification process. recertification procedure (see Chapter 2).

The programme is based on comprehensible and competence-oriented qualification objectives. These include technical and interdisciplinary aspects and relate in particular to the following areas:

- Professional competence in the field of coaching, supervision, organizational consulting (professional development).
- Ability to take up professional activity in the field of coaching, supervision, organizational consulting, (role development).
- Personality development in the context of the above-mentioned professions (identity development).
- Empowerment for social commitment.

¹⁷ https://www.akkreditierungsrat.de/sites/default/files/downloads/2019/AR_Beschluss_Regeln_Studiengaenge_Systemakkreditierung_2013.02.20_Drs.20-2013.pdf

¹⁸ https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

3.3.1.1 Contents of the programme

Programme contents correspond to the descriptions of competences set out in Chapter 5.

3.3.1.2 Concept of the programme

The design of the programme ensures that participants can acquire specialist knowledge and interdisciplinary knowledge as well as develop and further develop technical, methodological and generic skills.

In the combination of the individual modules, it is structured harmoniously with regard to the formulated qualification goals and provides for adequate forms of teaching and learning. Any practical components provided for will be designed in such a way that credit points (ECTS) can be acquired.

It specifies the admission requirements and, if applicable, an adequate selection procedure, as well as recognition rules for achievements at other EASC institutes or universities recognised by the EASC. Regulations will be made to compensate for disadvantages for students with disabilities.

The institute's management ensures the implementation of the continuing education concept.

3.3.1.3 Feasibility

The feasibility of the training is guaranteed by:

- The consideration of the requirements for admission to further education and training.
- A suitable training plan.
- The plausibility-checked indication of the workload of the continuing education.
- An adequate and load-appropriate examination density and organisation.
- Professional and interdisciplinary further education and training advice.
- The interests of students with disabilities are taken into account.

3.3.1.4 Examination system

The examinations serve to determine whether the formulated qualification goals have been achieved. The knowledge-based qualification objectives can be reviewed on a module-by-module basis. (Tests, oral examinations, etc.) The competence-oriented components of the qualification objectives are checked by the reporting system of the practical exercises and by the final oral examination.

Compensation for disadvantages is ensured for students with restrictions with regard to time and formal requirements in continuing education as well as for all final assessments or assessments accompanying the continuing education.

3.3.1.5 Cooperation

If the implementing continuing education institute involves or commissions other EASC continuing education institutes or other EASC instructors to carry out parts of the continuing education modules, it ensures the implementation and quality of the continuing education concept. The scope and nature of existing cooperations with other universities, companies and other institutions are described and the agreements on which the cooperation is based are documented.

3.3.1.6 Equipment

The adequate implementation of the continuing education is ensured in terms of qualitative and quantitative personnel, material and spatial equipment. Measures for personnel development and qualification are in place.

3.3.1.7 Transparency and documentation

The description of the continuing education programme, its course, as well as the examination requirements and admission requirements, including the disadvantage compensation regulations for students with disabilities, are documented and published.

3.3.1.8 Quality assurance and further development

The Continuing Education Institute operates an internal quality management system, the results of which are taken into account in the further development of the continuing education programme. In doing so, the Continuing Education Institute takes into account evaluation results, studies of the workload of the continuing education, the success of the continuing education and the retention of graduates.

3.3.1.9 Gender equality and equal opportunities

At the level of continuing education, the concepts of the continuing education institute for gender equality and the promotion of equal opportunities for candidates in special life situations such as participants with health impairments, participants with children, foreign participants, participants with a migration background and/or from so-called educationally disadvantaged backgrounds are implemented.

3.3.2 Quality criteria for programmes in universities and colleges

The quality of programmes in universities and colleges is assessed on the basis of the criteria described below. Proof of compliance with the criteria is provided as part of a certification procedure (see Chapter 2).

The programme is based on comprehensible and competence-oriented qualification objectives. These include technical and interdisciplinary aspects and relate in particular to the following areas:

- Professional – especially scientific – competence.
- Ability to take up professional activity in the field of coaching or supervision.
- Empowering people to get involved, and
- Personality development.

3.3.2.1 Contents of the programme

The contents of the programme correspond to the competence descriptions described in Chapter 5.

3.3.2.2 Concept of the programme

The programme concept ensures that participants can acquire both specialist knowledge and interdisciplinary knowledge as well as develop and further build up technical, methodological and generic competencies. The combination of the modules is consistent with regard to the qualification objectives and includes adequate forms of teaching and learning. Practical components are designed in such a way that credit points (ECTS) can be acquired.

The concept specifies the admission requirements and, if necessary, a selection procedure, as well as recognition rules for achievements at other universities or non-university achievements. Regulations for disadvantage compensation for students with disabilities will be made. Planned mobility windows are curricularly integrated. The organisation of studies ensures the implementation of the programme concept.

3.3.2.3 Feasibility

The feasibility of the degree programme is guaranteed by:

- Consideration of expected entry qualifications.
- Appropriate curriculum design.
- Plausibility check or estimation of the student workload.
- Appropriate examination density and organisation.
- Appropriate childcare services.
- Subject-specific and interdisciplinary student counselling.

The needs of students with disabilities are taken into account.

3.3.2.4 Examination system

The examinations serve to check whether the formulated qualification goals have been achieved. They are module-related as well as knowledge- and competence-oriented. Each module usually concludes with a comprehensive examination. Compensation for disadvantages for students with restrictions in terms of time and formal requirements is ensured. The examination regulations were subjected to a legal review.

3.3.2.5 Cooperation

If the university commissions other organisations to carry out parts of the degree programme, it ensures the implementation and quality of the programme concept. The scope and nature of the cooperation with other universities, companies and institutions are described and the underlying agreements are documented.

3.3.2.6 Equipment

The implementation of the course of study is qualitatively and quantitatively ensured in terms of personnel, material and spatial equipment. Interdependencies with other courses of study

are taken into account and measures for personnel development and qualification are in place.

3.3.2.7 Transparency and documentation

The course of study, course of study, examination requirements and admission requirements, including the disadvantage compensation regulations for students with disabilities, are documented and published.

3.3.2.8 Quality assurance and further development

Results of the university's internal quality management are taken into account in the further development of the degree programme. Evaluation results, studies on student workload, academic success and graduate retention are included.

3.3.2.9 Gender equality and equal opportunities

At the level of the degree programme, the university's concepts for gender equality and the promotion of equal opportunities for students in special life situations, such as students with health impairments, students with children, foreign students, students with a migration background and/or from educationally disadvantaged backgrounds, are implemented.

EASC internal, 20th August 2024

4. Qualifications framework

4.1 Competency orientation

The quality orientation focuses on competencies and outcomes and less on how exactly the training is carried out in terms of content and methods. Therefore, this manual describes in particular detail the results in the professional architecture (chapter 5) and less detailed how these results are to be achieved. The framework conditions for this orientation are described below.

4.2 Competency framework

Today, quality-oriented training and further education must be based on a clearly defined competency orientation: What skills are needed to successfully perform a job such as that of a supervisor, coach, etc.? The training or further education as well as the associated examination must be consistently geared towards this target image. On this basis, personal certification can then take place. Quality-oriented professionalization therefore needs its professional pedagogical framework. This is described in the following figure:

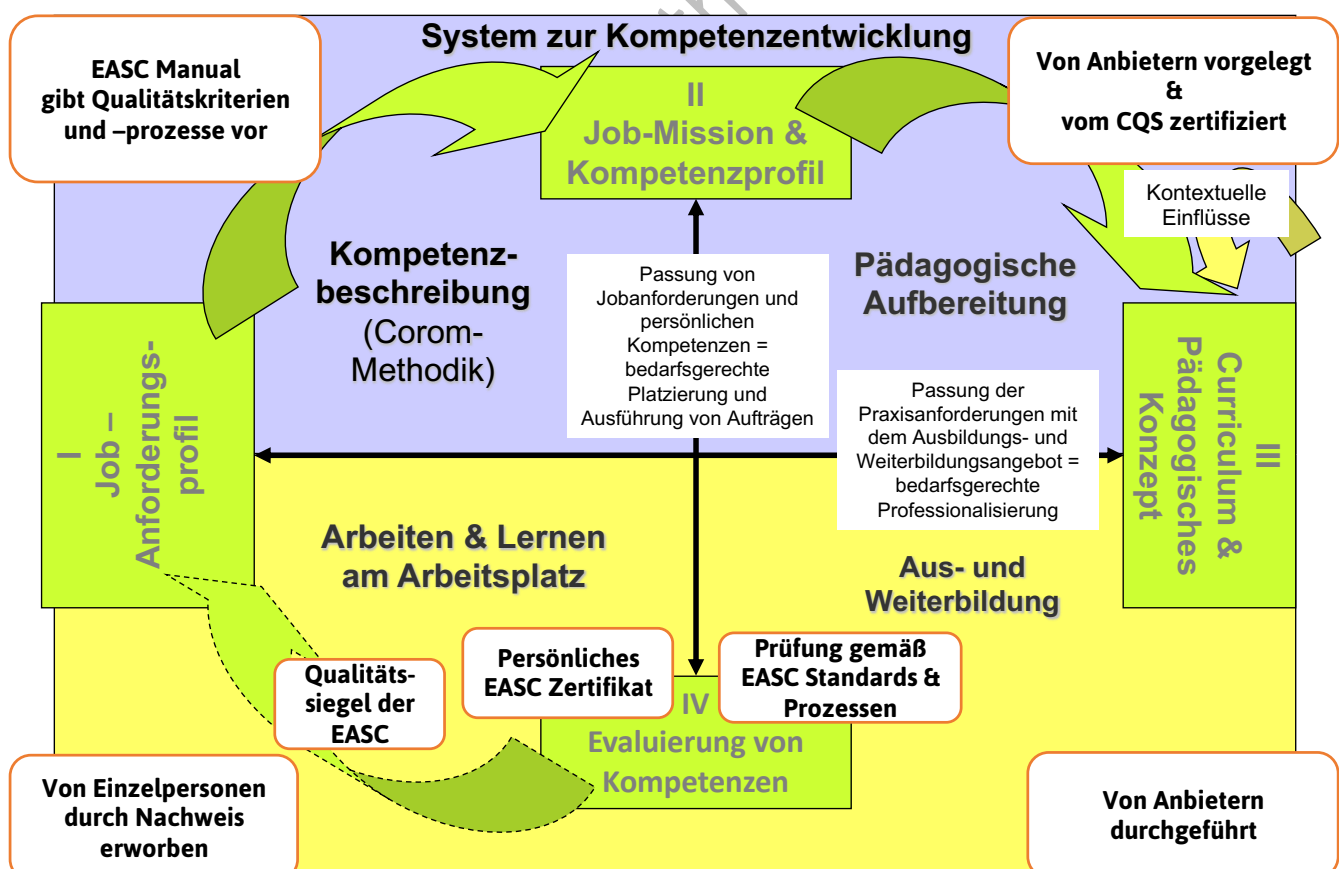


Figure 2 Pedagogical framework

The core of the quality requirement lies in the competence description of the professions (here generally referred to as "jobs"). At this point, the question arises as to the methodology used to describe these competencies. For this purpose, the EASC uses the Corom methodology, which has proven itself in the coaching field¹⁹ and follows a three-step procedure²⁰:

1. Description of the job mission in a clearly structured rule of three:
 - a) What is being done and with what goal?
 - b) What are the main activities?
 - c) What must be paid particular attention to?
2. Description and prioritization of the essential 5-7 key tasks in the sense of an observable implementation competence.
 - a) The description of each key task is carried out according to the same three-pronged procedure as the job mission (see point 1).
 - b) The prioritization of the key tasks is done according to the added value of the task for the job's *raison d'être*. Check question: Which of these tasks contributes the most to the essence and thus the value proposition of the job?
3. Description of the most important knowledge (prioritized according to the above logic) for the execution of the key tasks at their respective required level of depth as a central element of the competence requirements²¹:
 - 1 = Basic knowledge: Can incorporate his knowledge of something into the plot ("novice").
 - 2 = Experience: Can implement from experience in a practical way ("practitioner").
 - 3 = Mastery: Can explain and guide with reference to his background knowledge and master exceptional situations ("master").
 - 4 = Expertise: Can play with the aspects of the activities, innovate and advance the field of knowledge ("expert").

In this way, a modular competency view of the job emerges as a prioritized requirement for key tasks, each with its own requirement of competency requirements. This can then be condensed into a job-specific overall competence requirement in the sense of a synopsis. In this way, similarities and differences between different jobs such as supervisor, coach and master coach can also be described in a comprehensible, logical and concise way as a side profit. If the requirements in the professional field change over time, they can be reflected in modified competence descriptions.

The Corom methodology aims at an action-oriented and thus observable description of competencies as well as at reducing information to the essentials. It is explicitly about the core of competence, not about completeness. A further advantage of the methodology used is the avoidance of open lists or overlapping, vague and redundant descriptions, such as those known from the open skill approaches or the purely categorical approaches (professional competence, methodological competence, social competence, self-competence...).

¹⁹ Michel, S., & Ledru, M. (1991). *Capital-compétence dans l'entreprise. Une approche cognitive*. Paris: ESF éd.

²⁰ The competence profiles developed for this manual are available in Excel format and are the primary reference for future processing.

²¹ The COROM methodology allows for further aspects of competence such as the description of the interaction style required for the key task, the description of the handling of the complexity of information in time (What time horizon must be taken into account during execution?) and space (What extent of information sources must be taken into account during execution?) and the description of the information required for the key task Problem-solving strategies ("mental approaches"). These dimensions have not been considered so far.

The development of skills for the various professions is the focus of this manual. Within the framework of this version of the manual, however, it was only possible to make a comparison between the effective factors in coaching²² and the required competencies. As far as we know, there are currently no corresponding scientific studies available for the professions of supervision and organizational consultant. This comparison would have to be done in a future version of the manual.

EASC internal, 20th August, 2024

²² Steinke, I., & Rauen, C. (2018). Development of Business Coaching Competencies. Synthesis of a requirement profile for coaches based on an international comparison of coaching competence models. Hamburg: COATRAN. Available at: https://www.Coatrain.en/wp-content/uploads/2019/02/Steinke_Rauen_2018_Entwicklung_von_Business_Coaching_Competencies_1_-2.pdf.

5. Professional architecture

5.1 Overview

5.1.1 Chapter Overview

The professional architecture of the EASC first introduces a distinction between professions and functions that has changed compared to the past.

Afterwards, the three professional lines of the EASC are presented in a comparative overview. The following is a graphical overview of the structural requirements for the three professions.

Subsequently, the three quality dimensions are explained, along which the requirements for the professions are explained in the following.

The four qualification paths along which one can move within and between the professional lines are then shown.

The competence profiles listed in this chapter are available in Excel format and are the primary reference for future processing.

5.1.2 Differentiation between professions and functions

Basically, the EASC distinguishes between the professions and the functions. This is explained in more detail below.

5.1.2.1 Professions

Under professions, it subsumes all activities that are considered a distinction for the EASC both within the association and on the free market.

The EASC has three professional lines: coaching, supervision and organisational consulting. There are four levels in each profession line, which correspond to different levels of the profession. The first level represents the basic training²³ for the profession of coaching, supervision²⁴ or organizational consulting (*practitioner*). The second level corresponds to the extended basic training in coaching, supervision or organizational consulting (*Advanced Practitioner*). The third corresponds to support in the form of mentoring supervision for coaching, supervision or organisational consulting (*specialist*). Finally, the fourth level includes training in the professional lines of coaching, supervision or organizational consulting (*expert*).

²³ The term training is used in the manual for the 3 professional lines of the EASC. It should be noted that the term "training" can be protected in various countries for vocational training that is regulated by the state. Here in the manual, we understand it to mean learning the necessary theory and practice in the respective profession and checking it.

²⁴ In most member countries, the first part of the supervision training corresponds to the shorter coaching training, i.e. the profession of supervisor always corresponds to level 2 (Advanced Practitioner).

Profession Label			Profession Level	
Instructor for coaching	Instructor for Supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist
Supervisor			2	Advanced Practitioner
Master Coach	—	Master Organizational Consultant	2	Advanced Practitioner
Coach	—	Organizational Consultant	1	Practitioner

In order to ensure effective training support, mentoring supervisors must demonstrate solid supervisory skills. Experienced coaches and organizational consultants (advanced *practitioners*) who would like to train as mentoring supervisors are therefore qualified as certified supervisors EASC in advance through an appropriate upgrade and a subsequent evaluation workshop. As a general rule, a mentoring supervisor can only offer mentoring supervision for the profession that he/she practices as a basic profession (coaching, supervision or organizational consulting). This also applies to instructors.

The four qualification paths within the three professional lines are described in detail in Section 5.1.4.

5.1.2.2 Functions

Among the functions of the EASC are special tasks that experts perform on behalf of the association. In contrast to the professions, there is no certificate from the EASC, but a confirmation of the activity on behalf of the trade association on request.

These functions apply equally to professional examinations²⁵ as well as recertification processes and the support of new institutes.

The EASC has the following seven functions. The competencies required for the respective function will be described in a future version of the manual in their requirements that are decisive for the EASC, if necessary again on the basis of the COROM method.

5.1.2.2.1 Responsible for the institution

The person responsible for the institution of an institute or university is responsible for the organisation of training, public appearance, acquisition and other tasks. He/she is responsible for compliance with the ethical principles of the EASC. In addition, he/she is the main contact person for EASC and represents its values and mission to internal and external stakeholders.

5.1.2.2.2 Examination coordinators

The examination coordinator is responsible for the preparation, registration and conduct of the examination in accordance with the guidelines of the EASC.

²⁵ Coaching, supervision, organizational consulting.

5.1.2.2.3 Exam moderators

The exam moderator is responsible for moderating disruptions and conflicts in the course of the exam.

5.1.2.2.4 Examination Chair

The Audit Chair is responsible for building relationships during the exam and ensures that the Exam Board acts in an appreciative, resource-oriented manner and in accordance with the ethical guidelines of the EASC. If necessary, he/she intervenes appropriately with the examiners and the examination candidates.

5.1.2.2.5 Examiners

The examiners are responsible for a fair examination process that meets the standards of the EASC. Together with the examination chairperson, they form the examination board. Together, they create a framework in which exam candidates can show what they have learned both theoretically and practically during their training in the relevant profession. For reasons of professional ethics, they share responsibility for ensuring that the EASC certificate is only awarded if they are sufficiently competent, thus protecting potential customers from harm.

5.1.2.2.6 Recertifiers

The recertifiers are responsible for the recertification of the training institutes according to the manual. To this end, they conduct a professional discourse on quality development in pairs in order to meet the specified standards of the EASC. They serve to meet the specified standards of the EASC. From this, the training institute or the university can derive its need for action. The basis for recertification (see Chapter 2.) are the quality criteria of the EASC. (See chapter 3.)

5.1.2.2.7 Supervisor of a new continuing education institute in the EASC

Institutes that offer further education and training as a member of the EASC for the first time are accompanied by a currently certified institute. The facilitators are responsible for accompanying them in the certification process until a new institute is recognized (see Chapter 2).

5.1.3 Overview of the professions (abbreviated in tabular form) and explanation of the distinction between coach and supervisor

For the purpose of the overview, the following table lists the respective job mission and list of key designations for the three professions in short form. Detailed descriptions can be found in sections 5.2.1 for supervision, 5.2.2 for coaching and 5.2.3 for organizational consulting.

Coaching	Supervision	Organizational Consulting
The coach accompanies the coachee via a usually shorter time with the aim of leading him/her to solve his/her current, often job-related, problem and thus increasing	The supervisor accompanies the supervisee over a longer period of time with the aim of reflecting on the quality of his or her work and supporting the development of his	The organizational consultant accompanies the organization and the people associated with it via usually with the aim of strengthening the long-term viability of

his/her ability to act. To do this, he/she activates the coachee's resources and enables him/her to expand his/her own solution space, change his/her self-concept, develop options for action, make decisions and practice new behaviour. In doing so, he/she is in good and clear contact and intervenes on the basis of the ethical guidelines of the EASC, a plural theoretical and methodological approach and a benevolent attitude that is situation-, resource- and action-oriented.	or her personality. To this end, he/she creates a space for reflection with regard to the supervisee's job-related experience and contextually includes the associated aspects of his/her personality, professional practice and self-control skills. In doing so, he/she is in good and clear contact and intervenes on the basis of the ethical guidelines of the EASC, a plural theoretical and methodological approach and a benevolent attitude confronting, protecting, demanding or supporting according to the situation and needs.	the organization in terms of its performance, adaptability, robustness, etc. To this end, he/she analyzes the initial situation, designs and supports the change process with his/her measures, accompanying reflection and ongoing readjustment in the sense of organizational learning. In doing so, he/she keeps an eye on the capacity as well as the various levels of the organization such as strategy, structure, culture, cooperation, individual on the basis of a plural understanding of the-ory, moves prudently, intelligently and winningly in the multi-stakeholder environment and promotes psychological safety.
List of key activities • Strengthen self-efficacy in task-oriented relationships. • Design the coaching process safely and goal-oriented • Create a trusting relationship. • Release blockages on the emotional level. • Accompany managers in organizational contexts (executive coaching) (optional). • Increase self-competence in being-oriented references (optional). • Collaborate with teams or groups on their common topic (optional).	List of key activities • Reflect on professional issues and concerns. • Reflect on the personality of the supervisee. • Design the supervision process safely and goal-oriented. • Offer content-related and process-oriented impulses. • Create a trusting relationship. • Collaborate with teams or groups on their common topic (optional). • Work on a case in a subject-related group setting (optional).	<i>This list of key activities is still to be defined by a working group to be established by the EASC.</i>

The distinction between supervision and coaching is a much discussed question which has been answered in many ways. Both recent literature²⁶²⁷ and practice show a trend towards the de facto fusion of these professions. For historical, pragmatic and market-oriented reasons, EASC chooses at this point in time to maintain this distinction and continue to monitor the trend. The formulations chosen in the comparison are to be understood accordingly. They are aimed at the typical classic focal points and do not reflect each individual case or the increasing trend towards the merging of the two consulting forms.

²⁶ Belardi, N. (2020). Supervision and coaching: for social work, for nursing, for school. Lambertus-Verlag.

²⁷ Erlinghagen, R., & Tietel, E. (2022). Supervision and the social-ecological world of work. *Supervision*, 40(3), 3-8.

Supervision has various origins. It is closely linked to social work, which emerged in the United States and England at the end of the 19th century. At that time, mostly unpaid and unskilled volunteers, so-called volunteers, were instructed, accompanied and controlled by paid professionals, the so-called paid agents. Over time, these paid agents have been commonly referred to as 'supervisors' (Kaldenkerken van, 2014 ²⁸).

At the beginning of the 20th century, as part of the training of prospective psychoanalysts, an experienced psychoanalyst, a so-called control analyst, was called in to discuss the case. This form of supervision was gradually established in other therapy training courses and is often referred to as control supervision (cf. Kaldenkerken van, 2014).

From the 1950s onwards, supervision finally found its way into education and training. The various forms of supervision such as case supervision, control supervision, mentoring supervision/training supervision, conceptual supervision, individual and team supervision, collegial supervision/intervision can ultimately be traced back to the diverse origins of supervision, which are still expressed differently in the different (European) countries today.

For historical reasons, supervision is more deeply rooted than coaching in some countries. In other countries, coaching has established itself alongside supervision. In the history of the EASC, this has led to either extended supervision training²⁹ or coaching training with the option of a shortened supervision training course³⁰.

The beginnings of coaching in the United States go back to the beginning of the 1980s. At that time, coaching was a consultation that encompasses the whole person and accompanies them in the realization of their visions. Professional problems were not the focus. In German-speaking countries, on the other hand, coaching was established as a 'consultancy for managers' that focused on professional challenges (cf. Drath³¹, 2013, p. 42f).

The increasing importance of coaching within the association was also expressed by the name change from EAS (European Association for Supervision) EAS in 2010 to "European Association for Supervision and Coaching" (EASC). Coaching was thus left to supervision as an equal but different counselling format.

In 2015, the Roundtable of Coaching Associations (RTC) once again confirmed that coaching as a consulting format refers to professional and working life. The EASC also sees life coaching as a legitimate form of coaching.

The above synopsis illustrates the similarities and differences between the counselling formats of supervision and coaching, which the EASC chooses to use as guiding distinctions for the moment³²:

It is important to emphasize that reflection also plays a central role in coaching. The coach supports the

²⁸ Kaldenkerken van, C. (2014). Knowledge of what works – Models and practice of pragmatic-systemic supervision (1st edition). tredition GmbH.

²⁹ For example, in the Czech Republic, Slovakia, etc.

³⁰ For example, in Germany, Switzerland, etc.

³¹ Drath, K. (2012). Coaching and its roots: Successful interventions and their origins (Vol. 1338). Haufe-Lexware.

³² See explanation above

coachee in reflecting on his/her experiences and actions and learning from them in order to expand his/her ability to act.

5.1.4 Overview of qualification paths with structural requirements

The following synopsis illustrates the different professions from Level 1 (*Practitioner*) to Level 2 (*Advanced Practitioner*) and Level 3 (*Specialist*) to Level 4 (*Expert*). The corresponding structural requirements are identified.

The fourth stage of development (*expert*) within the professions corresponds to the role of instructor. Instructors, in a sense, "embody" the curriculum of the institute or college/university. Instructors are responsible for the implementation and outcome of the training, regardless of whether they developed the curriculum themselves (cf. Meier & Janssen³³, 2011, p. 47). EASC understands the role of instructor as follows:

The instructor trains in the area of his/her expertise with the aim of qualifying participants for his/her profession and preparing them for the final examination.

To this end, he/she creates and updates a training curriculum with a suitable pedagogical concept and a plural theoretical and methodological approach, teaches, promotes and evaluates the personality as well as the role and professional development of the participants.

In doing so, he/she ensures a good fit between the training requirements and the participants and designs the contact on the basis of the ethical guidelines of the EASC.

The synopsis below illustrates the similarities and differences between this fourth level (*expert*), also known as the "instructor", and the third level (*specialist*), also known as the "mentoring supervisor", within the three professional lines.

Instructor (Expert)	Mentoring Supervisor (Specialist)
Instructors train participants in the area of their expertise with the aim of qualifying them for the respective profession and preparing them for the final examination.	Mentoring Supervisors accompany mentoring-supervisors-in-training with the aim of preparing them for the respective profession on the one hand and determining his/her aptitude for examinations on the other.
To this end, he/she creates and updates a training curriculum with a suitable pedagogical concept and a plural theoretical and methodological approach, teaches, promotes and evaluates the personality, role and professional development of the participants.	To this end, he/she teaches, promotes and controls by means of reflection with regard to their personality, role and professional development.
In doing so, he/she ensures a good fit between the training requirements and the participants and designs the contact on the basis of the ethical guidelines of the EASC.	In doing so, he/she is in good and clear contact and intervenes on the basis of the ethical guidelines of the EASC, a plural theoretical and methodological approach and a benevolent attitude confronting, protecting, demanding or supporting according to the situation and needs.

³³ Meier, R., & Janssen, A. (2011). *CoachAusbildung – ein strategisches Curriculum* (2nd edition). Verlag Wissenschaft & Praxis.

		PROFESSION COACHING	Training hours	PROFESSION SUPERVISION	Training hours	PROFESSION ORGANIZATIONAL CONSULTING
Level 4	EXPERT	Instructor for Coaching 15 SVgnLT 110 LEhosp 40 LEgeh	One Complete training	Instructor for Supervision 15 SVgnLT 110 LEhosp 40 LEgeh	One Complete training	15 SVgnLT 110 LEhosp 40 LEgeh Instructor for Organizational consulting
Level 3	SPECIALIST	Mentoring Super- visor for Coaching 5 LSVgg	75 h	Mentoring Super- visor for Supervi- sion 5 LSVgg	75 h	5 LSVgg Mentoring Super- visor for Organiza- tional Consulting
Level 2	ADVANCED PRACTITIONER	Upgrade to Supervisor 12 LSVgn 15 SVex 15 SVgg 15 SVgn	95 h 24 LSVgn 30 SVex 30 SVgg 30 SVgn 40 SE	Supervisor 36 LSVgn 45 SVex 30 SVgn 30 SVgg 40 SE	95 h 490 h 190 h 225 h	12 LSVgn 15 SVex 15 SVgg 15 SVgn 12 LSVgn 15 OBex 15 OBgg 15 OBgn 20 SE 12 LSVgn 15 OBex 15 OBgg 15 OBgn 20 SE
Level 1	PRACTITIONER	Coach 12 LSVgn 15 COex 15 COgg 15 COgn 20 SE	225 h ↑			Organizational consultant

Notes

"h" = hour = 60 minutes.

LEhosp = Teaching units observed.

LEgeh = Teaching units held.

LSVgg = Mentoring supervision given internally.

LSVgn = Mentoring supervision taken externally.

SVex / COex / OBex = Externally given supervision / coaching / organizational consulting.

SVgg / COgg / OBgg = Internally given supervision / coaching / organizational consulting.

SVgn / COgn / OBgn = Supervision / coaching / organizational consulting.

SVgnLT = Supervision taken internally by the instructor.

SE = Self-awareness report.

5.1.5 Overview of the three quality dimensions according to Hess & Roth³⁴

Hess & Roth (2009) describe three dimensions of quality that are used in professional architecture:

- Quality of results: Quality of results lists the key behavioural competencies (*key tasks*) that are necessary to fulfil the above-mentioned definition of a supervisor ("job description"). These have a significant influence on the curriculum of supervision training. The key tasks of a supervisor, a coach or an organizational consultant are listed according to their relevance to the performance of their work. It should be emphasized that prioritization does not primarily illustrate its importance, but rather its distinction from other counselling formats.
- Process quality: Process quality refers to all actions that appear necessary to achieve a specific goal. The underlying question of this quality aspect relates to how the process is designed and executed.
- Structural quality: Structural quality refers to the degree of success achieved by a process, e.g. on the basis of a before-and-after comparison. The underlying question of this quality aspect relates to what you want to get out of the process.

³⁴ Hess, T. & Roth, W. (2009). Professional Coaching: An Expert Survey on Quality Assessment and Development (2nd Edition). R. Asanger.

5.1.6 The four qualification paths within the professional lines (A-D)

In the following, the four qualification paths³⁵ within the three professions are presented as an overview. The explanations can be found in the individual subchapters.

Path A Supervisor - continuous

Profession Label			Profession Level	
Instructor for coaching	Instructor for Supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist
	Supervisor		2	Advanced Practitioner
Master Coach		Master Organizational Consultant	2	Advanced Practitioner
Coach		Organizational Consultant	1	Practitioner

Path B Supervisor from Coach

Profession Label			Profession Level	
Instructor for coaching	Instructor for Supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist
	Shortened training to become a Supervisor		2	Advanced Practitioner
Master Coach		Master Organizational Consultant	2	Advanced Practitioner
Coach	—	Organizational Consultant	1	Practitioner

Path C Supervisor from Master Coach

Profession Label			Profession Level	
Instructor for coaching	Instructor for Supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for	3	Specialist

³⁵ It should be noted that the four qualification pathways are not offered in all countries.

		Organizational Consulting		
	Upgrade to Supervisor		2	Advanced Practitioner
Master Coach	—	Master Organizational Consultant	2	Advanced Practitioner
Coach	—	Organizational Consultant	1	Practitioner

Path D Supervisor from Master's Degree in Organizational Consultant

Profession Label			Profession Level	
Instructor for coaching	Instructor for Supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist
	Upgrade to Supervisor		2	Advanced Practitioner
Master Coach	—	Master Organizational Consultant	2	Advanced Practitioner
Coach	—	Organizational Consultant	1	Practitioner

In principle, mentoring supervisors and instructors can also obtain further certificates for mentoring supervisors or instructors in other professions by providing appropriate documentation of the previously missing professional certificates³⁶.

5.2 The three professions with their requirements

5.2.1 Supervisor

5.2.1.1 Definition

As part of the reform process, the EASC has updated its definitions. It was important to describe supervision and coaching as two different, albeit related, counselling formats. The EASC has the following understanding of supervision:

³⁶ For example: Anyone in possession of the certificate "Instructor EASC for Coaching" can acquire the certificate "Instructor EASC for Organizational Consulting" via Access 3 at CQS by providing proof of the profession "Organizational Consultant" (Level 1: Practitioner); or: someone with a certificate "Mentoring Supervisor EASC for Organizational Consulting" can acquire the certificate "Mentoring Supervisor EASC for Coaching" by proving the profession "Coach" (Level 1: Practitioner).

The supervisor accompanies the supervisee over a longer period of time with the aim of reflecting on the quality of his or her work and supporting the development of his or her personality.

To this end, he/she creates a space for reflection with regard to the supervisee's job-related experience and contextually includes the associated aspects of his/her personality, professional practice and self-control skills.

In doing so, he/she is in good and clear contact and intervenes on the basis of the ethical guidelines of the EASC, a plural theoretical and methodological approach and a benevolent attitude confronting, protecting, demanding or supporting according to the situation and needs.

5.2.1.2 Training requirements

5.2.1.2.1 Quality of results³⁷

The required training content should include various epistemological theories, concepts and methods (epistemological) in the sense of a plural methodological approach. This is further explained in the column "required expertise".

Key Responsibilities	Descriptions of key tasks	Required Expertise	Level*
Reflecting on professional issues and concerns.	The supervisor guides the supervisee to reflect on his/her professional actions so that he/she can improve his/her work quality through a better understanding of his/her professional role and behaviour in the given context. To this end, he/she has the supervisee contribute his/her topic, records all essential aspects of the client system, uses reflection-stimulating interventions (e.g. confronting, protecting, demanding, supporting), offers his/her own reflection, accompanies the supervisee in his/her decision-making and implementation of his/her findings and, if necessary, contributes specific expertise. In doing so, he/she pays attention to his/her perceptions and the psychodynamic phenomena in the client system and in the current supervision system.	Systemic-constructivist thinking and acting in a corresponding basic attitude	2
		Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction,...)	2
		Group dynamics	2
		Systemic Understanding of Organizations	2
Reflecting on the personality of the supervisee	The supervisor leads the supervisee into reflection on himself/herself so that he/she can further develop his/her personality and psychosocial competencies by means of a better understanding of his/her inner-psychic processes. To this end, he/she has the supervisee bring in a concrete occasion from his/her experience, uses reflection-stimulating interventions (e.g. confronting, protecting, demanding, supporting), offers his/her own reflection and accompanies the supervisee according to his/her findings.	Plural theoretical background (psychological, therapeutic, sociological,... schools) with associated methods	2
		Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction,...)	2
		Psychodynamic Phenomena in Interaction	2

³⁷ Key question: What goal is being targeted?

	In doing so, he/she pays attention to his/her perceptions and the psychodynamic phenomena in the current supervision system and takes into account the current development process of the supervisee.	Developmental psychological basics, especially of the adult human being	1
Designing the supervision process safely and goal-oriented	The supervisor designs the supervision process in such a way that the supervisee can achieve his/her goal. To this end, he/she reflects, clarifies and agrees on his/her goal together with the supervisee, records it in a contract and initiates an iterative intervention cycle based on it: he/she forms and evaluates hypotheses, generates and evaluates viable intervention ideas, intervenes, observes the effect and starts anew. In doing so, he/she follows his/her mental map for the design of supervision processes and works client-, situation- and resource-oriented.	Supervision Basics and Process Logic (Mental Map) Plural theoretical background (psychological, therapeutic, sociological,... schools) with associated methods Systemic-constructivist thinking and acting in a corresponding basic attitude Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction,...)	2 2 2 2
Offer content-related and process-oriented impulses	The supervisor offers content-related and process-oriented impulses in a needs-oriented manner in order to enable new perspectives of perception and interpretation and thus learning experiences of the supervisee. To this end, he/she gives psychosocio-educational advice, offers his/her own observations, assessments or evaluations and shares his/her own experiences according to the situation. In doing so, he/she keeps an eye on the current receptivity and resilience of the supervisee and regulates his/her impulses accordingly.	Supervision Basics and Process Logic (Mental Map) Plural theoretical background (e.g. from psychological, therapeutic, sociological schools) with associated methods Different forms of dialogue (e.g. maieutic, co-evolutionary, protreptic) Reflected personal professional and life experience	2 2 2 2
Creating a trusting relationship	The supervisor creates a trusting working relationship to facilitate the supervision process. To this end, he/she consciously enters into contact as a counterpart, is empathetic and self-reflective and communicates openly and respectfully. In doing so, he/she remains in an impartial attitude towards all parties involved, especially in the case of a triangular agreement between the client, supervisee and supervisor.	Supervision relationship (closeness and distance, power and eye level, contact and ethics, need and contract) Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction) Contract drafting, confidentiality, impartiality, data protection	2 2 2
Collaborate with teams or groups on their common topic (optional)	The supervisor controls the group process in order to enable cognitive insights and personal insights on the topic on both the individual and collective level, thus favouring a modification of the social system "team" or "group". To this end, he/she observes and interprets group dynamic phenomena and deals with them adequately, raises awareness of the organizational	Group dynamics Supervision Basics and Process Logic (Mental Map) in a Group Setting Systemic Understanding of Organizations	2 2 2

	context, promotes the further development of the team or group through the supervision process and, if necessary, establishes connections between the group phenomena and the topic. In doing so, he/she knows about the special nature of working with groups and retains a "stereo view" of both the development of the topic and the dynamics of the group.	Conflict Management & Mediation	1
Working on a case in a subject-related group setting (optional)	The supervisor steers the group process in order to enable cognitive insights and personal insights on both the individual and collective level, thus promoting a more successful processing of the case and the professional development of the case submitters. To this end, he/she observes and interprets psychodynamic phenomena (parallel processes, transferences...), brings them into the consciousness of the group and supports them in establishing the references to the case. In doing so, he/she knows about the special nature of working with groups and retains a "stereo view" of both the development of the case and the dynamics of the group.	Specific expertise and field competencies depending on the context (e.g. psychiatry, geriatrics, therapy, pastoral care, nursing, pedagogy, ...) Psychodynamic Phenomena in Interaction Supervision Basics and Process Logic (Mental Map) in Individual and Group Setting Learning and educational processes	2 2 1

*Proficiency levels: 1 = basic knowledge; 2 = experience; 3 = mastery; 4 = expertise

5.2.1.2.2 Process quality³⁸

Requirements	Explanations
Keeping a study book including all reports.	
40 self-experience reports	These refer to experiences in connection with the completed training and have a length of 0.5-1.5 pages per report.
30 supervisions given, internally	The internally given supervisions are supervised by the instructor. 1/3 of the given and taken supervisions can be held in the intervention group. Length "Supervision given": 1.5-3 pages, "Supervision taken": 1-2 pages per report.
30 supervisions taken, internal	
45 supervisions given, external	At least 2 different people in a one-on-one setting At least 1 group/team supervision At least 5 sessions per supervision process Duration: 60 – 90 min. per session A supervision process is incorporated into the casework ³⁹ .
At least 30 hours of intervention in at least 7 group meetings	These usually take place without the instructor.
36 hours of mentoring supervision taken by a certified mentoring supervisor ⁴⁰ over a period of at least 12 months. At least half of	

³⁸ Key question: How will the goal be achieved?

³⁹ As a rule, a casework is required. Depending on national circumstances, the training institute may require a thematic thesis with included case work.

⁴⁰ The mentoring supervisors are in possession of the EASC certificate or, where not otherwise possible, are entitled to do so by the institute concerned on the basis of their qualifications. Half of the mentoring supervisors are to be EASC-certified.

them in an individual setting. For the group setting, an increase in the hours is recommended.	
Mentoring Supervision Report	The candidate writes a 2-3 page report on the entire mentoring supervision process with the most important learnings in relation to the profession-specific key tasks.
Letter of recommendation from the mentoring supervisor	After successful completion of the mentoring supervision process, the mentoring supervisee receives a recommendation for admission to the examination. In the event of a refusal, this will be announced to the mentoring supervisee in good time.
Supervision concept	With the supervision concept, the candidate presents himself or herself and his/her understanding of supervision. Length: 10-15 pages without table of contents, bibliography and illustrations.
Casework (incl. theory presentation)	With the case work, the candidate shows that he/she contributes the various key tasks learned to the profession as a supervisor in a targeted, practice-oriented and reflective manner. Length: At least 25 pages without table of contents, bibliography and illustrations.
Letters of recommendation from the instructors	After successful participation in the further education and training, the candidate receives a recommendation for admission to the examination. In the event of a refusal, the candidate will be informed of this in good time.
Passed exam	After passing the examination, the candidate receives the certificate from the training institute or university.

The study book with the confirmed fulfilment of the examination admission by the instructor contains all necessary reports. The EASC Secretariat provides a study book template upon request.

The self-experience reports, reports on supervision given and taken are reviewed by the instructors and, if necessary, provided with constructive criticism in order to promote the development of the candidates. A short protocol is drawn up for the intervision group meetings. Templates for all documents are available as part of the study book. These templates are intended to ensure that the training courses are comparable. Therefore, adjustments in line with national customs and standards should only be made in consultation with the CQS.

5.2.1.2.3 Structural quality⁴¹

Requirements	Explanations
Duration of training: 490 hours, usually	The duration corresponds to the sum of face-to-face or

⁴¹ Key question: What is needed to achieve the goal?

3-4 years.	online lessons in the presence of an instructor.
Hours	
490	Training in the presence of an instructor
30	Intervision meeting
30	Ext. supervisions given
30	Preparation and follow-up of external supervision
36	Mentoring supervision taken
23	Creation of supervision concept
130	Preparation of casework
300	Transcription of all reports (study book)
340	Own work (literature work, etc.)
1409	TOTAL

Hour=60 minutes

5.2.1.3 Entry requirements

The admission requirements are defined by the training institute or university and national requirements. The EASC expects a personal one-on-one interview with the training manager with a review of the suitability for the training (emotional, cognitive abilities, personal [development] potential, openness to self-experiences and group dynamic processes).

5.2.1.4 Obtaining the certificate

Requirements for certification as an EASC supervisor at the EASC office		
Access 1	Access 2 (Admission of members from cooperating providers)	Access 3 (admission by personal application)
• Proof of the training certificate of the EASC Institute (after passing the exam)	• All participants in such curricula can be recognized directly. • This also includes all other curricula certified by the EASC.⁴² • These cooperations are recertified every 2 years. • Review by the CQS	• Proof of completed supervision training. • Proof of the training curriculum . • training achievements • own supervision concept. • Review by the CQS.

5.2.1.5 Overview of qualification paths with structural requirements

The following synopsis illustrates the different professions from Level 1 (*Practitioner*) to Level 2 (*Advanced Practitioner*) and Level 3 (*Specialist*) to Level 4 (*Expert*). The corresponding structural requirements are identified.

⁴² At the moment, this includes so-called "recognised further education and training" that has been certified by the EASC.

		PROFESSION COACHING	Training hours	PROFESSION SUPERVISION	Training hours	PROFESSION ORGANIZATIONAL CONSULTING
Level 4	EXPERT	Instructor for Coaching 15 SVgnLT 110 LEhosp 40 LEgeh	One Complete training	Instructor for Supervision 15 SVgnLT 110 LEhosp 40 LEgeh	One Complete training	Instructor for Organizational consulting 15 SVgnLT 110 LEhosp 40 LEgeh
Level 3	SPECIALIST	Mentoring Super- visor for Coaching 5 LSVgg	75 h	Mentoring Super- visor for Supervi- sion 5 LSVgg	75 h	Mentoring Super- visor for Organiza- tional Consulting 5 LSVgg
Level 2	ADVANCED PRACTITIONER	Upgrade to Supervisor 12 LSVgn 15 SVex 15 SVgg 15 SVgn	95 h 24 LSVgn 30 SVex 30 SVgn	Supervisor 36 LSVgn 45 SVex 30 SVgn 30 SVgg 40 SE	95 h 490 h	Upgrade to Supervisor 12 LSVgn 15 SVex 15 SVgg 15 SVgn
		Master Coach 12 LSVgn 15 COex 15 COgg 15 COgn 20 SE	190 h 30 SVgg 30 SVgn 20 SE		190 h	Master Organizational consultant 12 LSVgn 15 OBex 15 OBgg 15 OBgn 20 SE
Level 1	PRACTITIONER	Coach 12 LSVgn 15 COex 15 COgg 15 COgn 20 SE	225 h ↑		225 h	Organizational consultant 12 LSVgn 15 OBex 15 OBgg 15 OBgn 20 SE

Notes

"h" = hour = 60 minutes.

LEhosp = Teaching units observed.

LEgeh = Teaching units held.

LSVgg = Mentoring supervision given internally.

LSVgn = Mentoring supervision taken externally.

SVex / COex / OBex = Externally given supervision / coaching / organizational consulting.

SVgg / COgg / OBgg = Internally given supervision / coaching / organizational consulting.

SVgn / COgn / OBgn = Supervision / coaching / organizational consulting.

SVgnLT = Supervision taken internally by the instructor.

SE = Self-awareness report.

5.2.2 Coach

5.2.2.1 Definition

As part of the reform process, the EASC has updated its definitions. It was important for her to describe coaching and supervision as two different, albeit related, counselling formats. The EASC understands coaching to:

The coach accompanies the coachee over a usually shorter period of time with the aim of leading him/her to solve his/her current, often job-related, problem and thus increasing his/her ability to act.

To do this, he/she activates the coachee's resources and enables him/her to expand his/her own solution space, change his/her self-concept, develop options for action, make decisions and practice new behaviour.

In doing so, he/she is in good and clear contact and intervenes on the basis of the ethical guidelines of the EASC, a plural theoretical and methodological approach and a benevolent attitude that is situation-, resource- and action-oriented.

5.2.2.2 Training requirements

The requirements for the three quality dimensions according to Hess & Roth are listed below⁴³ : result quality, process quality and structural quality.

The quality of results lists the central behavioural competencies (*key tasks*) that are necessary to fulfil the above-mentioned coaching definition ("job description"). These have a significant influence on the curriculum of coaching training. The key tasks of coaches are listed according to their relevance to coaching. It should be emphasized that prioritization does not primarily illustrate its importance, but rather its distinction from other counselling formats.

5.2.2.2.1 Quality of results⁴⁴

The required training content should include various epistemological theories, concepts and methods (epistemological) in the sense of a plural methodological approach. This is further explained in the column "required expertise".

Key Responsibilities	Descriptions of the Key Responsibilities	Required Expertise	Levels
Strengthening self-efficacy in task-oriented relationships	The coach strengthens the self-efficacy of the coachees with the aim of increasing their ability to act, especially in task-oriented relationships. To this end, he/she lets the coachees contribute their topics, grasps all essential aspects of their contexts, uses questions and conversation impulses that stimulate their own thinking, feeling and action, accompanies the coachees in their decision-making and supports them in practical implementation. In doing so, he/she pays attention to his/her perceptions and the psychodynamic phenomena and basically remains in a maeutic attitude.	Systemic constructivist thinking, recognition of patterns, and phenomenological-dialogical attitude	2
		Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction, body language...)	1
		Coaching methods for individual settings	1
		Psychodynamic Phenomena in Interaction	1
Designing the coaching process safely and goal-oriented	The coach designs the coaching process in such a way that the coachee can achieve his/her goal. To do this, he/she clarifies and agrees on his/her goal together with the coachee, records it in a contract and initiates an iterative intervention cycle based on it: he/she forms and evaluates hypotheses, generates and evaluates viable intervention ideas, intervenes, observes the effect and starts anew. In doing so, he/she follows his/her mental map for the design of coaching processes and works client-, situation- and resource-oriented.	Coaching Basics and Process Logic (Mental Map)	2
		Plural theoretical background (from psychological, therapeutic, sociological... schools) with associated coaching methods	1
		Systemic constructivist thinking, recognition of patterns, and phenomenological-dialogical attitude	2
		Psychological basics of personality (behaviour, emotion, motivation, self-	

⁴³ Hess, T. & Roth, W. (2009). *Professional Coaching: An Expert Survey on Quality Assessment and Development* (2nd Edition). R. Asanger.

⁴⁴ Key question: What goal is being targeted?

		regulation, interaction, body language...)	1
Creating a trusting relationship	The coach creates a trusting working relationship to facilitate the coaching process. To this end, he/she consciously enters into contact as a counterpart, is empathetic and self-reflective and communicates openly and respectfully. In doing so, he/she remains in an impartial attitude towards all parties involved, especially in the case of a triangular agreement between client, coachee and coach.	Coaching relationship (closeness and distance, use of power, contact and ethics, need and contract...) Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction, body language...) Contract drafting, confidentiality, impartiality, data protection	2 1 1
Releasing blockages on the emotional level	The coach supports the coachee in dealing with emotional blockages in order to increase his/her ability to act. To do this, he/she uses methods that help the coachee to become more deeply aware of his/her inner patterns and encourage self-responsible change. In doing so, he/she has the limits of his/her personal competences in mind and, in particular, does not cross the boundary to therapy.	Specific theory-based "invasive" intervention methods (e.g. gestalt, hypnosystemics, introvision, EMDR, PEP...) Plural theoretical background (from psychological, therapeutic, sociological... schools) with associated coaching methods Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction, body language...) Systemic constructivist thinking, recognition of patterns, and phenomenological-dialogical attitude	1 1 1 2
Accompanying managers in organizational contexts (executive coaching) (optional)	The coach accompanies the coached manager in the self-responsible management of his or her people-, organization-related and self-related leadership tasks in order to increase his or her job-related ability to act. To this end, he/she brings the topics brought into reflection, supports decision-making, strengthens both individual and organizational resources, offers impulses and carries out targeted interventions. In doing so, he/she also takes into account the group dynamic, organizational, cultural or intercultural aspects that are particularly associated with the leadership task.	Leadership topics incl. group dynamics, organizational logic, (inter)culturality Coaching methods & situation-appropriate role variance of the coach (sparring, training, consulting...) Systemic constructivist thinking and understanding of organization Psychology of the person and organization as well as psychodynamic phenomena (especially transference and projection)	1 1 2 1

Increasing self-competence in being-oriented references (optional)	The coach promotes the self-competence of coachees in relation to their larger life contexts in order to strengthen their self-image, personality development, world view and view of man.	Practical philosophy (practical questions about what should be)	1
	To this end, he/she consciously includes fundamental aspects of human existence such as happiness, responsibility, meaning, aesthetics, virtues, ethics, values, spirituality, hope, dealing with guilt and reparation as well as (potential) conflicts between the different worlds of life (private world, professional world, organizational world) and one's own inner world in a co-evolutionary way.	Different forms of dialogue (e.g. maieutic, co-evolutionary, protreptic)	1
	In doing so, he/she has the different needs of the different phases of life in mind against the background of the specific biography of the coachee/coachee.	Developmental psychological basics, especially of the adult human being	1
		Reflected personal life experience / maturity	2
Collaborate with teams or groups on their common topic (optional)	The coach controls the group process in order to enable insights and concerns on the topic on both the individual and collective level and thus promote a modification of the social system "team" or "group".	Group dynamics	1
	To this end, he/she observes and interprets group dynamic phenomena and deals with them adequately, brings the organizational context into awareness and makes his/her observations available with regard to relationships between the group phenomena, the context and the topic.	Systemic Understanding of Organizations	1
	In doing so, he/she is aware of the peculiarities of the group setting and retains a "stereo view" of both the development of the topic and the dynamics of the group.	Coaching methods for groups and teams	1
		Moderation methods	1

*Proficiency levels: 1 = basic knowledge; 2 = experience; 3 = mastery; 4 = expertise

5.2.2.2.2 Process quality

Requirements	Explanations
Keeping a study book including all reports.	
20 self-experience reports	These refer to experiences in connection with the completed training and have a length of 0.5-1.5 pages per report.
15 coaching sessions given, internal	The internally given coaching sessions are supervised by the instructor. 1/3 of the given and taken coaching sessions can be held in the intervention group. Scope "Coaching given": 1.5-3 pages, "Coaching taken": 1-2 pages per report.
15 coaching sessions taken, internal	
15 coaching sessions given, external	At least 2 different people At least 5 sessions per coaching process Duration: 60 – 90 min. per session A coaching process flows into the casework ⁴⁵ .
At least 15 hours of intervention in at least 7 group meetings	These usually take place without the instructor.
12 hours of mentoring supervision taken by a certified	Each mentoring supervisee must reflect on at least 2

⁴⁵ As a rule, a casework is required. Depending on national circumstances, the training institute may require a thematic thesis with included case work.

mentoring supervisor ⁴⁶ over a period of at least 6 months. At least half of them in an individual setting. For the group setting, an increase in the hours is recommended.	of the external coaching processes in mentoring supervision. In order to ensure a continuous process, mentoring supervision should be carried out by a mentoring supervisor and group mentoring supervision should be carried out by a mentoring supervisor. Candidates are responsible for booking mentoring supervision sessions in good time.
Mentoring Supervision Report	The candidate writes a 2-3 page report on the entire mentoring supervision process with the most important learnings in relation to the profession-specific key tasks.
Letter of recommendation from the mentoring supervisor	After successful completion of the mentoring supervision process, the mentoring supervisee receives his/her recommendation for admission to the examination. In the event of a refusal, this will be announced to the mentoring supervisee in good time.
Coaching concept	With the coaching concept, candidates present themselves and their understanding of coaching. Length: 10-15 pages without table of contents, bibliography and illustrations.
Casework (incl. theory presentation)	With the casework, candidates show that they bring the various key tasks they have learned to their profession as coaches in a targeted, practice-oriented and reflective way. Length: At least 25 pages without table of contents, bibliography and illustrations.
Letters of recommendation from the instructors	After successful participation in the further education and training, the candidate receives a recommendation for admission to the examination. In the event of a refusal, the candidate will be informed of this in good time.
Passed exam	After passing the examination, the candidate receives the certificate from the training institute or university.

The study book with the confirmed fulfilment of the examination admission by the instructor contains all necessary reports. The corresponding template is available from the EASC office.

The self-experience reports, reports on coaching given and taken are reviewed by the instructors and, if necessary, provided with constructive criticism in order to promote the development of the candidates. A short protocol is drawn up for the intervision group meetings. Templates for all documents are available from the EASC office. These templates are intended to ensure that the training courses are comparable. Therefore, adjustments in line with national customs and standards should only be made in consultation with the CQS.

⁴⁶ The mentoring supervisors are in possession of the EASC certificate or, where not otherwise possible, are entitled to do so by the institute concerned on the basis of their qualifications. Half of the mentoring supervisors are to be EASC-certified.

5.2.2.2.3 Structural quality⁴⁷

Requirements	Explanations
Duration of training: 225 hours, over at least 1 – 2 year(s)	The duration corresponds to the sum of face-to-face or online lessons in the presence of an instructor.
Hours	
225	Training in the presence of an instructor
15	Intervision meeting
15	External coaching sessions given
15	Preparation and follow-up of external coaching
12	Mentoring supervision taken
23	Creation of a coaching concept
75	Preparation of casework
150	Transcription of all reports (study book)
170	Own work (literature work, etc.)
700	TOTAL

Hour=60 minutes

5.2.2.3 Entry requirements

The admission requirements are defined by the training institute or university and national requirements. The EASC expects a personal one-on-one interview with the training manager with a review of the suitability for the training (emotional, cognitive abilities, personal [development] potential, openness to self-experiences and group dynamic processes).

5.2.2.4 Obtaining the certificate

Requirements for certification as a coach EASC at the EASC office		
Access 1	Access 2 (Admission of members from cooperating providers)	Access 3 (admission by personal application)
Proof of the training certificate of the EASC Institute (after passing the exam)	- All participants in such curricula can be recognized directly. - This also includes all other curricula certified by the EASC.⁴⁸ - These cooperations are recertified every 2 years. - Review by the CQS	- Proof of completed coaching training - Proof of the training curriculum - training achievements - own coaching concept - Review by the CQS

5.2.2.5 Overview of qualification paths

The following synopsis illustrates the different professions from Level 1 (*Practitioner*) to Level 2 (*Advanced Practitioner*) and Level 3 (*Specialist*) to Level 4 (*Expert*). The corresponding structural requirements are identified.

⁴⁷ Key question: What is needed to achieve the goal?

⁴⁸ At the moment, this includes so-called "recognised further education and training" that has been certified by the EASC.

		PROFESSION COACHING	Training hours	PROFESSION SUPERVISION	Training hours	PROFESSION ORGANIZATIONAL CONSULTING
Level 4	EXPERT	Instructor for Coaching 15 SVgnLT 110 LEhosp 40 LEgeh	One Complete training	Instructor for Supervision 15 SVgnLT 110 LEhosp 40 LEgeh	One Complete training	Instructor for Organizational consulting 15 SVgnLT 110 LEhosp 40 LEgeh
Level 3	SPECIALIST	Mentoring Super- visor for Coaching 5 LSVgg	75 h	Mentoring Super- visor for Supervi- sion 5 LSVgg	75 h	Mentoring Super- visor for Organiza- tional Consulting 5 LSVgg
Level 2	ADVANCED PRACTITIONER	Upgrade to Supervisor 12 LSVgn 15 SVex 15 SVgg 15 SVgn	95 h 24 LSVgn 30 SVex 30 SVgg	Supervisor 36 LSVgn 45 SVex 30 SVgn 30 SVgg 40 SE	95 h 490 h	Upgrade to Supervisor 12 LSVgn 15 SVex 15 SVgg 15 SVgn
		Master Coach 12 LSVgn 15 COex 15 COgg 15 COgn 20 SE	190 h 30 SVgg 30 SVgn 20 SE		190 h	Master Organizational consultant 12 LSVgn 15 OBex 15 OBgg 15 OBgn 20 SE
Level 1	PRACTITIONER	Coach 12 LSVgn 15 COex 15 COgg 15 COgn 20 SE	225 h ↑		225 h	Organizational consultant 12 LSVgn 15 OBex 15 OBgg 15 OBgn 20 SE

Notes

"h" = hour = 60 minutes.

LEhosp = Teaching units observed.

LEgeh = Teaching units held.

LSVgg = Mentoring supervision given internally.

LSVgn = Mentoring supervision taken externally.

SVex / COex / OBex = Externally given supervision / coaching / organizational consulting.

SVgg / COgg / OBgg = Internally given supervision / coaching / organizational consulting.

SVgn / COgn / OBgn = Supervision / coaching / organizational consulting.

SVgnLT = Supervision taken internally by the instructor.

SE = Self-awareness report.

5.2.3 Organizational Consultant

5.2.3.1 Definition

In the course of the reform process, the EASC has further differentiated its definitions. In doing so, a previously expressed wish was taken into account to integrate organizational consulting as a further consulting format into the professional association in addition to supervision and coaching. EASC understands organisational consulting to:

The organizational consultant accompanies the organization and the people associated with it over a longer period of time, usually with the aim of strengthening the long-term viability of the organization in terms of its performance, adaptability, robustness, etc.

To this end, he/she analyzes the initial situation, designs and supports the change process with its measures, accompanying reflection and ongoing readjustment in the sense of organizational learning.

In doing so, he/she keeps an eye on the absorption capacity as well as the various levels of the organization such as strategy, structure, culture, cooperation, individual on the basis of a plural understanding of theory, moves prudently, intelligently and winningly in the multi-stakeholder environment and promotes psychological safety.

The following synopsis illustrates the similarities and differences between the two consulting formats of organizational consulting and supervision:

Organizational Consulting	Supervision
The organizational consultant accompanies the organization and the people associated with it via usually with the aim of strengthening the long-term viability of the organization in terms of its performance, adaptability, robustness, etc. To this end, he/she analyzes the initial situation, designs and supports the change process with its measures, accompanying reflection and ongoing re-adjustment in the sense of organizational learning. In doing so, he/she keeps an eye on the absorption capacity as well as the various levels of the organization such as strategy, structure, culture, cooperation, individual on the basis of a plural understanding of theory, moves prudently, intelligently and winningly in the multi-stakeholder environment and promotes psychological safety.	The supervisor accompanies the supervisee over a longer period of time with the aim of reflecting on the quality of his or her work and supporting the development of his/her personality. To this end, he/she creates a space for reflection with regard to the supervisee's job-related experience and contextually includes the associated aspects of his/her personality, professional practice and self-control skills. In doing so, he/she is in good and clear contact and intervenes on the basis of the ethical guidelines of the EASC, a plural theoretical and methodological approach and a benevolent attitude confronting, protecting, demanding or supporting according to the situation and needs.

It is important to emphasize that reflection also plays a central role in organizational consulting. The organizational consultant supports his/her counterpart in reflecting on his/her experiences and actions and learning from them in order to expand his/her ability to act.

5.2.3.2 Training requirements

The requirements for the three quality dimensions according to Hess & Roth are listed below⁴⁹ : result quality, process quality and structural quality.

Result quality lists the central behavioural competencies (*key tasks*) that are necessary to perform the above-mentioned job as an organisational consultant ("job description"). These have a significant influence on the curriculum of the training to become an organizational consultant. The key tasks of organizational consultants are listed according to their relevance to organizational consulting. It should be emphasized that prioritization does not primarily illustrate its importance, but rather its distinction from other counselling formats.

5.2.3.2.1 Quality of results⁵⁰

The required training content should include various epistemological theories, concepts and methods (epistemological) in the sense of a plural methodological approach. This is further explained in the column "required expertise".

The content of the following table will have to be developed by a working group with experts from organizational consulting, which will have to be appointed by the Board of the EASC.

⁴⁹ Hess, T. & Roth, W. (2009). Professional Coaching: An Expert Survey on Quality Assessment and Development (2nd Edition). R. Asanger.

⁵⁰ Key question: What goal is being targeted?

Key Responsibilities	Descriptions of the Key Responsibilities	Required Expertise	Levels*

*Proficiency levels: 1 = basic knowledge; 2 = experience; 3 = mastery; 4 = expertise

5.2.3.2.2 Process quality⁵¹

Requirements	Explanations
Keeping a study book including all reports.	
20 self-experience reports	These refer to experiences in connection with the completed training and have a length of 0.5-1.5 pages per report.
15 organizational consultations given, internally	The internal organizational consultations are supervised by the instructor. 1/3 of the given and taken organizational consultations can be held in the intervention group. Scope "Organisational consultations given": 1.5-3 pages, "Organisational consultations taken": 1-2 pages, each per report.
15 organizational consultations taken, internal	
15 organizational consultations given, external	At least 2 different people / organizations At least 5 sessions per organizational consulting process Duration: 60 – 90 min. per session An OB process is incorporated into the case work ⁵² .
At least 15 hours of intervention in at least 7 group meetings	These usually take place without the instructor.
12 hours of mentoring supervision taken by a certified mentoring supervisor ⁵³ over a period of at least 6 months. At least half of them in an individual setting. For the group setting, an increase in the hours is recommended.	Mentoring Supervisors must reflect on at least 2 of the external coaching processes in mentoring supervision. In order to ensure a continuous process, mentoring supervision should be carried out by a mentoring supervisor and group mentoring supervision should be carried out by a mentoring supervisor. Candidates are responsible for booking their mentoring supervision sessions in good time.
Mentoring Supervision Report	Candidates write a 2-3 page report on the entire mentoring supervision process with the most important learnings in relation to the profession-specific key tasks.
Letter of recommendation from the mentoring supervisor	After successful completion of the mentoring supervision process, the mentoring supervisee receives a recommendation for admission to the examination. In the event of a refusal, this will be announced to the mentoring supervisee in good time.

⁵¹ Key question: How will the goal be achieved?

⁵² As a rule, a casework is required. Depending on national circumstances, the training institute may require a thematic thesis with included case work.

⁵³ The mentoring supervisors are in possession of the EASC certificate or, where not otherwise possible, are entitled to do so by the institute concerned on the basis of their qualifications. Half of the mentoring supervisors are to be EASC-certified.

Concept for organizational consulting	With the concept of organizational consulting, candidates present themselves and their understanding of consulting. Length: 10-15 pages without table of contents, bibliography and illustrations.
Casework (incl. theory presentation)	With the casework, candidates show that they bring the various key tasks they have learned to their profession as organizational consultants in a targeted, practice-oriented and reflective way. Length: At least 25 pages without table of contents, bibliography and illustrations.
Letters of recommendation from the instructors	After successful participation in the further education and training, the candidate receives a recommendation for admission to the examination. In the event of a refusal, the candidate will be informed of this in good time.
Passed exam	After passing the examination, the candidate receives the certificate from the training institute or university.

The study book with the confirmed fulfilment of the examination admission by the instructor contains all necessary reports. The corresponding template is available from the EASC office.

The self-experience reports, reports on organizational consultations given and taken are reviewed by the instructors and, if necessary, provided with constructive criticism in order to promote the development of the candidates. A short protocol is drawn up for the intervision group meetings. Templates for all documents are available from the EASC office. These templates are intended to ensure that the training courses are comparable. Therefore, adjustments in line with national customs and standards should only be made in consultation with the CQS.

5.2.3.2.3 Structural quality⁵⁴

Requirements	Explanations
Duration of training: 225 hours, during at least 1 – 2 years	The duration corresponds to the sum of face-to-face or online lessons in the presence of an instructor.
Hours	
225	Training in the presence of an instructor
15	Intervision meeting
15	External organizational consultations given
15	Preparation and follow-up of external organizational consultations
12	Mentoring supervision taken
23	Creation of an organizational consulting concept
75	Preparation of casework
150	Transcription of all reports (study book)
170	Own work (literature work, etc.)
700	TOTAL

Hour=60 minutes

⁵⁴ Key question: What is needed to achieve the goal?

5.2.3.3 Entry requirements

The admission requirements are defined by the training institute or university and national requirements. The EASC expects a personal one-on-one interview with the training manager with a review of the suitability for the training (emotional, cognitive abilities, personal [development] potential, openness to self-experiences and group dynamic processes).

5.2.3.4 Obtaining the certificate

Requirements for certification as an organizational consultant EASC at the EASC office		
Access 1	Access 2 (Admission of members from cooperating providers)	Access 3 (admission by personal application)
Proof of the training certificate of the EASC Institute (after passing the exam).	- All participants in such curricula can be recognized directly. - This also includes all other curricula certified by the EASC.⁵⁵ - These cooperations are recertified every 2 years. - Review by the CQS	- Proof of completed training in organizational consulting. - Proof of the training curriculum. - Training achievements - Own organizational consulting concept. - Review by the CQS.

5.2.3.5 Overview of qualification paths

The following synopsis illustrates the different professions from Level 1 (*Practitioner*) to Level 2 (*Advanced Practitioner*) and Level 3 (*Specialist*) to Level 4 (*Expert*). The corresponding structural requirements are identified.

		PROFESSION COACHING	Training hours	PROFESSION SUPERVISION	Training hours	PROFESSION ORGANIZATIONAL CONSULTING
Level 4	EXPERT	Instructor for Coaching 15 SVgnLT 110 LEhosp 40 LEgeh	One Complete training	Instructor for Supervision 15 SVgnLT 110 LEhosp 40 LEgeh	One Complete training	Instructor for Organizational consulting 15 SVgnLT 110 LEhosp 40 LEgeh
Level 3	SPECIALIST	Mentoring Supervisor for Coaching 5 LSVgg	75 h	Mentoring Supervisor for Supervision 5 LSVgg	75 h	Mentoring Supervisor for Organizational Consulting 5 LSVgg
Level 2	ADVANCED PRACTITIONER	Upgrade to Supervisor 12 LSVgn 15 SVex 15 SVgg 15 SVgn	95 h 24 LSVgn 30 SVex 30 SVgg	Supervisor 36 LSVgn 45 SVex 30 SVgn 30 SVgg 40 SE	490 h 95 h 190 h 225 h	Upgrade to Supervisor 12 LSVgn 15 SVex 15 SVgg 15 SVgn
		Master Coach 12 LSVgn 15 COex 15 COgg 15 COgn 20 SE	190 h 30 SVgg 30 SE Verk. SV-Ausb. 265 h			Master Organizational consultant 12 LSVgn 15 OBex 15 OBgg 15 OBgn 20 SE
Level 1	PRACTITIONER	Coach 12 LSVgn 15 COex 15 COgg 15 COgn 20 SE	225 h ↑			Organizational consultant 12 LSVgn 15 OBex 15 OBgg 15 OBgn 20 SE

⁵⁵ At the moment, this includes so-called "recognised further education and training" that has been certified by the EASC.

Notes

"h" = hour = 60 minutes.

LEhosp = Teaching units observed.

LEgeh = Teaching units held.

LSVgg = Mentoring supervision given internally.

LSVgn = Mentoring supervision taken externally.

SVex / COex / OBex = Externally given supervision / coaching / organizational consulting.

SVgg / COgg / OBgg = Internally given supervision / coaching / organizational consulting.

SVgn / COgn / OBgn = Supervision / coaching / organizational consulting.

SVgnLT = Supervision taken internally by the instructor.

SE = Self-awareness report.

5.3 The transitions along the four qualification paths

This section lists the requirements of the respective qualification paths according to the three quality dimensions according to Hess & Roth described in section 5.1.5⁵⁶ : result quality, process quality and structural quality. The key tasks are always listed according to their relevance for the respective profession. At the same time, prioritization does not primarily illustrate the importance of the key tasks, but rather their distinction from other consulting formats.

The following synopsis illustrates once again (see also explanations in section 5.1.4) the different professions from level 1 (*practitioner*) to level 2 (*advanced practitioner*) and level 3 (*specialist*) to level 4 (*expert*). The corresponding structural requirements are identified.

		PROFESSION COACHING	Training hours	PROFESSION SUPERVISION	Training hours	PROFESSION ORGANIZATIONAL CONSULTING
Level 4	EXPERT	Instructor for Coaching 15 SVgnLT 110 LEhosp 40 LEgeh	One Complete training	Instructor for Supervision 15 SVgnLT 110 LEhosp 40 LEgeh	One Complete training	Instructor for Organizational consulting 15 SVgnLT 110 LEhosp 40 LEgeh
Level 3	SPECIALIST	Mentoring Supervisor for Coaching 5 LSVgg	75 h	Mentoring Supervisor for Supervision 5 LSVgg	75 h	Mentoring Supervisor for Organizational Consulting 5 LSVgg
Level 2	ADVANCED PRACTITIONER	Upgrade to Supervisor 12 LSVgn 15 SVex 15 SVgg 15 SVgn	95 h 24 LSVgn 30 SVex 30 SVgg	Supervisor 36 LSVgn 45 SVex 30 SVgn 30 SVgg 40 SE	95 h 490 h	Upgrade to Supervisor 12 LSVgn 15 SVex 15 SVgg 15 SVgn
		Master Coach 12 LSVgn 15 COex 15 COgg 15 COgn 20 SE	190 h 30 SVgg 30 SVgn 20 SE		190 h	Master Organizational consultant 12 LSVgn 15 OBex 15 OBgg 15 OBgn 20 SE
Level 1	PRACTITIONER	Coach 12 LSVgn 15 COex 15 COgg 15 COgn 20 SE	225 h ↑		225 h	Organizational consultant 12 LSVgn 15 OBex 15 OBgg 15 OBgn 20 SE

Notes

"h" = hour = 60 minutes.

LEhosp = Teaching units observed.

⁵⁶ Hess, T. & Roth, W. (2009). Professional Coaching: An Expert Survey on Quality Assessment and Development (2nd Edition). R. Asanger.

LEgeh = Teaching units held.
 LSVgg = Mentoring supervision given internally.
 LSVgn = Mentoring supervision taken externally.
 SVex / COex / OBex = Externally given supervision / coaching / organizational consulting.
 SVgg / COgg / OBgg = Internally given supervision / coaching / organizational consulting.
 SVgn / COgn / OBgn = Supervision / coaching / organizational consulting.
 SVgnLT = Supervision taken internally by the instructor.
 SE = Self-awareness report.

5.3.1 Path A

5.3.1.1 From supervisor to mentoring supervisor for supervision

The third stage of development (*Specialist*) within the professions corresponds to mentoring supervision. Mentoring supervision is part of the training of the profession to become a coach, supervisor or organizational consultant. The EASC understands mentoring supervision to:

Mentoring Supervisors accompany mentoring-supervisor-in-training with the aim of preparing them for their profession on the one hand and determining their aptitude for examinations on the other.

To this end, he/she teaches, promotes and controls by means of reflection with regard to the personality, role and professional development of the participants.

In doing so, he/she is in good and clear contact and intervenes on the basis of the ethical guidelines of the EASC, a plural theoretical and methodological approach and a benevolent attitude confronting, protecting, demanding or supporting according to the situation and needs.

The synopsis below illustrates the similarities and differences between the third level (*Specialist*), also known as the "Mentoring Supervisor", and the fourth level (*Expert*), also known as the "Instructor", within the three professional lines.

Mentoring Supervisor	Instructor
Mentoring Supervisors accompany mentoring-supervisors-in-training with the aim of preparing them for their profession on the one hand and determining their aptitude for examinations on the other.	Instructors train in the area of their expertise with the aim of qualifying participants for their profession and preparing them for the final examination.
To this end, he/she teaches, promotes and controls by means of reflection with regard to his/her personality, role and professional development.	To this end, he/she creates and updates a training curriculum with a suitable pedagogical concept and a plural theoretical and methodological approach, teaches, promotes and evaluates the personality, role and professional development of the participants.
In doing so, he/she is in good and clear contact and intervenes on the basis of the ethical guidelines of the EASC, a plural theoretical and methodological approach and a benevolent attitude	In doing so, he/she ensures a good fit between the training requirements and the participants

confronting, protecting, demanding or supporting according to the situation and needs.	and designs the contact on the basis of the ethical guidelines of the EASC.
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There are four ways of access:

From "supervisor" to "mentoring supervisor for supervision":

Profession Label			Profession Level	
Instructor for coaching	Instructor for Supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist
	Supervisor		2	Advanced Practitioner
Master Coach		Master Organizational Consultant	2	Advanced Practitioner
Coach		Organizational Consultant	1	Practitioner

From "coach" to the "shortened supervision training" to "supervisor" to "mentoring supervisor for supervision" and "mentoring supervisor for coaching":

Profession Label			Profession Level	
Instructor for coaching	Instructor for Supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist
	Shortened training to become a supervisor		2	Advanced Practitioner
Master Coach		Master Organizational Consultant	2	Advanced Practitioner
Coach	—	Organizational Consultant	1	Practitioner

From "Coach" to "Master Coach" to upgrade to "Supervisor" to "Mentoring Supervisor for Supervision" and "Mentoring Supervisor for Coaching":

Profession Label			Profession Level	
Instructor for coaching	Instructor for Supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist
	Upgrade to Supervisor		2	Advanced Practitioner
Master Coach	—	Master Organizational Consultant	2	Advanced Practitioner
Coach	—	Organizational Consultant	1	Practitioner

From "Organizational Consultant" to "Master Organizational Consultant" to upgrade to "Supervisor" to

"Mentoring Supervisor for Supervision" and "Mentoring Supervisor for Organizational Consulting":

Profession Label			Profession Level	
Instructor for coaching	Instructor for Supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist
	Upgrade to Supervisor		2	Advanced Practitioner
Master Coach	—	Master Organizational Consultant	2	Advanced Practitioner
Coach	—	Organizational Consultant	1	Practitioner

The requirements for the three quality dimensions according to Hess & Roth are listed below⁵⁷ : result quality, process quality and structural quality.

Quality of results lists the key behavioural competencies (*key tasks*) that are necessary to fulfil the above-mentioned definition of mentoring supervisor ("job description"). These have a significant influence on the curriculum of the mentoring supervision training. The key tasks of mentoring supervisors are listed according to their relevance to mentoring supervision. It should be emphasized that prioritization does not primarily illustrate its importance, but rather its distinction from other counselling formats.

5.3.1.1.1 Quality of results⁵⁸

The required training content should include various epistemological theories, concepts and methods (epistemological) in the sense of a plural methodological approach. This is further explained in the column "required expertise".

Key Responsibilities	Descriptions of key tasks	Required expertise	Levels*
1. Promoting personality, role and professional development	The mentoring supervisor promotes the further development of person, role and profession in order to achieve the training goal. To this end, he/she continuously enables, supports, encourages and corrects the development process of the mentoring-supervisors-in-training. In doing so, he/she uses a needs-based alternation between confronting and protecting as well as between demanding and supporting.	Personality development	3
		Coaching, Supervision, Therapy	3
		Educational objective	1
		Pedagogy & Educational Process	1

⁵⁷ Hess, T. & Roth, W. (2009). Professional Coaching: An Expert Survey on Quality Assessment and Development (2nd Edition). R. Asanger.

⁵⁸ Key question: WHICH goal is being targeted?

2. Combining theory and practice in a circular way	The mentoring supervisor deepens and expands the theoretical and practical knowledge of the mentoring-supervisors-in-training in order to bring thinking and acting into the greatest possible agreement. To this end, he/she shows ways from theory to practice and vice versa, instructs and uses observations of the 2nd and 3rd order for reflection. In doing so, he/she uses a plural theoretical and methodological approach.	Humanistic Psychology (Gestalt, Group Dynamics, Transactional Analysis) and Depth Psychology 3 Systemic and Systems Theory Approaches incl. Organizational Sociology 3 Business Psychology (Leadership, Organizational Psychology) 3 Training curriculum 1	
3. Evaluation of personal-ity, role and professional development	The mentoring supervisor evaluates the further development of the person, role and profession in order to check the progress towards the training goal. To this end, he/she continuously evaluates the development process of the supervisors, makes the decision on admission to the examination and communicates and justifies his/her assessments and admission decision. In doing so, he/she takes particular account of the transition from the procedural to the final approach, indicates their status to the supervisees in good time and informs the training institute.	Educational objective 2 Personality development 3 Coaching, Supervision, Therapy 3 Pedagogy & Educational Process 1	
4. Design the mentoring supervision process in a secure and goal-oriented manner	The mentoring supervisor designs the mentoring supervision process in such a way that mentoring-supervisors-in-training can achieve the desired professional maturity during the process. To do this, he/she uses the strengths of the mentoring-supervisor-in-training and makes himself or herself available as a model without pressure to adapt. In doing so, he/she follows his/her mental map for the design of mentoring supervision processes, which has been agreed with the training institute, and takes into account the level of development of the mentoring-supervisor-in-training.	Coaching, Supervision, Therapy 3 Learning and educational processes 2 Field knowledge of coaching & supervision in practice 3 Educational objective 2	
5. Reflecting on the client and mentoring supervision system	The mentoring supervisor reflects on the client system of the mentoring-supervisors-in-training in order to increase their ability to advise with regard to coaching or supervision. To this end, he/she captures all essential aspects of the field in question (in the sense of field recording competence) and takes into account the relevant perspectives that result from the encounter of the systems involved with their elements, environments and relationships. In doing so, he/she pays attention to his/her perceptions and the psychodynamic phenomena in the current mentoring supervision process.	Coaching, Supervision, Therapy 3 Psychodynamics 3 Group Dynamics, Organizational Sociology & Psychology 3 Perception, Body Sense & Resonance 2	
6. Create a trusting relationship in a	The mentoring supervisor creates a trusting working relationship in order to enable the mentoring supervision process as a joint teaching-learning process. To this end, he/she consciously	Psychodynamics in the Context of Mentoring Supervision 2 3	

polygonal contract	enters into contact as a counterpart, is empathetic and self-reflective and communicates openly and respectfully. In doing so, he/she takes into account his/her different roles with their limits (vis-à-vis the mentoring supervisor, training institute, EASC), sees himself or herself committed to an ethical use of power and remains in an impartial attitude ⁵⁹ towards all parties involved ⁶⁰ .	Interplay and role clarity in the mentoring supervision process	3
		Triangular agreement as an organizational area of tension	2
		Learning and educational processes	

5.3.1.1.2 Process quality⁶¹

Requirements	Explanations
5 mentoring supervisions given, internal	The internally given mentoring supervisions are supervised by the instructor. Length: 2-3 pages per report.
Mentoring supervision concept	With the mentoring supervision concept, candidates present themselves and their understanding of mentoring supervision. Length: 10-15 pages without table of contents, bibliography and illustrations.
Hold a teaching unit	As part of the evaluation workshop, candidates hold a teaching unit on a suitable subject topic in the field of mentoring supervision of approx. 30 minutes.
1 mentoring supervision unit held in front of the two instructors	As part of the evaluation workshop, candidates will give one hour of mentoring supervision.
Letter of recommendation from two EASC instructors	After successful completion of the evaluation workshop with the presentation of their own mentoring supervision concept and the teaching unit held as well as the mentoring supervision unit, candidates receive their letter of recommendation.

The 'mentoring supervision reports given' are reviewed by the instructors and, if necessary, provided with constructive criticism in order to promote the development of the candidates. Templates for all documents are available from the EASC office. These templates are intended to ensure that the training courses are comparable. Therefore, adjustments in line with national customs and standards should only be made in consultation with the CQS.

⁵⁹ So what NOT: renunciation of coalition formation, party name, interference,...

⁶⁰ Triangular agreement for mentoring supervisor - mentoring supervisor - training institute.

⁶¹ Key question: HOW will the goal be achieved?

5.3.1.1.3 Structural quality⁶²

Requirements	Explanations
Duration of training: At least 75 hours during at least 1 year	The duration corresponds to the sum of face-to-face or online lessons in the presence of an instructor.
Hours	
75	Training in the presence of at least 2 instructors
23	Creation of a mentoring supervision concept
15	Transcription of all reports (study book)
10	Preparation of the teaching unit
30	Own work (literature work, etc.)
153	TOTAL

1 Hour=60 minutes

5.3.1.1.4 Entry requirements

The following three different admission requirements apply for entry into the EASC Mentoring Supervision Training:

Certified coach EASC with "shortened supervision training EASC"	The shortened supervision training includes at least 265 ⁶³ hours.
Certified Coach EASC with subsequent qualification as "Master Coach EASC" and subsequent "Update Supervision EASC"	The "Update Supervision EASC" lasts at least 95 hours.
Certified supervisor EASC or certified by the CQS of the EASC via access 3.	

The EASC recommends a personal one-on-one interview with the training manager with a review of the suitability for the training (emotional, cognitive abilities, personal (development) potential, openness to self-awareness and group dynamic processes).

⁶² Key question: WHAT is needed to achieve the goal?

⁶³ If the coaching training exceeds the required 225 hours of training, this can be credited to the shortened supervision training. In this case, the 'shortened supervision training' would be correspondingly shorter.

5.3.1.1.5 Obtaining the certificate

Requirements for certification as a "Mentoring Supervisor for Supervision EASC" at the EASC office		
Access 1	Access 2 (Admission of members from cooperating providers)	Access 3 (admission by personal application)
Proof of the training certificate of the EASC Institute (after evaluation workshop)	• All participants in such curricula can be recognized directly. • This also includes all other curricula certified by the EASC.⁶⁴ • These cooperations are recertified every 2 years. • Review by the CQS.	• Proof of completed apprenticeship supervision training. • Proof of the training curriculum. • Educational achievements. • Own mentoring supervision concept. • Review by the CQS.

5.3.1.2 From mentoring supervisor for one profession to mentoring supervisor for the other profession
The EASC understands mentoring supervision in all professions to be of the same quality (specialist level), but – along the three professional lines – of different professionalism in terms of content.

In general, the following applies: Anyone who has reached the specialist level of mentoring supervision is a mentoring supervisor in each of the three professions in which he/she has basic training (supervision, coaching, organizational consulting).

The horizontal movement between the professions therefore takes place when the mentoring supervisor acquires additional basic training in a new profession line. If documentation of this has been provided, the specialist level of mentoring supervision is also recognised for this new profession.

There are the following possible ways:

1. Mentoring Supervisor for Supervision to Mentoring Supervisor for Coaching
2. Mentoring Supervisor for Supervision to Mentoring Supervisor for Organizational Consulting
3. Mentoring Supervisor for Supervision and Organizational Consulting to Mentoring Supervisor for Coaching
4. Mentoring Supervisor for Supervision and Coaching to Mentoring Supervisor for Organizational Consulting

The EASC understands mentoring supervision as a qualification level of supervision. Therefore, recognition as a supervisor is an admission requirement. And logically, every mentoring supervisor is first and foremost a mentoring supervisor for supervision. Accordingly, it is not possible to be a mentoring supervisor for coaching or a mentoring supervisor for organizational consulting WITHOUT first being a mentoring supervisor for supervision.

Accordingly, the following horizontal transitions are omitted:

- Mentoring Supervisor for Coaching to Mentoring Supervisor for Supervision.
- Mentoring Supervisor for Organizational Consulting to Mentoring Supervisor for Supervision.
- Mentoring Supervisor for Coaching to Mentoring Supervisor for Organizational Consulting.
- Mentoring Supervisor for Organizational Consulting to Mentoring Supervisor for Coaching.

⁶⁴ At the moment, this includes so-called "recognised further education and training" that has been certified by the EASC.

Accordingly, there are two possible horizontal movements of the mentoring supervisor for supervision:

- Mentoring Supervisor for Supervision to Mentoring Supervisor for Coaching.
- Mentoring Supervisor for Supervision to Mentoring Supervisor for Organizational Consulting.

5.3.1.2.1 Quality of results⁶⁵

The same requirements apply to the training requirements with regard to the quality of results as described above in the chapter "From supervisor to mentoring supervisor for supervision".

5.3.1.2.2 Process quality⁶⁶

The same requirements apply to the training requirements with regard to process quality as described above in the chapter "From supervisor to mentoring supervisor for supervision".

5.3.1.2.3 Structural quality⁶⁷

The same requirements apply to the training requirements with regard to structural quality as described above in the chapter "From supervisor to mentoring supervisor for supervision".

5.3.1.2.4 Entry requirements

- Certified mentoring supervisor for supervision.
- Basic training in the corresponding profession (coaching or organizational consulting).

5.3.1.2.5 Obtaining the certificate

- The certificate "Mentoring Supervisor for Coaching" is awarded if the qualification as a "Coach" is also provided.
- The certificate "Mentoring Supervisor for Organizational Consulting" is awarded if the qualification as an "Organizational Consultant" is also provided.

5.3.1.3 From Mentoring Supervisor for X to Instructor for X

From "Coach" to "Master Coach" to upgrade to "Supervisor" and then via "Mentoring Supervisor for Supervision" and "Mentoring Supervisor for Coaching" to recognition as "Instructor for Supervision" and "Instructor for Coaching".

Alternatively: From "coach" to the "shortened supervision training" to "supervisor" and then via "mentoring supervisor for coaching" and "mentoring supervisor for supervision" to recognition as "instructor for coaching" and "instructor for supervision".

⁶⁵ Key question: WHICH goal is being targeted?

⁶⁶ Key question: HOW will the goal be achieved?

⁶⁷ Key question: WHAT is needed to achieve the goal?

Profession Label			Profession Level	
Instructor for coaching	Instructor for Supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist
	Upgrade to Supervisor		2	Advanced Practitioner
Master Coach	—	Master Organizational Consultant	2	Advanced Practitioner
Coach	—	Organizational Consultant	1	Practitioner

Profession Label			Profession Level	
Instructor for coaching	Instructor for supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist
	Shortened training to become a supervisor		2	Advanced Practitioner
Master Coach		Master Organizational Consultant	2	Advanced Practitioner
Coach	—	Organizational Consultant	1	Practitioner

Candidates can obtain the certificate "Instructor for Coaching/Supervision/Organizational Consulting" by attending a training institute accredited by the EASC, having completed the required tasks and having provided proof of the respective profession (coaching, supervision, organizational consulting).

5.3.1.3.1 Quality of results⁶⁸

The quality of results lists the central behavioural competencies (*key tasks*) that are necessary to fulfil the above-mentioned definition of an instructor ("job description"). These have a significant influence on the creation of the training concept of the training institute or accredited university.⁶⁹ The key tasks of instructors are listed according to their relevance to training. It should be emphasized that prioritization does not primarily illustrate its importance, but rather its distinction from other counselling formats.

The required training content should include various epistemological theories, concepts and methods (epistemological) in the sense of a plural methodological approach. This is further explained in the column "required expertise".

⁶⁸ Key question: WHICH goal is being targeted?

⁶⁹ In contrast to the past, instructors do not have to submit their own training concept for their recognition. This is because the training concept does not refer to individual instructors, but to the entire training institute. Other instructors at the same training institute must therefore adopt and represent the institute's training concept.

Key Responsibilities	Descriptions of the Key Responsibilities <i>(The information below is to be understood as an indication. The descriptions will have to be worked out in a future version of the manual.)</i>	Required Expertise	Levels*
Creating an educational concept (curriculum and pedagogical-didactic concept)	In doing so, he/she builds on concepts from adult education and observes the ethical guidelines of the EASC.		
Promoting personality, role and professional development			
Teaching knowledge and skills	He/she teaches the subject-specific knowledge and skills in a confident and goal-oriented manner. To this end, he/she mediates between theory and practice, creates and supervises practice rooms for practical acquisition.		
Update educational concept	To this end, he/she takes into account the experience gained from training practice, the professional developments in the professional field and the socio-cultural developments in society.		
Evaluation of personality, role and professional development	There to... and examines the basic suitability of the person for the profession before and during the training as well as before admission to the examination.		
Creating trusting relationships			

*Proficiency levels: 1 = basic knowledge; 2 = experience; 3 = mastery; 4 = expertise

5.3.1.3.2 Process quality⁷⁰

Requirements	Explanations
Keeping a logbook	Logbook documenting the training apprenticeship experience and the training supervision received. The accompanying instructor confirms the completeness of the logbook.
12 hours of supervision taken, internal	With the instructor in charge of the relevant profession. Length: 1.5-3 pages per report.
150 hours of teaching units, of which at least 40 hours were given by yourself as part of a current coaching training	Accompanied by an in-house instructor who gives direct feedback. In order to enable the instructor to be accompanied in the process, they should be present at different times during the training period.
Pedagogical-didactic training concept	With the pedagogical-didactic training concept, the instructor in training sets out his/her basic ideas and expectations regarding the implementation of

⁷⁰ Key question: HOW will the goal be achieved?

	training courses. Length: 10-15 pages without table of contents, bibliography and illustrations.
Hold a teaching unit	As part of the evaluation workshop, the candidate holds a teaching unit on a suitable subject topic in the area of 'Training future coaches' of at least 1 hour.
Letter of recommendation from two EASC instructors	After successful completion of the evaluation workshop with the presentation of their own training concept, logbook and the teaching unit held, candidates receive their letter of recommendation.

The logbook is checked by the main instructor and, if necessary, provided with constructive criticism in order to promote the development of the instructor in general. Templates for all documents are provided by the EASC. Significant adjustments in line with national customs and standards can only be made in consultation with the CQS.

5.3.1.3.3 Structural quality⁷¹

Requirements	Explanations
Duration of support: At least 150 hours during at least one complete coaching training.	At least one EASC-certified instructor must be present.
Hours	
110	Observation in the presence of at least 1 instructor EASC
40	Given teaching units in the presence of at least 1 instructor EASC
12	Supervision taken from the main responsible instructor
23	Creation of a pedagogical-didactic training concept
15	Transcription of all reports (logbook)
30	Own work (literature work, etc.)
230	TOTAL

Hour=60 minutes

5.3.1.3.4 Entry requirements

Certified Mentoring Supervisor for Coaching/Supervision/Organizational Consulting EASC	
Certified Mentoring Supervisor EASC or certified by the CQS of the EASC via Access 3	In principle, the certificate "Mentoring Supervisor for Coach/Supervision/OB" is only awarded if the qualification as "Coach/Supervisor/OB" is also provided.

The EASC recommends a personal one-on-one interview with two instructors EASC with a check of suitability as an instructor (emotional, cognitive skills).

⁷¹ Key question: WHAT is needed to achieve the goal?

5.3.1.3.5 Obtaining the certificate

Requirements for certification as a "Instructor for X" at the EASC office		
Access 1	Access 2 (Admission of members from cooperating providers)	Access 3 (admission by personal application)
Proof of the training certificate of the EASC Institute (after evaluation workshop)	- All participants in such curricula can be recognized directly. - These cooperations are recertified every 2 years. - Review by the CQS	- Proof of equivalent activity with comparable training standards - Own training concept for the Profession Coach. - Own pedagogical and didactic training concept - Verification of training achievements by the CQS - Own mentoring supervision concept - Review by the CQS

5.3.2 Path B

5.3.2.1 From coach to supervisor

From "coach" to the "shortened supervision training" to "supervisor" and then optionally via "mentoring supervisor for coaching" and "mentoring supervisor for supervision" to recognition as "instructor for coaching" and "instructor for supervision".

Profession Label			Profession Level	
Instructor for coaching	Instructor for Supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist
	Shortened training for Supervisor		2	Advanced Practitioner
Master Coach		Master Organizational Consultant	2	Advanced Practitioner
Coach	—	Organizational Consultant	1	Practitioner

5.3.2.1.1 Quality of results⁷²

The required training content should include various epistemological theories, concepts and methods (epistemological) in the sense of a plural methodological approach. This is further explained in the column "required expertise".

Key Responsibilities	Descriptions of key tasks	Required expertise	Levels*
Reflecting on professional issues and concerns.	The supervisor guides the supervisees to reflect on their professional actions so that they can improve their quality of work through a better understanding of their professional role and behaviour in the given context. To this end, he/she lets the supervisees contribute his/her topic, records all essential aspects of the client system, uses reflection-stimulating interventions (e.g. confronting, protecting, demanding, supporting), offers their own reflection, accompanies the supervisees in their decision-making and implementation of their findings and, if necessary, contributes specific expertise. In doing so, he/she pays attention to his/her perceptions and the psychodynamic phenomena in the client system and in the current supervision system.	Systemic-constructivist thinking and acting in a corresponding basic attitude Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction,...) Group dynamics Systemic Understanding of Organizations	2 2 2 2
Reflecting on the personality of the supervisor	The supervisor guides the supervisees into self-reflection so that they can further develop their personality and psychosocial skills through a better understanding of their inner-psychic processes. To this end, he/she has the supervisees bring in a concrete occasion from their experience, uses reflection-stimulating interventions (e.g. confronting, protecting, demanding, supporting), offers their own reflection and accompanies the supervisees according to their findings. In doing so, he/she pays attention to his/her perceptions and the psychodynamic phenomena in the current supervision system and takes into account the current development process of the supervisees.	Plural theoretical background (psychological, therapeutic, sociological,... schools) with associated methods Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction,...) Psychodynamic Phenomena in Interaction Developmental psychological basics, especially of the adult human being	2 2 2 1
Designing the supervision process safely and goal-oriented	The supervisor designs the supervision process in such a way that supervisees can achieve their goal. To this end, he/she reflects, clarifies and agrees on his/her goal together with the supervisees, records it in a contract and initiates an iterative intervention cycle based on it: he/she forms and evaluates hypotheses, generates and evaluates viable intervention ideas, intervenes, observes the effect and starts anew.	Supervision Basics and Process Logic (Mental Map) Plural theoretical background (psychological, therapeutic, sociological,... schools) with associated methods Systemic-constructivist thinking and acting in a corresponding basic attitude	2 2 2

⁷² Key question: WHICH goal is being targeted?

	In doing so, he/she follows his/her mental map for the design of supervision processes and works client-, situation- and resource-oriented.	Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction,...)	2
Offer content-related and process-oriented impulses	The supervisor offers content-related and process-oriented impulses in a needs-oriented manner in order to enable new perspectives of perception and interpretation and thus learning experiences for the supervisors. To this end, he/she gives psychosocio-educational advice, offers his/her own observations, assessments or evaluations and shares his/her own experiences according to the situation. In doing so, he/she keeps an eye on the current receptivity and resilience of the supervisors and regulates his/her impulses accordingly.	Supervision Basics and Process Logic (Mental Map) Plural theoretical background (psychological, therapeutic, sociological,... schools) with associated methods Different forms of dialogue (e.g. maieutic, co-evolutionary, protreptic) Reflected personal professional and life experience	2 2 2 2
Creating a trusting relationship	The supervisor creates a trusting working relationship to facilitate the supervision process. To this end, he/she consciously enters into contact as a counterpart, is empathetic and self-reflective and communicates openly and respectfully. In doing so, he/she remains in an impartial attitude towards all parties involved, especially in the case of a triangular agreement between the client, supervisee and supervisor.	Supervision relationship (closeness and distance, power and eye level, contact and ethics, need and contract, ...) Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction,...) Contract drafting, confidentiality, impartiality, data protection	2 2 2
Collaborate with teams or groups on their common topic (optional)	The supervisor controls the group process in order to enable cognitive insights and personal insights on the topic on both the individual and collective level, thus favouring a modification of the social system "team" or "group". To this end, he/she observes and interprets group dynamic phenomena and deals with them adequately, raises awareness of the organizational context, promotes the further development of the team or group through the supervision process and, if necessary, establishes connections between the group phenomena and the topic. In doing so, he/she knows about the special nature of working with groups and retains a "stereo view" of both the development of the topic and the dynamics of the group.	Group dynamics Supervision Basics and Process Logic (Mental Map) in a Group Setting Systemic Understanding of Organizations Conflict Management & Mediation	2 2 2 1

Working on a case in a subject-related group setting (optional)	The supervisor steers the group process in order to enable cognitive insights and personal insights on both the individual and collective level, thus promoting a more successful processing of the case and the professional development of the case submitters.	Specific expertise and field competencies depending on the context (e.g. psychiatry, geriatrics, therapy, pastoral care, nursing, pedagogy, ...)	2
	To this end, he/she observes and interprets psychodynamic phenomena (parallel processes, transferences...), brings them into the consciousness of the group and supports them in establishing the references to the case.	Psychodynamic Phenomena in Interaction	2
	In doing so, he/she knows about the special nature of working with groups and retains a "stereo view" of both the development of the case and the dynamics of the group.	Supervision Basics and Process Logic (Mental Map) in Individual and Group Setting	2
		Learning and educational processes	1

*Proficiency levels: 1 = basic knowledge; 2 = experience; 3 = mastery; 4 = expertise

5.3.2.1.2 Process quality⁷³

Requirements	Explanations
Keeping a study book including all reports.	
20 self-experience reports (The 20 documented self-experiences from the coaching training of the EASC are added together. This results in a total of 40 self-experiences from the coaching and the shortened supervision training.)	These refer to experiences in connection with the completed training and have a length of 0.5-1.5 pages per report.
30 supervisions given, internally (The 15 documented "internally given coaching sessions" from the coaching training of the EASC are added to the 15 "internally given supervisions". This results in a total of 45 internally given supervisions/coaching sessions.)	The internally given supervisions are supervised by the instructor. 1/3 of the given and taken supervisions can be held in the intervention group. Scope "Supervision given": 1.5-3 pages, "Supervision taken": 1-2 pages per report.
30 supervisions given, external (The 15 documented "externally given coaching sessions" from the coaching training of the EASC are added to the 15 "externally given supervisions". This results in a total of 45 externally given supervisions/coaching sessions.)	At least 2 different people in a one-on-one setting At least 1 group/team supervision At least 5 sessions per supervision process Duration: 60 – 90 min. per session A supervision process is incorporated into the casework ⁷⁴ .
24 hours of mentoring supervision. (12 hours of proven mentoring supervision from the EASC coaching training are added. This results in a total of 36 hours of mentoring supervision, which corresponds to the scope of the independent supervision training.)	
Mentoring Supervision Report	The candidate writes a 2-3 page report on the entire mentoring supervision process with the most important learnings in relation to the profession-specific key tasks.
Letter of recommendation from the mentoring supervisor	After successful completion of the mentoring supervision process, the mentoring supervisor receives his recommendation for admission to the examination.

⁷³ Key question: HOW will the goal be achieved?

⁷⁴ As a rule, a casework is required. Depending on national circumstances, the training institute may require a thematic thesis with included case work.

	In the event of a refusal, this will be announced to the mentoring supervisor early enough.
Supervision concept	With the supervision concept, the candidates present themselves and their understanding of supervision. Length: 10-15 pages without table of contents, bibliography and illustrations.
Casework (incl. theory presentation)	With the case work, the candidate shows that he or she brings the various key tasks learned to his profession as a supervisor in a targeted, practice-oriented and reflective manner. Length: At least 25 pages without table of contents, bibliography and illustrations.
Letters of recommendation from the instructors	After successful participation in the further education and training, candidates receive their recommendation for admission to the examination. In the event of a refusal, this will be announced to the candidates early enough.
Passed exam	After passing the exam, candidates receive the certificate from the training institute or university.

The study book with the confirmed fulfilment of the examination admission by the instructor contains all necessary reports. The corresponding template is available from the EASC office.

The reports on 'Supervision given' are reviewed by the instructors and, if necessary, provided with constructive criticism in order to promote the development of the candidates. Templates for all documents are available from the EASC office. These templates are intended to ensure that the training courses are comparable. Therefore, adjustments in line with national customs and standards should only be made in consultation with the CQS.

5.3.2.1.3 Structural quality⁷⁵

Requirements	Explanations
Duration of training: 265 ⁷⁶ hours during at least 1 – 2 years (The 225 hours of the EASC coaching training completed are added together. This results in a total of 490 hours of training for 'Supervisor EASC'.)	The duration corresponds to the sum of face-to-face or online lessons in the presence of an instructor.
Hours	
265	Training in the presence of an instructor
30	Ext. supervisions given
30	Preparation and follow-up of external supervision
24	Mentoring supervision taken
23	Creation of supervision concept

⁷⁵ Key question: WHAT is needed to achieve the goal?

⁷⁶ If the coaching training exceeds the required 225 hours of training, this can be credited to the shortened supervision training. The other requirements remain in place.

130	Preparation of casework
150	Transcription of all reports (study book)
120	Own work (literature work, etc.)
772	TOTAL

Hour=60 minutes

5.3.2.1.4 Entry requirements

Certified Coach EASC and Master Coach EASC or certified via Access 3 ("Admission by personal application").

5.3.2.1.5 Obtaining the certificate

Requirements for certification as a supervisor EASC at the EASC office		
Access 1	Access 2 (Admission of members from cooperating providers)	Access 3 (admission by personal application)
Proof of the training certificate «Coach EASC» » (obtained after passing the exam).	- All participants in such curricula can be recognized directly. - This also includes all other curricula certified by the EASC.⁷⁷ - These cooperations are recertified every 2 years. - Review by the CQS.	- Proof of completed coaching training or equivalent. - Proof of the training curriculum . - Training achievements - Own coaching concept. - Review by the CQS.

5.3.3 Path C

5.3.3.1 From coach to master coach

From "Coach" to "Master Coach" to upgrade optionally to "Supervisor" and then via "Mentoring Supervisor for Coaching" and "Mentoring Supervisor for Supervision" to recognition as "Instructor for Coaching" and "Instructor for Supervision".

Profession Label			Profession Level	
Instructor for coaching	Instructor for supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist
	Upgrade to Supervisor		2	Advanced Practitioner
Master Coach	—	Master Organizational Consultant	2	Advanced Practitioner
Coach	—	Organizational Consultant	1	Practitioner

The EASC makes no distinction between coach and master coach at the level of the coach's job (see the

⁷⁷ At the moment, this includes so-called "recognised further education and training" that has been certified by the EASC.

same job description). In the 2010s, the EASC gave coaching an equal importance, which was expressed not only in the expansion of the name from EAS (European Association for Supervision) to EASC (European Association for Supervision and Coaching), but also in the expansion of Coach (Level 1: *Practitioner*) to Master Coach (Level 2: *Advanced Practitioner*). The distinction is therefore not so much to be found in the activity as in the deeper and broader development of the necessary knowledge stocks. The EASC understands coaching to:

The Master Coach accompanies the coachee over a usually shorter period of time with the aim of leading him/her to solve his/her current, often job-related, problem and thus increasing his/her ability to act.

To do this, he/she activates the coachee's resources and enables him/her to expand his/her own solution space, change his/her self-concept, develop options for action, make decisions and practice new behaviour.

In doing so, he/she is in good and clear contact and intervenes on the basis of the ethical guidelines of the EASC, a plural theoretical and methodological approach and a benevolent attitude that is situational-, resource- and action-oriented.

Candidates can obtain the "Master Coach EASC" certificate by attending the training at an EASC-accredited training institute or university and completing it with the required tasks.

The requirements for the three quality dimensions according to Hess & Roth are listed below⁷⁸ : result quality, process quality and structural quality.

The quality of results lists the central behavioural competencies (*key tasks*) that are necessary to fulfil the above-mentioned coaching definition ("job description"). These have a significant influence on the curriculum of the Master Coach training. The key tasks of a Master Coach are listed according to their relevance to coaching. It should be emphasized that prioritization does not primarily illustrate its importance, but rather its distinction from other counselling formats.

5.3.3.1.1 Quality of results⁷⁹

The required training content should include various epistemological theories, concepts and methods (epistemological) in the sense of a plural methodological approach. This is further explained in the column "required expertise".

Key Responsibilities	Descriptions of key tasks	Required expertise	Levels*
Strengthening self-efficacy in task-oriented relationships	The coach strengthens the self-efficacy of the coachees with the aim of increasing their ability to act, especially in task-oriented relationships.	Systemic-constructivist thinking, recognizing patterns, and phenomenological-dialogic attitude	2
	To this end, he/she lets the coachees contribute their topics, grasps all essential aspects of their contexts, uses questions and conversation impulses that stimulate their own thinking, feeling and action, accompanies the coachees in their	Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction, body language...)	2

⁷⁸ Hess, T. & Roth, W. (2009). Professional Coaching: An Expert Survey on Quality Assessment and Development (2nd Edition). R. Asanger.

⁷⁹ Key question: WHICH goal is being targeted?

	decision-making and supports them in practical implementation. In doing so, he/she pays attention to his/her perceptions and the psychodynamic phenomena and basically remains in a maeutic attitude.	Coaching methods for individual settings Psychodynamic Phenomena in Interaction	2 2
Designing the coaching process safely and goal-oriented	The coach designs the coaching process in such a way that the coachee can achieve his/her goal. To do this, he/she clarifies and agrees on his/her goal together with the coachee, records it in a contract and initiates an iterative intervention cycle based on it: he/she forms and evaluates hypotheses, generates and evaluates viable intervention ideas, intervenes, observes the effect and starts anew. In doing so, he/she follows his/her mental map for the design of coaching processes and works client-, situation- and resource-oriented.	Coaching Basics and Process Logic (Mental Map) Plural theoretical background (from psychological, therapeutic, sociological... schools) with associated coaching methods Systemic-constructivist thinking and corresponding basic attitude, recognition of patterns, and phenomenological-dialogical basic attitude Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction, body language,...)	2 2 2 2
Creating a trusting relationship	The coach creates a trusting working relationship to facilitate the coaching process. To this end, he/she consciously enters into contact as a counterpart, is empathetic and self-reflective and communicates openly and respectfully. In doing so, he/she remains in an impartial attitude towards all parties involved, especially in the case of a triangular agreement between client, coachee and coach.	Coaching relationship (closeness and distance, use of power, contact and ethics, need and contract...) Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction, body language...) Contract drafting, confidentiality, impartiality, data protection	2 2 2
Releasing blockages on the emotional level	The coach supports the coachee in dealing with emotional blockages in order to increase his/her ability to act. To do this, he/she uses methods that help the coachee to become more deeply aware of his/her inner patterns and encourage self-responsible change. In doing so, he/she has the limits of his/her personal competences in mind and, in particular, does not cross the boundary to therapy.	Specific theory-based "invasive" intervention methods (e.g. gestalt, hypnosystemics, introvision, EMDR, PEP...) Plural theoretical background (from psychological, therapeutic, sociological... schools) with associated coaching methods Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction, body language...) Systemic-constructivist thinking, recognizing patterns, and phenomenological-dialogic attitude	2 2 2 2
Accompanying managers in	The coach accompanies the coached manager in the self-responsible management of his or her people-, organization-related and self-related leadership tasks in order to increase his or her	Leadership topics incl. group dynamics, organizational logic, (inter)culturality	2

organizational contexts (executive coaching) (optional)	job-related ability to act. To this end, he/she brings the topics brought into reflection, supports decision-making, strengthens both individual and organizational resources, offers impulses and carries out targeted interventions. In doing so, he/she also takes into account the group dynamic, organizational, cultural or intercultural aspects that are particularly associated with the leadership task.	Coaching methods & situation-appropriate role variance of the coach (sparring, training, consulting...) Systemic-constructivist thinking and understanding of organization Psychology of the person and organization as well as psychodynamic phenomena (especially transference and projection)	2 2 2
	Increasing self-competence in being-oriented references (optional) The coach promotes the self-competence of coachees in relation to their larger life contexts in order to strengthen their self-image, personality development, world view and view of man. To this end, he/she consciously includes fundamental aspects of human existence such as happiness, responsibility, meaning, aesthetics, virtues, ethics, values, spirituality, hope, dealing with guilt and reparation as well as (potential) conflicts between the different worlds of life (private world, professional world, organizational world) and one's own inner world in a co-evolutionary way. In doing so, he/she has the different needs of the different phases of life in mind against the background of the specific biography of the coachee/coachee.	Practical philosophy (practical questions about what should be)	2
		Different forms of dialogue (e.g. maieutic, co-evolutionary, protreptic)	2
		Developmental psychological basics, especially of the adult human being	2
		Reflected personal life experience / maturity	2
Collaborate with teams or groups on their common topic (optional)	The coach controls the group process in order to enable insights and concerns on the topic on both the individual and collective level and thus promote a modification of the social system "team" or "group". To this end, he/she observes and interprets group dynamic phenomena and deals with them adequately, brings the organizational context into awareness and makes his/her observations available with regard to relationships between the group phenomena, the context and the topic. In doing so, he/she is aware of the peculiarities of the group setting and retains a "stereo view" of both the development of the topic and the dynamics of the group.	Group dynamics	2
		Systemic Understanding of Organizations	2
		Coaching methods for groups and teams	2
		Moderation methods	2

*Proficiency levels: 1 = basic knowledge; 2 = experience; 3 = mastery; 4 = expertise

5.3.3.1.2 Process quality⁸⁰

Requirements	Explanations
Keeping a study book including all reports.	
20 self-experience reports	These refer to experiences in connection with the completed training and have a length of 0.5-1.5 pages per report.
15 coaching sessions given, internal	The internally given coaching sessions are supervised by the instructor. 1/3 of the given and taken coaching sessions can be
15 coaching sessions taken, internal	

⁸⁰ Key question: HOW will the goal be achieved?

	held in the intervention group. Scope "Coaching given": 1.5-3 pages, "Coaching taken": 1-2 pages per report.
15 coaching sessions given, external	At least 2 different people At least 5 sessions per coaching process Duration: 60 – 90 min. per session A coaching process flows into the casework ⁸¹ . At least 1 coaching process in an individual setting and at least 1 coaching as a team or group process.
At least 15 hours of intervention in at least 7 group meetings	These usually take place without the instructor.
12 hours of mentoring supervision taken by a certified mentoring supervisor ⁸² over a period of at least 6 months. At least half of them in an individual setting. For the group setting, an increase in the hours is recommended.	Each mentoring supervisor must reflect on at least 2 of the external coaching processes in mentoring supervision. The candidate is responsible for booking his or her mentoring supervision sessions in good time.
Mentoring Supervision Report	The candidate writes a 2-3 page report on the entire mentoring supervision process with the most important learnings in relation to the profession-specific key tasks.
Letter of recommendation from the mentoring supervisor	After successful completion of the mentoring supervision process, the mentoring supervisor receives his recommendation for admission to the examination. In the event of a refusal, this will be announced to the mentoring supervisor early enough.
Coaching concept	With the knowledge expanded by the training, the own coaching concept is expanded and updated. Length: 10-15 pages without table of contents, bibliography and illustrations.
Casework (incl. theory presentation)	With the casework, candidates show that they are contributing the various key tasks they have learned to his/her profession as a Master Coach in a targeted, practice-oriented and reflective manner. Length: At least 25 pages without table of contents, bibliography and illustrations.
Letter of recommendation from two EASC instructors	Upon successful completion of the evaluation workshop with the presentation of their own coaching concept, candidates receive their letters of recommendation.

The study book with the confirmed fulfilment of the examination admission by the instructor contains all necessary reports. The corresponding template is available from the EASC office.

The self-experience reports, reports on coaching given and taken are reviewed by the instructors and, if necessary, provided with constructive criticism in order to promote the development of the candidates. A short protocol is drawn up for the intervention group meetings. Templates for all documents are available from the EASC office. These templates are intended to ensure that the training courses are comparable. Therefore, adjustments in line with national customs and standards should only be made in consultation with the CQS.

⁸¹ As a rule, a casework is required. Depending on national circumstances, the training institute may require a thematic thesis with included case work.

⁸² The mentoring supervisors are in possession of the EASC certificate or, where not otherwise possible, are entitled to do so by the institute concerned on the basis of their qualifications. Half of the mentoring supervisors are to be EASC-certified.

5.3.3.1.3 Structural quality⁸³

Requirements	Explanations
Duration of training: 190 hours, during at least 1 – 2 years	The duration corresponds to the sum of face-to-face or online lessons in the presence of instructors.
Hours	
190	Training in the presence of instructors
15	Intervision meeting
15	External coaching sessions given
15	Preparation and follow-up of external coaching
12	Mentoring supervision taken
23	Creation of a coaching concept
75	Preparation of casework
150	Transcription of all reports (study book)
170	Own work (literature work, etc.)
665	TOTAL

Hour=60 minutes

5.3.3.1.4 Entry requirements

Certified Coach EASC or certified via Access 3 ("Admission by personal application").

The coach must provide documentation of at least 150 hours of externally given coaching after completion of the coaching training in order to participate in the Master Coach Training.

5.3.3.1.5 Obtaining the certificate

Requirements for certification as a Master Coach EASC at the EASC office		
Access 1	Access 2 (Admission of members from cooperating providers)	Access 3 (admission by personal application)
• Proof of the training certificate of the EASC Institute (after passing the exam). • Recommendation by a mentoring supervisor.	• All participants in such curricula can be recognized directly. • This also includes all other curricula certified by the EASC.⁸⁴ • These cooperations are recertified every 2 years. • Review by the CQS.	• Proof of a completed Master's coaching training • Proof of the training curriculum • Educational achievements. • Own coaching concept. • Review by the CQS.

⁸³ Key question: WHAT is needed to achieve the goal?

⁸⁴ At the moment, this includes so-called "recognised further education and training" that has been certified by the EASC.

5.3.3.2 From master coach to supervisor

From "Coach" to "Master Coach" and optionally via the upgrade to "Supervisor" and then via "Mentoring Supervisor for Supervision" and "Mentoring Supervisor for Coaching" to recognition as "Instructor for Supervision" and "Instructor for Coaching".

Profession Label			Profession Level	
Instructor for Coaching	Instructor for Supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist
	Upgrade to Supervisor		2	Advanced Practitioner
Master Coach	—	Master Organizational Consultant	2	Advanced Practitioner
Coach	—	Organizational Consultant	1	Practitioner

5.3.3.2.1 Quality of results⁸⁵

The required training content should include various epistemological theories, concepts and methods (epistemological) in the sense of a plural methodological approach. This is further explained in the column "required expertise".

Key Responsibilities	Descriptions of key tasks	Required expertise	Levels*
Reflecting on professional issues and concerns.	The supervisor guides the supervisee to reflect on his/her professional actions so that he/she can improve his/her work quality through a better understanding of his/her professional role and behaviour in the given context. To this end, he/she has the supervisee contribute his/her topic, records all essential aspects of the client system, uses reflection-stimulating interventions (e.g. confronting, protecting, demanding, supporting), offers his/her own reflection, accompanies the supervisee in his/her decision-making and implementation of his/her findings and, if necessary, contributes specific expertise. In doing so, he/she pays attention to his/her perceptions and the psychodynamic phenomena in the client system and in the current supervision system.	Systemic-constructivist thinking, recognizing patterns, and phenomenological-dialogic attitude	2
		Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction, body language...)	2
		Group dynamics	2
		Systemic Understanding of Organizations	2
Reflecting on the personality of	The supervisor leads the supervisee into reflection on himself/herself so that he/she can further develop his/her personality and psychosocial competencies by means of a better understanding of	Plural theoretical background (psychological, therapeutic, sociological,...)	2

⁸⁵ Key question: WHICH goal is being targeted?

the supervisor	his/her inner-psychic processes. To this end, he/she has the supervisee bring in a concrete occasion from his/her experience, uses reflection-stimulating interventions (e.g. confronting, protecting, demanding, supporting), offers his/her own reflection and accompanies the supervisor according to his/her findings. In doing so, he/she pays attention to his/her perceptions and the psychodynamic phenomena in the current supervision system and takes into account the current development process of the supervisee.	schools) with associated methods Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction, body language,...) Psychodynamic phenomena in interaction. Developmental psychological basics, especially of the adult human being	 2 2 1
	Designing the supervision process safely and goal-oriented The supervisor designs the supervision process in such a way that the supervisee can achieve his/her goal. To this end, he/she reflects, clarifies and agrees on his/her goal together with the supervisee, records it in a contract and initiates an iterative intervention cycle based on it: he/she forms and evaluates hypotheses, generates and evaluates viable intervention ideas, intervenes, observes the effect and starts anew. In doing so, he/she follows his/her mental map for the design of supervision processes and works client-, situation- and resource-oriented.	Supervision Basics and Process Logic (Mental Map) Plural theoretical background (psychological, therapeutic, sociological,... schools) with associated methods Systemic-constructivist thinking, recognizing patterns, and phenomenological-dialogic attitude Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction, body language,...)	 2 2 2 2
	Offer content-related and process-oriented impulses The supervisor offers content-related and process-oriented impulses in a needs-oriented manner in order to enable new perspectives of perception and interpretation and thus learning experiences of the supervisee. To this end, he/she gives psychosocio-educational advice, offers his/her own observations, assessments or evaluations and shares his/her own experiences according to the situation. In doing so, he/she keeps an eye on the current receptivity and resilience of the supervisee and regulates his/her impulses accordingly.	Supervision Basics and Process Logic (Mental Map) Plural theoretical background (psychological, therapeutic, sociological,... schools) with associated methods Different forms of dialogue (e.g. maieutic, co-evolutionary, protreptic) Reflected personal professional and life experience	 2 2 2 2
Creating a trusting relationship	The supervisor creates a trusting working relationship to facilitate the supervision process. To this end, he/she consciously enters into contact as a counterpart, is empathetic and self-reflective and communicates openly and respectfully. In doing so, he/she remains in an impartial attitude towards all parties involved, especially in the case of a triangular agreement between the client, supervisee and supervisor.	Supervision relationship (closeness and distance, use of power, contact and ethics, need and contract, ...) Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction, body language,...)	 2 2

		Contract drafting, confidentiality, impartiality, data protection	2
Collaborate with teams or groups on their common topic (optional)	The supervisor controls the group process in order to enable cognitive insights and personal insights on the topic on both the individual and collective level, thus favouring a modification of the social system "team" or "group". To this end, he/she observes and interprets group dynamic phenomena and deals with them adequately, raises awareness of the organizational context, promotes the further development of the team or group through the supervision process and, if necessary, establishes connections between the group phenomena and the topic. In doing so, he/she knows about the special nature of working with groups and retains a "stereo view" of both the development of the topic and the dynamics of the group.	Group dynamics Supervision Basics and Process Logic (Mental Map) in a Group Setting Systemic Understanding of Organizations Conflict Management & Mediation	2 2 2 1
Working on a case in a subject-related group setting (optional)	The supervisor steers the group process in order to enable cognitive insights and personal insights on both the individual and collective level, thus promoting a more successful processing of the case and the professional development of the case submitters. To this end, he/she observes and interprets psychodynamic phenomena (parallel processes, transferences...), brings them into the consciousness of the group and supports them in establishing the references to the case. In doing so, he/she knows about the special nature of working with groups and retains a "stereo view" of both the development of the case and the dynamics of the group.	Specific expertise and field competencies depending on the context (e.g. psychiatry, geriatrics, therapy, pastoral care, nursing, pedagogy, ...) Psychodynamic Phenomena in Interaction Supervision Basics and Process Logic (Mental Map) in Individual and Group Setting Learning and educational processes	2 2 2 1

*Proficiency levels: 1 = basic knowledge; 2 = experience; 3 = mastery; 4 = expertise

5.3.3.2.2 Process quality⁸⁶

Requirements	Explanations
Keeping a study book including all reports.	
15 supervisions given, internally (The 15 documented "internally given coaching sessions" from the coaching training of the EASC as well as the 15 "internally given coaching sessions" from the Master Coach training of the EASC are added to the 15 "internally given supervisions". This results in a total of 45 internally given supervisions/coaching sessions.)	The internally given supervisions are supervised by the instructor. 1/3 of the given and taken supervisions can be held in the intervention group. Scope "Supervision given": 1.5-3 pages, "Supervision taken": 1-2 pages per report.
15 supervisions given, external (The 15 documented "externally given coaching" from the coaching training of the EASC as well as the 15 "externally given coaching" from the Master Coach	At least 2 different people in a one-on-one setting At least 1 group/team supervision At least 5 sessions per supervision process Duration: 60 – 90 min. per session

⁸⁶ Key question: HOW will the goal be achieved?

training of the EASC are added to the 15 "externally given supervisions". This results in a total of 45 externally given supervisions/coaching sessions.)	A supervision process is incorporated into the casework ⁸⁷ .
12 hours of mentoring supervision. (12 hours of proven mentoring supervision from the EASC coaching training and 12 hours of mentoring supervision from the EASC master coach training are added. This results in a total of 36 hours of mentoring supervision, which corresponds to the scope of the independent supervision training.)	
Mentoring Supervision Report	The candidate writes a 2-3 page report on the entire mentoring supervision process with the most important learnings in relation to the profession-specific key tasks.
Letter of recommendation from the mentoring supervisor	After successful completion of the mentoring supervision process, the mentoring supervisor receives his/her recommendation for admission to the examination. In the event of a refusal, this will be announced to the mentoring supervisor in good time.
Supervision concept	With the supervision concept, the candidate presents himself or herself and his/her understanding of supervision. Length: 10-15 pages without table of contents, bibliography and illustrations.
Casework (incl. theory presentation)	With the casework, the candidate shows that he/she contributes the various key tasks learned to his/her profession as a supervisor in a targeted, practice-oriented and reflective manner. Length: At least 25 pages without table of contents, bibliography and illustrations.
Letters of recommendation from the instructors	After successful participation in the further education and training, candidates receive their recommendation for admission to the examination. In the event of a refusal, this will be announced to the candidates early enough.
Passed exam	After passing the exam, candidates receive the certificate from the training institute or university.

The study book with the confirmed fulfilment of the examination admission by the instructor contains all necessary reports. The corresponding template is available from the EASC office.

The reports on 'Supervision given' are reviewed by the instructors and, if necessary, provided with constructive criticism in order to promote the development of the candidates. Templates for all documents are available from the EASC office. These templates are intended to ensure that the training courses are comparable. Therefore, adjustments in line with national customs and standards should only be made in consultation with the CQS.

⁸⁷ As a rule, a casework is required. Depending on national circumstances, the training institute may require a thematic thesis with included case work.

5.3.3.2.3 Structural quality⁸⁸

Requirements	Explanations
Duration of training: 95 hours during at least 1 – 2 years (The 225 hours of the EASC coaching training and the 190 hours of the EASC Master Coach training are added together. This results in a total of 490 hours of training for the 'Supervisor EASC'.)	The duration corresponds to the sum of face-to-face or online lessons in the presence of instructors.
Hours	
95	Training in the presence of instructors
15	Ext. supervisions given
15	Preparation and follow-up of external supervision
12	Mentoring supervision taken
23	Creation of supervision concept
100	Preparation of casework
110	Transcription of all reports (study book)
120	Own work (literature work, etc.)
490	TOTAL

1 Hour=60 minutes

5.3.3.2.4 Entry requirements

Certified Coach EASC and Master Coach EASC or certified via Access 3 ("Admission by personal application").

5.3.3.2.5 Obtaining the certificate

Requirements for certification as a supervisor EASC at the EASC office		
Access 1	Access 2 (Admission of members from cooperating providers)	Access 3 (admission by personal application)
• Proof of the training certificate «Coach EASC» » (obtained after passing the exam). • Proof of the training certificate «Master Coach EASC» » (received after passing the exam). • Proof of the training certificate "Upgrade from Master Coach EASC to Supervisor EASC" (received after passing the exam).	• All participants in such curricula can be recognized directly. • This also includes all other curricula certified by the EASC.⁸⁹ • These cooperations are recertified every 2 years. • Review by the CQS.	• Proof of completed coaching training and Master Coach training or equivalent. • Proof of supervisory competencies • Proof of the training curriculum • Training achievements • Own coaching concept • Own supervision concept • Review by the CQS

⁸⁸ Key question: WHAT is needed to achieve the goal?

⁸⁹ At the moment, this includes so-called "recognised further education and training" that has been certified by the EASC.

5.3.4 Path D

5.3.4.1 From Organizational Consultant to Master Organizational Consultant

From "Organizational Consultant" to "Master Organizational Consultant" and an optional upgrade to "Supervisor" and then via "Mentoring Supervisor for Supervision" and "Mentoring Supervisor for Organizational Consulting" to recognition as "Instructor for Supervision" and "Instructor for Organizational Consulting".

Profession Label			Profession Level	
Instructor for coaching	Instructor for Supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist
	Upgrade to Supervisor		2	Advanced Practitioner
Master Coach	—	Master Organizational Consultant	2	Advanced Practitioner
Coach	—	Organizational Consultant	1	Practitioner

The EASC makes no distinction between an organizational consultant and a master's degree in organizational consultants at the level of the work of organizational consultants (see the same "Job Description"). The distinction is therefore not so much to be found in the activity as in the deeper and broader development of the necessary knowledge stocks.

EASC understands organisational consulting to:

The organizational consultant accompanies the organization and the people associated with it, usually over a longer period of time, with the aim of strengthening the long-term viability of the organization in terms of its performance, adaptability, robustness, etc. To this end, he/she analyzes the initial situation, designs and supports the change process with his/her measures, accompanying reflection and ongoing readjustment in the sense of organizational learning. In doing so, he/she keeps an eye on the absorption capacity as well as the various levels of the organization such as strategy, structure, culture, cooperation, individual on the basis of a plural understanding of theory, moves prudently, intelligently and winningly in the multi-stakeholder environment and promotes psychological safety.

Candidates can obtain the "Master Organisational Consultant EASC" certificate by attending the training at a training institute or university accredited by the EASC and completing it with the required tasks.

The requirements for the three quality dimensions according to Hess & Roth are listed below⁹⁰ : result quality, process quality and structural quality.

Result quality lists the central behavioural competencies (*key tasks*) that are necessary to fulfil the above-mentioned OB definition ("Job Description"). These have a significant influence on the

⁹⁰ Hess, T. & Roth, W. (2009). Professional Coaching: An Expert Survey on Quality Assessment and Development (2nd Edition). R. Asanger.

curriculum of the organizational consultant training. The key tasks of Master Organizational Consultants are listed according to their relevance for organizational consulting. It should be emphasized that prioritization does not primarily illustrate its importance, but rather its distinction from other counselling formats.

5.3.4.1.1 Quality of results⁹¹

The required training content should include various epistemological theories, concepts and methods (epistemological) in the sense of a plural methodological approach. This is further explained in the column "required expertise".

The content of the following table will have to be developed by a working group to be determined by the Board of the EASC.

Key Responsibilities	Descriptions of the Key Responsibilities	Required Expertise	Levels*

*Proficiency levels: 1 = basic knowledge; 2 = experience; 3 = mastery; 4 = expertise

5.3.4.1.2 Process quality⁹²

Requirements	Explanations
Keeping a study book including all reports.	
20 self-experience reports	These refer to experiences in connection with the completed training and have a length of 0.5-1.5 pages per report.
15 organizational consultations given, internally 15 organizational consultations taken, internal	The internal organizational consultations are supervised by the instructor. 1/3 of the given and taken organizational consultations can be held in the intervention group. Scope « Organizational consultations given»: 1.5-3 pages, « Organizational consultations taken»: 1-2 pages per report.
15 organizational consultations given, external	At least 2 different people. At least 5 sessions per organizational consulting process Duration: 60 – 90 min. per session. An organizational consulting process is incorporated into the casework ⁹³ . At least 1 organizational consulting process in an individual setting and at least 1 coaching as a team or group process.
At least 15 hours of intervention in at least 7 group meetings	These usually take place without the instructor.
12 hours of mentoring supervision taken by a certified mentoring supervisor ⁹⁴ over a period of at	Each mentoring supervisor must reflect on at least 2 of the external organizational consulting processes in mentoring

⁹¹ Key question: WHICH goal is being targeted?

⁹² Key question: HOW will the goal be achieved?

⁹³ As a rule, a casework is required. Depending on national circumstances, the training institute may require a thematic thesis with included case work.

⁹⁴ The mentoring supervisors are in possession of the EASC certificate or, where not otherwise possible, are entitled to do so by the institute concerned on the basis of their qualifications. Half of the mentoring supervisors are to be EASC-certified.

least 6 months. At least half of them in an individual setting. For the group setting, an increase in the hours is recommended.	supervision. The candidate is responsible for booking his or her mentoring supervision sessions in good time.
Mentoring Supervision Report	The candidate writes a 2-3 page report on the entire mentoring supervision process with the most important learnings in relation to the profession-specific key tasks.
Letter of recommendation from the mentoring supervisor	After successful completion of the mentoring supervision process, the mentoring supervisor receives his recommendation for admission to the examination. In the event of a refusal, this will be announced to the mentoring supervisor early enough.
Organizational Consulting Concept	With the knowledge expanded by the training, the company's own organizational consulting concept is expanded and updated. Length: 10-15 pages without table of contents, bibliography and illustrations.
Casework (incl. theory presentation)	With the case work, the candidate shows that he or she is contributing the various key tasks he has learned to his profession as a Master of Organizational Consultant in a targeted, practice-oriented and reflective manner. Length: At least 25 pages without table of contents, bibliography and illustrations.
Letter of recommendation from two EASC instructors	Upon successful completion of the evaluation workshop with the presentation of their own organizational consulting concept, candidates receive their letter of recommendation.
Passed exam	After passing the exam, candidates receive the certificate from the training institute or university.

The study book with the confirmed fulfilment of the examination admission by the instructor contains all necessary reports. The corresponding template is available from the EASC office.

The self-experience reports, reports on organizational consulting given and taken are reviewed by the instructors and, if necessary, provided with constructive criticism in order to promote the development of the candidates. A short protocol is drawn up for the intervision group meetings. Templates for all documents are available from the EASC office. These templates are intended to ensure that the training courses are comparable. Therefore, adjustments in line with national customs and standards should only be made in consultation with the CQS.

5.3.4.1.3 Structural quality⁹⁵

Requirements	Explanations
Duration of training: 190 hours, during at least 1 – 2 years	The duration corresponds to the sum of face-to-face or online lessons in the presence of an instructor.
Hours	
190	Training in the presence of an instructor
15	Intervision meeting
15	Ext. Organizational consultations given

⁹⁵ Key question: WHAT is needed to achieve the goal?

15	Preparation and follow-up of the ext. Organizational consulting
12	Mentoring supervision taken
23	Creation of the OB concept
75	Preparation of casework
150	Transcription of all reports (study book)
170	Own work (literature work, etc.)
665	TOTAL

1 Hour=60 minutes

5.3.4.1.4 Entry requirements

Certified organizational consultant EASC or certified via access 3 ("Admission by personal application"). The organizational consultant must provide documentation of at least 150 hours of externally given organizational consulting after completion of the OB training in order to participate in the Master's Organizational Consulting Training.

5.3.4.1.5 Obtaining the certificate

Requirements for certification as a Master Organizational Consultant EASC at the EASC office		
Access 1	Access 2 (Admission of members from cooperating providers)	Access 3 (admission by personal application)
• Proof of the training certificate of the EASC Institute (after passing the exam) • Recommendation by a mentoring supervisor	• All participants in such curricula can be recognized directly. • This also includes all other curricula certified by the EASC.⁹⁶ • These cooperations are recertified every 2 years. • Review by the CQS.	• Proof of a Master's degree in organizational consulting. • Proof of the training curriculum. • Educational achievements. • Own organizational consulting concept. • Review by the CQS.

5.3.4.2 From Master Organizational Consultant to Supervisor:

From "Organizational Consultant" to "Master Organizational Consultant" and via the upgrade to "Supervisor" and then optionally via "Mentoring Supervisor for Supervision" and "Mentoring Supervisor for Organizational Consulting" to recognition as "Instructor for Supervision" and "Instructor for Organizational Consulting".

Profession Label			Profession Level	
Instructor for coaching	Instructor for Supervision	Instructor for Organizational Consulting	4	Expert
Mentoring Supervisor for Coaching	Mentoring Supervisor for Supervision	Mentoring Supervisor for Organizational Consulting	3	Specialist

⁹⁶ At the moment, this includes so-called "recognised further education and training" that has been certified by the EASC.

	Upgrade to Supervisor		2	Advanced Practitioner
Master Coach	—	Master Organizational Consultant	2	Advanced Practitioner
Coach	—	Organizational Consultant	1	Practitioner

The following synopsis illustrates the similarities and differences between supervision and organizational consulting:

Supervision	Organizational Consulting
The supervisor accompanies the supervisee over a longer period of time with the aim of reflecting on the quality of his or her work and supporting the development of his or her personality. To this end, he/she creates a space for reflection with regard to the supervisee's job-related experience and contextually includes the associated aspects of his/her personality, professional practice and self-control skills. In doing so, he/she is in good and clear contact and intervenes on the basis of the ethical guidelines of the EASC, a plural theoretical and methodological approach and a benevolent attitude confronting, protecting, demanding or supporting according to the situation and needs.	The organizational consultant accompanies the organization and the people associated with it via usually with the aim of strengthening the long-term viability of the organization in terms of its performance, adaptability, robustness, etc. To this end, he/she analyzes the initial situation, designs and supports the change process with his/her measures, accompanying reflection and ongoing re-adjustment in the sense of organizational learning. In doing so, he/she keeps an eye on the absorption capacity as well as the various levels of the organization such as strategy, structure, culture, cooperation, individual on the basis of a plural understanding of theory, moves prudently, intelligently and winningly in the multi-stakeholder environment and promotes psychological safety.

Candidates can obtain the "Supervisor EASC" certificate by attending the training at an EASC-accredited training institute or university and completing it with the required tasks.

The requirements for the three quality dimensions according to Hess & Roth are listed below⁹⁷ : result quality, process quality and structural quality.

Result quality lists the central behavioural competencies (*key tasks*) that are necessary to fulfil the above-mentioned definition of supervision ("job description"). These have a significant influence on the curriculum of the 'Upgrade to Supervisor EASC'. The key tasks of supervisors are listed according to their relevance to supervision. It should be emphasized that prioritization does not primarily illustrate its importance, but rather its distinction from other counselling formats.

5.3.4.2.1 Quality of results⁹⁸

The required training content should include various epistemological theories, concepts and methods (epistemological) in the sense of a plural methodological approach. This is further explained in the column "required expertise".

⁹⁷ Hess, T. & Roth, W. (2009). Professional Coaching: An Expert Survey on Quality Assessment and Development (2nd Edition). R. Asanger.

⁹⁸ Key question: WHICH goal is being targeted?

Key Responsibilities	Descriptions of key tasks	Required expertise	Levels*
Reflecting on professional issues and concerns.	The supervisor guides supervisees to reflect on their professional actions so that they can improve their work quality through a better understanding of their professional role and behaviour in the given context. To this end, he/she lets the supervisors introduce their topic, records all essential aspects of the client system, uses interventions that stimulate reflection (e.g. confronting, protecting, demanding, supporting), offers their own reflection, accompanies the supervisees in their decision-making and implementation of their findings and, if necessary, contributes specific expertise. In doing so, he/she pays attention to his/her perceptions and the psychodynamic phenomena in the client system and in the current supervision system.	Systemic-constructivist thinking and acting in a corresponding basic attitude Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction,...) Group dynamics Systemic Understanding of Organizations	2 2 2 2
Reflecting on the personality of the supervisor	The supervisor guides supervisees into self-reflection so that they can further develop their personality and psychosocial skills through a better understanding of their inner-psychic processes. To this end, he/she has the supervisees bring in a concrete occasion from their experience, uses reflection-stimulating interventions (e.g. confronting, protecting, demanding, supporting), offers their own reflection and accompanies the supervisors according to their findings. In doing so, he/she pays attention to his/her perceptions and the psychodynamic phenomena in the current supervision system and takes into account the current development process of the supervisees.	Plural theoretical background (psychological, therapeutic, sociological,... schools) with associated methods Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction,...) Psychodynamic Phenomena in Interaction Developmental psychological basics, especially of the adult human being	2 2 2 1
Designing the supervision process safely and goal-oriented	The supervisor designs the supervision process in such a way that the supervisees can achieve their goal. To this end, he/she reflects, clarifies and agrees on their goal together with the supervisees, records it in a contract and initiates an iterative intervention cycle based on it: he/she forms and evaluates hypotheses, generates and evaluates viable intervention ideas, intervenes, observes the effect and starts anew. In doing so, he/she follows his/her mental map for the design of supervision processes and works client-, situation- and resource-oriented.	Supervision Basics and Process Logic (Mental Map) Plural theoretical background (psychological, therapeutic, sociological,... schools) with associated methods Systemic-constructivist thinking and acting in a corresponding basic attitude Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction,...)	2 2 2 2

Offer content-related and process-oriented impulses	The supervisor offers content-related and process-oriented impulses in a needs-oriented manner in order to enable new perspectives of perception and interpretation and thus learning experiences for the supervisees. To this end, he/she gives psychosocio-educational advice, offers his/her own observations, assessments or evaluations and shares his/her own experiences according to the situation. In doing so, he/she keeps an eye on the current receptivity and resilience of the supervisee and regulates his/her impulses accordingly.	Supervision Basics and Process Logic (Mental Map)	2
		Plural theoretical background (psychological, therapeutic, sociological,... schools) with associated methods	2
		Different forms of dialogue (e.g. maieutic, co-evolutionary, protreptic)	2
		Reflected personal professional and life experience	2
Creating a trusting relationship	The supervisor creates a trusting working relationship to facilitate the supervision process. To this end, he/she consciously enters into contact as a counterpart, is empathetic and self-reflective and communicates openly and respectfully. In doing so, he/she remains in an impartial attitude towards all parties involved, especially in the case of a triangular agreement between the client, supervisee and supervisor.	Supervision relationship (closeness and distance, power and eye level, contact and ethics, need and contract, ...)	2
		Psychological basics of personality (behaviour, emotion, motivation, self-regulation, interaction,...)	2
		Contract drafting, confidentiality, impartiality, data protection	2
Collaborate with teams or groups on their common topic (optional)	The supervisor controls the group process in order to enable cognitive insights and personal insights on the topic on both the individual and collective level, thus favouring a modification of the social system "team" or "group". To this end, he/she observes and interprets group dynamic phenomena and deals with them adequately, raises awareness of the organizational context, promotes the further development of the team or group through the supervision process and, if necessary, establishes connections between the group phenomena and the topic. In doing so, he/she knows about the special nature of working with groups and retains a "stereo view" of both the development of the topic and the dynamics of the group.	Group dynamics	2
		Supervision Basics and Process Logic (Mental Map) in a Group Setting	2
		Systemic Understanding of Organizations	2
		Conflict Management & Mediation	1

Working on a case in a subject-related group setting (optional)	The supervisor steers the group process in order to enable cognitive insights and personal insights on both the individual and collective level, thus promoting a more successful processing of the case and the professional development of the case submitters.	Specific expertise and field competencies depending on the context (e.g. psychiatry, geriatrics, therapy, pastoral care, nursing, pedagogy, ...)	2
	To this end, he/she observes and interprets psychodynamic phenomena (parallel processes, transferences...), brings them into the consciousness of the group and supports them in establishing the references to the case.	Psychodynamic Phenomena in Interaction	2
	In doing so, he/she knows about the special nature of working with groups and retains a "stereo view" of both the development of the case and the dynamics of the group.	Supervision Basics and Process Logic (Mental Map) in Individual and Group Setting	2
		Learning and educational processes	1

*Proficiency levels: 1 = basic knowledge; 2 = experience; 3 = mastery; 4 = expertise

5.3.4.2.2 Process quality⁹⁹

Requirements	Explanations
Keeping a study book including all reports.	
15 supervisions given, internally (The 15 documented "internally given organizational consultations" from the EASC OB training and the 15 "internally given organizational consultations" from the EASC Master's OB training are added to the 15 "internally given supervisions". This results in a total of 45 internally given supervisions/organizational consultations.)	The internally given supervisions are supervised by the instructor. 1/3 of the given and taken supervisions can be held in the intervention group. Scope "Supervision given": 1.5-3 pages, "Supervision taken": 1-2 pages per report.
15 supervisions given, external (The 15 documented "externally given organizational consultations" from the EASC organizational consultant training and the 15 "externally given organizational consultations" from the EASC master's organizational consultant training are added to the 15 "externally given supervisions". This results in a total of 45 externally given supervisions/organizational consultations.)	At least 2 different people in a one-on-one setting At least 1 group/team supervision At least 5 sessions per supervision process Duration: 60 – 90 min. per session A supervision process is incorporated into the case-work ¹⁰⁰ .
12 hours of mentoring supervision. (12 hours of proven mentoring supervision from the EASC OB training and 12 hours of mentoring supervision from the EASC Master's OB training are added. This results in a total of 36 hours of mentoring supervision, which corresponds to the scope of the independent supervision training.)	
Mentoring Supervision Report	The candidate writes a 2-3 page report on the entire mentoring supervision process with the most important learnings in relation to the profession-specific key tasks.
Letter of recommendation from the mentoring supervisor	After successful completion of the mentoring supervision process, the mentoring supervisor receives his/her

⁹⁹ Key question: HOW will the goal be achieved?

¹⁰⁰ As a rule, a casework is required. Depending on national circumstances, the training institute may require a thematic thesis with included case work.

	recommendation for admission to the examination. In the event of a refusal, this will be announced to the mentoring supervisor in good time.
Supervision concept	With the supervision concept, the candidate presents himself or herself and his or her understanding of supervision. Length: 10-15 pages without table of contents, bibliography and illustrations.
Casework (incl. theory presentation)	With the casework, the candidate shows that he/she contributes the various key tasks learned to his/her profession as a supervisor in a targeted, practice-oriented and reflective manner. Length: At least 25 pages without table of contents, bibliography and illustrations.
Letters of recommendation from the instructors	After successful participation in the further education and training, candidates receive their recommendation for admission to the examination. In the event of a refusal, this will be announced to the candidates early enough.
Passed exam	After passing the exam, candidates receive the certificate from the training institute or university.

The study book with the confirmed fulfilment of the examination admission by the instructor contains all necessary reports. The corresponding template is available from the EASC office.

The reports on 'Supervision given' are reviewed by the instructors and, if necessary, provided with constructive criticism in order to promote the development of the candidates. Templates for all documents are available from the EASC office. These templates are intended to ensure that the training courses are comparable. Therefore, adjustments in line with national customs and standards should only be made in consultation with the CQS.

5.3.4.2.3 Structural quality¹⁰¹

Requirements	Explanations
Duration of training: 95 hours for at least 1 – 2 years. (The 225 hours of the completed EASC OB training and the 190 hours of the EASC Master OB training are added together. This results in a total of 490 hours of training for the 'Supervisor EASC'.)	The duration corresponds to the sum of face-to-face or online lessons in the presence of instructors.
Hours	
95	Training in the presence of instructors
15	Ext. supervisions given
15	Preparation and follow-up of external supervision
12	Mentoring supervision taken
23	Creation of supervision concept

¹⁰¹ Key question: WHAT is needed to achieve the goal?

100	Preparation of casework
110	Transcription of all reports (study book)
120	Own work (literature work, etc.)
490	TOTAL

Hour=60 minutes

5.3.4.2.4 Entry requirements

Certified Organizational Consultant EASC and Master Organizational Consultant EASC or certified via Access 3 ("Admission by personal application").

5.3.4.2.5 Obtaining the certificate

Requirements for certification as a supervisor EASC at the EASC office		
Access 1	Access 2 (Admission of members from cooperating providers)	Access 3 (admission by personal application)
• Proof of the training certificate "Organizational Consultant EASC" (received after passing the exam). • Proof of the training certificate "Master Organizational Consultant EASC" (received after passing the exam). • Proof of the training certificate "Upgrade from Master Organizational Consultant EASC to Supervisor EASC" (received after passing the exam).	• All participants in such curricula can be recognized directly. • This also includes all other curricula certified by the EASC.¹⁰² • These cooperations are recertified every 2 years. • Review by the CQS.	• Proof of completed organizational consulting training and master's degree in organizational consulting or equivalent. • Proof of supervisory competences. • Proof of the training curriculum. • Training achievements • Own organizational consulting concept. • Own supervision concept. • Review by the CQS.

¹⁰² At the moment, this includes so-called "recognised further education and training" that has been certified by the EASC.

6. Examination procedures

6.1 Examination Procedures for EASC Institutes

Purpose of an examination

An EASC examination is intended to prove the suitability of the examination candidates for the corresponding profession. In EASC examinations, this aptitude test refers to the characteristics of the personality development in the respective profession, the associated identity development in the role, the corresponding role clarity, as well as its assertion and the learning of the profession itself, which includes attitude, values, the theoretical and practical components. The specific content corresponds to the respective competence framework.

These examination regulations are mandatory for the institutes as standard.

Examination procedure

In principle, the oral examination procedure is based on practical cases carried out and documented by the examination candidates.

Oral exam for coaches, supervisors and organizational consultants

The examination procedure is the same for Level 1 and Level 2 (Practitioner and Advanced Practitioner) training. A coaching, supervision and organisational consulting process carried out by the examination candidates outside of the training is described in a case/specialist paper and serves as the basis for the examiners for the oral examination. (See: Quality characteristics of training / case/specialist work)

Specialized oral exam for the Master Coach and Master Organizational Consultant degree

The difference between an oral exam for Master Coaches / Master Organizational Consultants is that a specialization from the Master Coaching Modules / Master Organizational Consulting Modules is carried out and documented as an external process, which is the basis for the oral exam. It must be ensured that the examination board has the competencies for the examination content.

Tasks for the organisation of examinations and the conduct of oral examinations

In order to ensure a professional examination, all those involved have certain tasks and responsibility for parts of the processes.

Checklists for registering for and conducting examinations can be found in the appendix to this chapter.

6.1.1 Admission to the oral examination

Accordingly, the institute must ensure the recommendations for admission to the examination (instructor and mentoring supervisor) in good time before the oral examination.

6.1.2 Division of the examination evaluation by institutes and oral examination

- According to an evaluation overview, the institute can award up to 45 points for the quality and content of the textbook, as well as up to 45 points for the case/specialist work including a concept for the profession, if necessary as a separate document.
 - The institute can thus award up to 90 points, and the oral exam can also award up to 90 points

with three examiners. If there are other people on the examination board, they are assessors without awarding points.

The examination protocol thus consists of two parts:

1. the evaluation by the institute (max 90 points).
2. the evaluation by the examination board (max 90 points).

Both assessments are included in the examination protocol and are added together in the overall result. At least 46 points must be achieved in the assessment by the institute and in the oral exam. At least 92 of the maximum 180 points must be achieved for the formal passing of the examination.

The assessment result of the institute is available for the examination, but will only be compared in the examination board after the oral examination..

If the assessment result of the institute and the exam are more than 10% apart, the institute and the examiner enter into a dialogue before the final exam result is determined. For this purpose, the examination board will consult the responsible instructor and examination moderator.

During the debrief, deviations are to be discussed between the institute and the examiner in the sense of dialogic learning.

6.1.2 Task of the EASC Institutes

In preparation for the exam, EASC institutes have the following tasks (see also checklist for exam registration in the appendix to this chapter)

- Recommendation of candidates for examination on the basis of fully fulfilled examination requirements: - Study book at least 23 points. - Case/specialist work at least 23 points. - Concept for the profession (this can be part of the casework).- Recommendation for examination by mentoring supervisors and - Recommendation for examination by instructors (with regard to aptitude in relation to the basic personality in relation to role, Identity, profession/personality disorder). Preparation of candidates for the examination procedure.
- The study book (template institutes) is the basis for the examination requirements and is available at the time of the examination.
- Nomination of examiners, whereby each board must be represented by a majority of EASC members, as the examiners represent the EASC during the examination.
- At least 1/3 of the examiners must come from outside the institute's educational context.
- Examiners must demonstrate the necessary competence in the profession.
- Designation of the examination coordinator, usually representative of the institute.
- Designation of examination moderator for possible conflict situations.

If there are conflicts in/between the board and candidates during the course of the exam, both sides can call the exam moderator. It must be ensured that this person is not involved in role conflicts of the institute and examination.

- Registration for the exam at the CQS at least four weeks before the exam date. With the approval of the exam registration, the CQS decides that the aforementioned points are secured. If the exam registration has been approved by the CQS, the CQS will inform the EASC office.
- After completion of the last training module, the institute is obliged to enable the examinees to take

the exam within 9 months in any case.

- Exam candidates who have passed the exam but are not already a member of the EASC as candidates can upload their certificate of the institute online after the exam while applying for membership at the same time.
- The application for an EASC certificate and the use of the title EASC for the profession requires EASC membership.

6.1.3 Tasks of the examiners

The candidates have the following tasks:

- All candidates must meet the requirements for the examination according to the respective criteria.
- The relevant documents must be available for inspection at the time of the examination.

6.1.4 Task of the office

In the context of examinations, the office has the following tasks:

- Organization of training courses for interested parties who want to be certified as examiners in the EASC. These can be carried out in the institutes and are financed by the EASC.
- Issuing the certificates - either in advance or - after passing the exam.
- Activate the accounts of registered candidates or graduates of the institutes.

6.1.5 Task CQS

The CQS confirms that the exam has been correctly registered and then grants the institute permission to conduct the exam. To do this, the CQS must check the correct composition of the examination boards: Examiners, examination coordinator and examination moderator should be EASC members and suitable for their work, exceptions are possible and require the approval of the CQS.

The EASC is represented by the examiners during the examination.

6.1.6 Tasks of the examination coordinators

Examination coordinator must be an EASC member and takes on the following tasks:

- The registration of the exam at least four weeks before the exam date at the CQS. For this purpose, the names of the examinees, the examination board with EASC-certified examiners, the examination coordinator and the examination moderator are given.
- compliance with the examination regulations, the correct implementation and use of the EASC examination forms and confirms this by his/her signature on the checklist for the examination procedure.
- Organization of the examination board.
- Ensuring that candidates are not screened by their instructors and/or mentoring supervisors.
- The participation of an assessor is possible. He/she does not participate in the examination, but only has an advisory function and can give feedback in the interim evaluation and during the evaluation at the end of the examination, as well as to the examiner's board after the examination.
- Organization of the briefing and debriefing of the examiners.

- Approval and documentation of all changes to the examination procedure.
- Preparation of the examination documentation after the test has been carried out.
- The examination coordinator informs the office about which candidates have passed the exam and which have not. In addition, he/she ensures that the examination documents are archived at the training institute. (Study book part 1, examination form and examination protocol, case work, archiving period 10 years).
- Exam-relevant documents can be stored digitally by institutes, in compliance with applicable guidelines for the protection of personal data (see information on data protection of the EASC under <https://www.easc-online.eu/datenschutz>).

6.1.7 Tasks of the examiners

Examination chairpersons and examiners have the following tasks:

Tasks of the examination chairperson:

- The examination chairperson organises and leads the examination process and ensures that the examination documentation is correct (see examination documents).
- Above all, he/she ensures a good process climate and organizes the feedback process during and after the exam.
- The examination philosophy of the EASC understands the examination in the sense of a colloquium / expert discussion, which is conducted in a resource-oriented and benevolent manner. "What is tested is what candidates know, not what they don't know."

Task of the examiners:

- Independent examiners guarantee a fair examination procedure that meets the EASC standards.

6.1.8 Oral examination

The following procedure has proven itself in the oral examinations in the EASC and is therefore recommended:

- The Chair of the Examination organises and leads the examination process.
- The duration of an oral exam is about 60 minutes in total. These are divided into:
 1. Presentation and first examination block (approx. 20 minutes).
 2. An interim evaluation (5 minutes) in which the examiners ask the candidate for feedback and then give the candidate feedback on the content and behaviour in the exam.
 3. Second examination block (approx. 20 minutes).
 4. Evaluation (5-10 minutes).
 5. At the end, the candidate is informed of the result and justified. The conclusion is a feedback from the candidate (5 minutes).
- During the exam evaluation, the candidate leaves the room. The chair asks for the evaluation points and enters them in the evaluation sheet.
- For the three examiners, the candidate must have achieved 46 points (out of a maximum of 90) and at least 2 out of 3 examiners must agree that the candidate has passed the exam.
- The content of the exam is based on the casework and, if necessary, the documented processes

from the study book.

- A short protocol of the course of the examination will be (content and process description).
- The candidate and also the examiners can consult the examination moderator in the event of difficulties in the examination. The exam moderator can be requested by the candidate until the start of the exam evaluation. The examiners can also consult the examination moderator during the evaluation. The moderation time is added to the exam time.
- The exam moderator and the exam coordinator will be available during the exam.

6.1.9 Procedure in case of malfunctions during the test

- A moderator is available for each exam in case of malfunctions.
- This person is appointed by the training institute and can be reached during examination times.
- In the event of disruptions by examination boards and/or by the candidate, he/she can only be consulted during the examination period to reflect on and clarify the process.
- He/she has no decision-making power. Responsibility for the examination result remains with the examination board.

6.1.10 Appeal procedure after failed examination

- Candidates have the right to request a review procedure up to 14 days after the examination.
- This only applies to exams in which candidates have failed.
- In the event of an examination in which a candidate has failed, the examination chairperson will inform the candidate of the possibility of this appeal procedure and forward the document for the submission of the application (see Annex 6.3.6 to this chapter).
- The review procedure is submitted to and carried out by the CQS.
- This will be processed and decided by the CQS within 8 weeks.
- If necessary, the ethics committee is involved in the process. The vote of the ethics committee is considered a recommendation.
- The final decision is up to the CQS.
- The candidate cannot appeal against the decision of the CQS.

6.1.11 General conditions for completing Master Coach (see text module announcement Master Coach)

To obtain the Master Coach, the following requirements must be met:

- Graduates must have successfully completed certified Master Coach modules of their choice at recognized EASC institutes with a total of 187.5 hours.
- During this time, 2-3 coaching processes (at least one team process) with a total of at least 11.25 hours must have been carried out using the module content.
- 11.25 hours of mentoring supervision must have been taken for the coaching processes carried out.
- A casework in one of the module areas (20-30 pages) with assessment and evaluation by the instructor of this module must have been submitted.
- Graduates keep a study book for recording statistics, 10 transcripts of external coaching, 10 transcripts of self-experiences, certificate of mentoring supervision including recommendation as a master coach. The study book is accompanied by the instructor of the module of the casework and checked for completeness.

- Participants must pay examination fees for the examination and assessment by the instructor, which must be agreed with the instructor.
- A final evaluation/reflection with the instructor of the module of the casework and 2nd instructor (45 min) must have been successfully participated.
- After the candidates have completed the sum of 187.5 hours within the Master Coach qualification, they can submit the collected certificates of the institutes from the candidates to the CQS.

After the review has been completed, the CQS informs the Office of the successful completion and sends the documents to the Office.

6.2 Examination procedures for universities and colleges

In order to have programmes/courses of study certified by the EASC, universities and colleges must document relevant examination content and procedures and present them in a verifiable manner. Details of this are usually set out in a cooperation agreement between the EASC and the university/college.

EASC internal, 20th August, 2024

6.3 Annexes Chapter 6

6.3.1 Checklist exam registration

In this checklist, EASC institutes and examination coordinators will find the tasks for a proper registration of an exam according to EASC standards.

Either the exam is organized directly by the designated exam coordinator(s) or it is organized by the institute. In the latter case, the organisation of the examination must be reviewed by the designated examination coordinator.

The examination coordinator must be confirmed by the CQS.

Organisation of the examination participants

- ☐ Designation of the examination coordinator by the training institute (must be a member of the EASC)
- ☐ Designation of the examination candidates by the training institute. (The institute must check that the requirements are met and submit them to the examination coordinator.)
- ☐ Setting the Number of Exam Boards
- ☐ Appointment of the examiners (3 per board incl. chair, at least 50% must be members of the EASC)
- ☐ Decide whether the examiner boards should have assessors (max. two), if necessary. Nomination of the assessors
- ☐ Appointment of the examination moderator (must be a member of the EASC)

Registration for the exam

An examination must be registered with the office and the CQS at least four weeks before the start and approved by them.

- ☐ Name of the examination coordinator
- ☐ Nomination of the examination moderator
- ☐ Naming of the examination candidates
- ☐ Naming of the examiners (The examiners must not be in personal contact with the candidates and must not have worked with them in a function (mentoring supervisor, instructor).

6.3.2 Checklist for conducting an exam

In this checklist, EASC institutes and examination coordinators will find the tasks for the proper conduct of an examination according to EASC standards.

Organisation of the examination procedure:

- ☐ Organization of the Examiner Boards
- ☐ Create a schedule for the exam rounds
- ☐ Organization of the examiners' briefing and debriefing
- ☐ Provide examination forms and documents for the examination protocol
- ☐ Organization and equipment of the examination rooms (chair setting and flipchart)
- ☐ Preparation of the certificates with the names of the examiners and the possibility of signing
- ☐ Catering on the day of the exam
- ☐ Ensure the presence of the examination supervisor and the examination coordinator
- ☐ Archiving of documents (study book part 1, examination sheets and examination protocol)
- ☐ Notification to the office about the candidates who passed or failed the exam

6.3.4 Examination Sheet - Coach

Front (Translation into English will be undertaken closer to the Prague meeting.)

Prüfung Coach EASC		Kandidat:in:					
1. Kontraktklarheit							
Beschreibung	Ausprägung						Bewertung
- o Rollenklarheit Coach / Coachee - o Vertragsklarheit (zeitlich, inhaltlich-lösungsorientiert) - o Sicherheit bei Dreiecksverträgen - o Organisationales & Formalia - o Fähigkeit zur Reduktion von Komplexität	0 keine	1 kaum	2 gering	3 mittel	4 größtenteils	5 vollständig	Punktzahl
	0%	1-19%	20-39%	40-59%	60-79%	80-100%	(Prozent)
2. Theorie- und Methodenkenntnis							
Beschreibung	Ausprägung						Punktzahl
- o Verständnis und Erklärungsfähigkeit verwendeter Methoden vor ihrem theoretischen Hintergrund - o Verständnis und Erklärungsfähigkeit angewandter Theorien - o Theoriepluralität - o Verknüpfungsfähigkeit verschiedener Ansätze	0 keine	1 kaum	2 gering	3 mittel	4 größtenteils	5 vollständig	Punktzahl
	0%	1-19%	20-39%	40-59%	60-79%	80-100%	(Prozent)
3. Systemisches Verständnis							
Beschreibung	Ausprägung						Punktzahl
- o Verständnis des systemisch/konstruktivistischen Denkansatzes auf entsprechendem Tiefungsniveau - o Verständnis systemischer Grundbegriffe auf entsprechendem Tiefungsniveau (z.B. System und Umwelt, Zirkularität, Emergenz, Selbstreferenz) - o Bewusstheit für Zusammenhänge zwischen Organisation, Person, Rolle - o Differenzierung Team, Gruppe, Organisation	0 keine	1 kaum	2 gering	3 mittel	4 größtenteils	5 vollständig	Punktzahl
	0%	1-19%	20-39%	40-59%	60-79%	80-100%	(Prozent)
4. Konzeptualisierungsfähigkeit und Prozessgestaltung							
Beschreibung	Ausprägung						Punktzahl
- o Klare Coachingphasen - o Deutliche Fokusbildung in Richtung Handlung - o Verständnis von Prozessdynamik und Komplexität - o Hypothesenbildung und Interventionsarchitektur - o Prozessorientierte Konzeptualisierung - o Transfergestaltung von der Theorie in die Praxis - o Mustererkennung nutzen	0 keine	1 kaum	2 gering	3 mittel	4 größtenteils	5 vollständig	Punktzahl
	0%	1-19%	20-39%	40-59%	60-79%	80-100%	(Prozent)
5. Anwendungskompetenz / Interventionsfähigkeit							
Beschreibung	Ausprägung						Punktzahl
- o Sichere Steuerung der Beziehungsdynamik im Beratungsprozess (Übertragung, Widerstand, Abwertung...) - o Flexibilität in der Auswahl adäquater Methoden - o Sicherheit beim Interventions - o Stärken der Selbstwirksamkeit des Klienten - o Bearbeiten von Blockaden im Denken, Fühlen und Verhalten	0 keine	1 kaum	2 gering	3 mittel	4 größtenteils	5 vollständig	Punktzahl
	0%	1-19%	20-39%	40-59%	60-79%	80-100%	(Prozent)
6. Beziehungs- und Beratungsfähigkeit							
Beschreibung	Ausprägung						Punktzahl
- o Angemessenheit der Beziehungsgestaltung in der Prüfung (Übertragung, Widerstand, Abwertung...) - o Selbstreflexion der eigenen Wirkung - o Professionalität und Authentizität in der Rolle im Beratungsprozess und in der Prüfung	0 keine	1 kaum	2 gering	3 mittel	4 größtenteils	5 vollständig	Punktzahl
	0%	1-19%	20-39%	40-59%	60-79%	80-100%	(Prozent)
* Verbale Rating-Skala (https://de.wikipedia.org/wiki/Verbale_Rating-Skala)							
Prüfer*in:						Punktzahl:	

Back: (Translation into English will be undertaken closer to the Prague meeting.)

Referenzblatt: Kompetenzprofil Coach EASC

Professionslinie		Coaching	
Profession		Coach (EASC)	
Job-Mission der Profession		Der/die Coach begleitet den/die Coachee über eine i.d.R. kürzere Zeit mit dem Ziel, ihn/sie zur persönlichen Lösbarkeit seines/ihrer aktuellen, häufig berufsbezogenen, Problems zu führen und so seine/ihre Handlungsfähigkeit zu steigern. Dazu aktiviert er/sie die Ressourcen des Coachees/der Coachee und ermöglicht ihm/ihr, den eigenen Lösungsraum zu erweitern, sein/ihr Selbstkonzept zu verändern, Handlungsoptionen zu entwickeln, Entscheidungen zu treffen und neues Verhalten einzubüben. Dabei ist er/sie gut und klar im Kontakt und interveniert auf Basis der ethischen Richtlinien der EASC, eines pluralen Theorie- und Methodenansatzes und einer wohlwollenden Haltung situations-, ressourcen- und handlungsorientiert.	
Schlüsselaktivitäten der Profession (in priorisierter Reihenfolge)			
Art	#	Kurzbezeichnung	Beschreibung
verpflichtend	1	Selbstwirksamkeit in aufgabenorientierten Bezügen stärken	Der/die Coach stärkt die Selbstwirksamkeit des Coachees/der Coachee mit dem Ziel, dessen/deren Handlungsfähigkeit insbesondere in aufgabenorientierten Bezügen zu erhöhen. Dazu lässt er/sie den/die Coachee sein/ihr Thema einbringen, erfasst alle wesentlichen Aspekte dessen/deren Kontextes, nutzt Fragen und Gesprächsimpulse, die zum eigenen Denken, Fühlen und Handeln anregen, begleitet den/die Coachee bei seiner/ihrer Entscheidungsfindung und unterstützt bei der praktischen Umsetzung. Dabei achtet er auf seine Wahrnehmungen und die psychodynamischen Phänomene und bleibt grundsätzlich in einer mäeutischen Haltung.
	2	Coachingprozess sicher und zielorientiert gestalten	Der/die Coach gestaltet den Coachingprozess so, dass der/die Coachee sein/ihr Ziel erreichen kann. Dazu klärt und vereinbart er/sie gemeinsam mit dem/der Coachee sein/ihr Ziel, hält dieses in einem Kontrakt fest und initiiert darauf aufbauend einen iterativen Interventionszyklus: er/sie bildet und bewertet Hypothesen, generiert und bewertet viable Interventionsideen, interveniert, beobachtet die Wirkung und beginnt von Neuem. Dabei folgt er seiner mentalen Landkarte zur Gestaltung von Coachingprozessen und arbeitet klienten-, situations- und ressourcenorientiert.
	3	Vertrauensvolle Beziehung gestalten	Der/die Coach schaft eine vertrauensvolle Arbeitsbeziehung, um den Coachingprozess zu ermöglichen. Dazu geht er/sie als Gegenüber bewusst in den Kontakt, ist empathisch und selbstreflektiert und kommuniziert offen und respektvoll. Dabei bleibt er/sie in einer allparteilichen Haltung gegenüber allen Beteiligten, insbesondere im Fall eines Dreiecksvertrags zwischen Auftraggeber, Coachee und Coach.
	4	Blockaden auf der emotionalen Ebene lösen	Der/die Coach unterstützt den/die Coachee bei der Bearbeitung emotionaler Blockaden, um dessen/deren Handlungsfähigkeit zu erhöhen. Dazu nutzt er/sie Methoden, die dem/der Coachee zu einer tieferen Bewusstheit seiner/ihrer inneren Muster verhelfen und zu selbstverantworteter Veränderung anregen. Dabei hat er/sie die Grenzen seiner/ihrer persönlichen Kompetenzen im Blick und überschreitet insbesondere nicht die Grenze zur Therapie.
optional	5	Führungskräfte in organisationalen Zusammenhängen begleiten (optional)	Der/die Coach begleitet die gecoachte Führungskraft in der selbstverantwortlichen Bewältigung ihrer menschen-, organisations und selbstbezogenen Führungsaufgaben, um ihre berufsbezogene Handlungsfähigkeit zu steigern. Dazu bringt er/sie die eingebrachten Themen in die Reflexion, unterstützt die Entscheidungsfindung, stärkt sowohl die individuellen als auch organisationsbezogenen Ressourcen, bietet Impulse an und führt gezielte Interventionen durch. Dabei berücksichtigt er auch die gruppendynamischen, organisationalen sowie kulturellen oder interkulturellen Aspekte, die besonders mit der Führungsaufgabe verbunden sind.
	6	Selbstkompetenz in seinsorientierten Bezügen erhöhen (optional)	Der/die Coach fördert die Selbstkompetenz des Coachees/der Coachee in Bezug auf dessen/deren grössere Lebenszusammenhänge, um dessen/deren Selbstverständnis, Persönlichkeitsentwicklung, Welt- und Menschenbild zu stärken. Dazu bezieht er/sie fundamentale Aspekte des menschlichen Daseins wie u.a. Glück, Verantwortung, Sinn, Ästhetik, Tugenden, Ethik, Werte, Spiritualität, Hoffnung, Umgang mit Schuld und Wiedergutmachung sowie (potentielle) Konflikte zwischen den unterschiedlichen Lebenswelten (Privatwelt, Professionswelt, Organisationswelt) und der eigenen Innenwelt auf co-evolutionäre Weise bewusst mit ein. Dabei hat er/sie die unterschiedlichen Bedürfnisse der verschiedenen Lebensphasen vor dem Hintergrund der spezifischen Biographie des Coachees/der Coachee im Blick.
	7	Mit Teams oder Gruppen an ihrem gemeinsamen Thema arbeiten (optional)	Der/die Coach steuert den Gruppenprozess, um sowohl auf der individuellen als auch kollektiven Ebene Erkenntnisse und Betroffenheiten zum Thema zu ermöglichen und so eine Modifikation des sozialen Systems "Team" oder "Gruppe" zu begünstigen. Dazu beobachtet und deutet er/sie gruppendynamische Phänomene und geht mit diesen adäquat um, bringt den organisatorischen Kontext ins Bewusstsein und stellt seine/ihre Beobachtungen im Hinblick auf Bezüge zwischen den Gruppenphänomenen, dem Kontext und dem Thema zur Verfügung. Dabei ist er/sie sich der Besonderheiten des Gruppensettings bewusst und bewahrt sich den "Stereoblick" sowohl auf die Entwicklung des Themas als auch auf die Dynamik der Gruppe.

6.3.5 Examination Sheet - Supervisor

Front: (Translation into English will be undertaken closer to the Prague meeting.)

Prüfung Supervisor:in EASC		Kandidat*in:						
1. Kontraktklarheit								
Beschreibung	Ausprägung						Bewertung	
- o Rollenklarheit Supervisor:in / Supervisanden - o Vertragsklarheit (zeitlich, inhaltlich reflexionsorientiert) - o Sicherheit bei Dreiecksverträgen - o Organisationales & Formalia - o Fähigkeit zur Beachtung von Komplexität	0 keine	1 kaum	2 gering	3 mittel	4 größtenteils	5 vollständig	Punktzahl	
	0%	1-19%	20-39%	40-59%	60-79%	80-100%	(Prozent)	
2. Theorie- und Methodenkenntnis								
Beschreibung	Ausprägung						Punktzahl	
- o Verständnis und Erklärungsfähigkeit verwendeter Methoden vor ihrem theoretischen Hintergrund - o Verständnis und Erklärungsfähigkeit angewandter Theorien - o Theoriepluralität - o Verknüpfungsfähigkeit verschiedener Ansätze	0 keine	1 kaum	2 gering	3 mittel	4 größtenteils	5 vollständig	Punktzahl	
	0%	1-19%	20-39%	40-59%	60-79%	80-100%	(Prozent)	
3. Systemisches Verständnis								
Beschreibung	Ausprägung						Punktzahl	
- o Verständnis des systemisch/konstruktivistischen Denkansatzes auf entsprechendem Tiefungsniveau - o Verständnis systemischer Grundbegriffe auf entsprechendem Tiefungsniveau (z.B. System und Umwelt, Zirkularität, Emergenz, Selbstreferenz) - o Bewusstheit für Zusammenhänge zwischen Organisation, Person, Rolle - o Differenzierung Team, Gruppe, Organisation	0 keine	1 kaum	2 gering	3 mittel	4 größtenteils	5 vollständig	Punktzahl	
	0%	1-19%	20-39%	40-59%	60-79%	80-100%	(Prozent)	
4. Konzeptualisierungsfähigkeit und Prozessgestaltung								
Beschreibung	Ausprägung						Punktzahl	
- o Klare Supervisionsphasen - o Deutliche Fokusbildung in Richtung Reflexion - o Verständnis von Prozessdynamik und Komplexität - o Hypothesenbildung und Interventionsarchitektur - o Prozessorientierte Konzeptualisierung - o Transfergestaltung von der Theorie in die Praxis - o Mustererkennung in Handlungskompetenz der Supervisor:innen transferieren	0 keine	1 kaum	2 gering	3 mittel	4 größtenteils	5 vollständig	Punktzahl	
	0%	1-19%	20-39%	40-59%	60-79%	80-100%	(Prozent)	
5. Anwendungskompetenz / Interventionsfähigkeit								
Beschreibung	Ausprägung						Punktzahl	
- o Sichere Steuerung der Beziehungsdynamik im Beratungsprozess (Übertragung, Widerstand, Abwertung...) - o Flexibilität in der Auswahl adäquater Methoden - o Sicherheit beim Interventions - o Stärken der Reflexionsfähigkeit und Selbstwirksamkeit des Klienten - o Bearbeiten von Blockaden im Denken, Fühlen und Verhalten	0 keine	1 kaum	2 gering	3 mittel	4 größtenteils	5 vollständig	Punktzahl	
	0%	1-19%	20-39%	40-59%	60-79%	80-100%	(Prozent)	
6. Beziehungs- und Beratungsfähigkeit								
Beschreibung	Ausprägung						Punktzahl	
- o Angemessenheit der Beziehungsgestaltung in der Prüfung (Übertragung, Widerstand, Abwertung...) - o Selbstreflexion der eigenen Wirkung - o Professionalität und Authentizität in der Rolle im Beratungsprozess und in der Prüfung	0 keine	1 kaum	2 gering	3 mittel	4 größtenteils	5 vollständig	Punktzahl	
	0%	1-19%	20-39%	40-59%	60-79%	80-100%	(Prozent)	
* Verbale Rating-Skala (https://de.wikipedia.org/wiki/Verbale_Rating-Skala)								
Prüfer*in:						Punktzahl:		

Back: (Translation into English will be undertaken closer to the Prague meeting.)

Referenzblatt: Kompetenzprofil Supervisor:in EASC

Professionslinie		Supervision	
Profession		Supervisor (EASC)	
Job-Mission der Profession		Der/die Supervisor:in begleitet den Supervisanden/die Supervisandin über längere Zeit mit dem Ziel, dessen/deren Arbeitsqualität zu reflektieren und die Entwicklung seiner/ihrer Persönlichkeit zu unterstützen. Dazu schafft er/sie einen Reflexionsraum im Hinblick auf das berufsbezogene Erleben des Supervisanden/der Supervisandin und bezieht die damit verbundenen Aspekte dessen/deren Persönlichkeit, Berufspraxis und Selbststeuerungskompetenz kontextuell mit ein. Dabei ist er/sie gut und klar im Kontakt und interveniert auf Basis der ethischen Richtlinien der EASC, eines pluralen Theorie- und Methodenansatzes und einer wohlwollenden Haltung situations- und bedarfsgerecht konfrontierend, schützend, fordemd oder stützend.	
Schlüsselaktivitäten der Profession (in priorisierter Reihenfolge)			
Art	#	Kurzbezeichnung	Beschreibung
verpflichtend	1	Reflektieren professioneller Themen und Anliegen	Der/die Supervisor:in führt den Supervisanden/die Supervisandin in die Reflexion seines/ihrer professionellen Handelns, damit diese/r mittels eines besseren Verständnisses seiner/ihrer professionellen Rolle und seines/ihrer Verhaltens im gegebenen Kontext seine/ihre Arbeitsqualität steigern kann. Dazu lässt er/sie den Supervisanden/die Supervisandin sein/ihr Thema einbringen, erfasst alle wesentlichen Aspekte des Klientensystems, nutzt reflexionsanregende Interventionen (z.B. Konfrontieren, Schützen, Fordern, Stützen), bietet eigene Reflexion an, begleitet den Supervisanden/die Supervisandin bei seiner/ihrer Entscheidungsfindung und Umsetzung seiner Erkenntnisse und bringt ggf. spezifisches Fachwissen ein. Dabei achtet er/sie auf seine/ihre Wahrnehmungen und die psychodynamischen Phänomene im Klient:innensystem und im aktuellen Supervisionssystem.
	2	Reflektieren der Persönlichkeit des Supervisanden	Der/die Supervisor:in führt den Supervisanden/die Supervisandin in die Reflexion seiner/ihrer selbst, damit dieser mittels eines besseren Verständnisses seiner/ihrer innerpsychischen Vorgänge seine/ihre Persönlichkeit und seine/ihre psychosozialen Kompetenzen weiter entwickeln kann. Dazu lässt er/sie den Supervisanden/die Supervisandin einen konkreten Anlass aus seinem/ihrer Erleben einbringen, nutzt reflexionsanregende Interventionen (z.B. Konfrontieren, Schützen, Fordern, Stützen), bietet eigene Reflexion an und begleitet den Supervisanden/die Supervisandin entsprechend dessen/deren Erkenntnisse. Dabei achtet er/sie auf seine/ihre Wahrnehmungen und die psychodynamischen Phänomene im aktuellen Supervisionssystem und berücksichtigt den aktuellen Entwicklungsprozess des Supervisanden/der Supervisandin.
	3	Supervisionsprozess sicher und zielorientiert gestalten	Der/die Supervisor:in gestaltet den Supervisionsprozess so, dass der Supervisand/die Supervisandin sein/ihr Ziel erreichen kann. Dazu reflektiert, klärt und vereinbart er/sie gemeinsam mit dem/der Supervisand:in sein/ihr Ziel, hält dieses in einem Kontrakt fest und initiiert darauf aufbauend iterativen Interventionszyklus: er/sie bildet und bewertet Hypothesen, generiert und bewertet viable Interventionsideen, interveniert, beobachtet die Wirkung und beginnt von Neuem. Dabei folgt er/sie seiner/ihrer mentalen Landkarte zur Gestaltung von Supervisionsprozessen und arbeitet klienten-, situations- und ressourcenorientiert.
	4	Inhaltliche und prozessorientierte Impulse anbieten	Der/die Supervisor:in bietet inhaltliche und prozessorientierte Impulse bedarfsorientiert an, um neue Wahrnehmungs- und Deutungsperspektiven und damit Lernerfahrungen des Supervisanden/der Supervisandin zu ermöglichen. Dazu gibt er/sie u.a. psychosozioedukative Hinweise, bietet die eigenen Beobachtungen, Einschätzungen oder Bewertungen an und teilt situativ angemessen eigene Erfahrungen. Dabei hat er/sie die aktuelle Aufnahmefähigkeit und Belastbarkeit des Supervisanden/der Supervisandin im Blick und reguliert seine/ihre Impulse entsprechend.
	5	Vertrauensvolle Beziehung gestalten	Der/die Supervisor:in schafft eine vertrauensvolle Arbeitsbeziehung, um den Supervisionsprozess zu ermöglichen. Dazu geht er/sie als Gegenüber bewusst in den Kontakt, ist empathisch und selbstreflektiert und kommuniziert offen und respektvoll. Dabei bleibt er/sie in einer allparteilichen Haltung gegenüber allen Beteiligten, insbesondere im Fall eines Dreiecksvertrags zwischen Auftraggeber:in, Supervisand:in und Supervisor:in.
optional	6	Mit Teams oder Gruppen an ihrem gemeinsamen Thema arbeiten (optional)	Der/die Supervisor:in steuert den Gruppenprozess, um sowohl auf der individuellen als auch kollektiven Ebene kognitive Erkenntnisse und persönliche Einsichten zum Thema zu ermöglichen und so eine Modifikation des sozialen Systems "Team" oder "Gruppe" zu begünstigen. Dazu beobachtet und deutet er/sie gruppenspezifische Phänomene und geht mit diesen adäquat um, bringt den organisatorischen Kontext ins Bewusstsein, fördert die Weiterentwicklung des Teams oder der Gruppe durch den Supervisionsprozess und stellt ggf. Bezüge her zwischen den Gruppenphänomenen und dem Thema. Dabei weiß er um die Besonderheit des Arbeitens mit Gruppen und bewahrt sich den "Stereoblick" sowohl auf die Entwicklung des Themas als auch auf die Dynamik der Gruppe.
	7	In einem fachbezogenen Gruppensetting an einem Fall arbeiten (optional)	Der/die Supervisor:in steuert den Gruppenprozess, um sowohl auf der individuellen als auch kollektiven Ebene kognitive Erkenntnisse und persönliche Einsichten zu ermöglichen und so eine gelingendere Bearbeitung des Falls und die professionelle Entwicklung der Falleinbringer zu begünstigen. Dazu beobachtet und deutet er/sie psychodynamische Phänomene (Parallelprozesse, Übertragungen...), bringt diese ins Bewusstsein der Gruppe und unterstützt dabei, die Bezüge zum Fall herzustellen. Dabei weiß er/sie um die Besonderheit des Arbeitens mit Gruppen und bewahrt sich den "Stereoblick" sowohl auf die Entwicklung des Falls als auch auf die Dynamik der Gruppe.

6.3.6 Request for review of the examination result

Exam for: _____

On the: _____

Institute: _____

Examination Board _____

Chairperson: _____

Examiner: _____

Examiner: _____

The exam was judged to have failed due to:

(Table text can be extended as desired.)

I ask for the examination result to be reviewed for the following reasons:

(Table text can be extended as desired.)

Candidate's name: _____

Email address for communication: _____

_____	_____	_____	_____
Place	Date	Name	Signature

(From here documentation by CQS.)

Received by CQS on: _____

If necessary, consult with the examinee on: _____

Consultation with institute on: _____

Meeting with the examination board on: _____

If applicable, involvement of the Ethics Committee on: _____

Result of the meeting after discussion with the institute, examination board:

(Table text can be extended as desired)

Notification of the result to the candidate on: _____

Place

Date

Name

Signature

EASC internal, 20th August, 2024

7. Continuous improvement approach

One of the main reasons for the reform process is the focus on quality orientation. Such orientation is designed not only to improve learning outcomes by focusing on the quality of teaching, curriculum and assessment methods. It also fosters a culture of continuous improvement to manage proactively challenges and growth opportunities. Continuous improvement is a critical factor in the success of an organization like EASC, not only for the quality of training and learning outcomes delivered on its behalf, but also for EASC as an association consisting of individual members and institutes.

While a complaint management system for examination candidates has been described in this manual (see section 6.1.10), this is aimed more at reviewing the examination content, procedures and outcome and less at how examination procedures can be improved.

The EASC also has Ethics Guidelines (<https://www.easc-online.eu/ueber-uns/ethikrichtlinien>), which are maintained by the Ethics Committee and serve as the basis for the work of coaches, supervisors and organizational consultants.

Yet, impulses for continuous improvement can come from many actors: individual members, institutes, clients who participate in training courses conducted on behalf of the EASC, other professional associations, employees or those potentially interested in membership or enrolling in further education and training courses. Such impulses can also be actively sought, for example through teaching evaluations from continuing education participants or further investigated by the analysis of relevant data.

The extent to which the EASC systematizes and implements a continuous improvement approach is part of the ongoing reform process.