

EASC – Supervision and Coaching in Europe

Manual

EASC Quality Standards

English Version

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Changes in green font colour are general changes of the Manual

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0 Preamble

This manual is a vivid document which has been developed throughout years by different members of CQS. Discussions and contributions of EASC-institutes have taken influence like the contributions of EASC members as well. Most of these discussions have been hold in German language. In a later step the manual has been translated to English which is now the master version of the manual. This version is the base for translations into other languages, such as German, Spanish and Check.

Although all people involved into the work have done their very best, it can be possible that an English expression seemed to the German people to be the fitting one, but by having a closer look (e.g. when translating into another language) it seems not make the best sense or it is perhaps not understandable. In these cases please do not hesitate to contact the CQS. It will clarify and have a look to a more proper wording.

Please contact the CQS over the EASC office: office@easc-online.eu

I Definitions

1. EASC, supervision and coaching

1.1. Who and what is EASC?

EASC – European Association for Supervision and Coaching e.V. – is a registered association under German law and was founded in 1994 in Hannover, Germany.

The purpose of the association is:

- To define and evaluate professional standards and training requirements for coaching and supervision in an European framework,
- To join coaching and supervision under one umbrella, but ensure a maximum professionalism by clearly distinguishing between the two professions,
- To practice and promote further training and professionalization of individuals who work in the fields of coaching and supervision,
- To be an European home to all those who work in these professions,
- To stimulate and support the application and promotion of new methods of supervision and coaching in an intercultural cooperation within Europe,
- To host and support international conferences and congresses,
- To support and conduct research activities in the fields of supervision and coaching,
- To cooperate with trade associations of an equivalent quality, with the objective of mutual recognition.
- Development of further spheres of activity close to supervision and coaching, e.g. organisational development.

1.2. How does EASC define coaching?

EASC defines coaching as a consulting concept which belongs to professional context. By its resources orientation and activity orientation coaching supports people in their process of generating and implementing autonomous solutions to their issues. As well EASC sees coaching as a personality oriented consulting concept which helps people to discover and to optimize their performance potentials concerning their life circumstances and to create healthy life contexts.

Today's information society requires a racy reaction, change and adaptation. Coaching is gaining more and more importance, because it supports people swiftly and effectively in finding their own solutions in their professional context. This distinguishes coaching from consulting on technical issues but also from supervision, which is a concept of support for a longer term.

Coaching takes into account the personal context of clients, but does not make it the center of its work. Coaches do not directly interfere with events but will always support the clients' autonomy. The coaches' competences are manifold. For a competent support to individuals in solving their problems and tasks, a competency to "survey the field" is more important for a coach than a competency in the field as such.

1.3. How does EASC define supervision?

Supervision is a consulting concept to support individuals, teams, groups and organisations in reflecting and optimizing their job-related actions and structures. A supervisor helps to work on job-related problems with a focus on solutions. Emotional development, an understanding of organisational structures, creative thinking and the development of new perspectives for job-related actions are in the limelight, but personal development and an increased contentment and wellbeing with regard to the work-life balance are also subjects of supervisory consulting.

Supervision is also a model for learning processes. Varied possibilities of thinking and learning are presented in the way in which job-related issues are examined. Supervision combines many theoretical foundations. It uses concepts and theories of psychoanalysis, transactional analysis, communication theory, systemics, behaviour and Gestalt theory. Concepts of group dynamics as well as organisational theory are also included in the supervisory work.

Individual development in terms of finding a professional identity can be in the focus as well as defining an identity as a team or developing the identity of an organisation. The supervisory process is guided by the principle of contributing to an improvement of the clients' job-related actions.

The supervisor's competencies match these functions. To competently support individuals in solving their problems and tasks, a competency to "survey the field" is more important for the supervisor than a competency in the field itself. Supervision as EASC understands it also comprises a certain basic attitude towards people as a basis for the work: Human beings are born with constructive faculties, every human being has a right to live and unfold their potential and every human being is a unity of feeling, thinking, behavior and physical conditions. Under this premise, the supervisory reflection looks for perspectives that serve an expansion of the professional and personal realization.

2. Quality in EASC

2.1. Training standards in coaching/supervision

Further training in coaching and supervision is based on a practiced profession. Hence a particular focus is laid on practical competencies of Candidates for Coaching and/or Supervision. The further training takes into account next to the theoretical parts the practical experiences in Coaching and/or Supervision.

2.2. Quality assurance in the professions (Coach, Supervisor) and functions (Mentoring Coach, Mentoring Supervisor, Trainer and Institutes)

It is the objective of EASC to assure the high quality standard of those who practice the respective professions. Standards have been defined for that purpose, which are evaluated regularly (see 5.3.). The professions have already been explained with item 1. Here two short definitions for the functions:

Mentoring coaching/mentoring supervision:

Mentoring coaching/mentoring supervision is a procedure of self reflexion to review activities of coaching and supervision in the context of further education. Additionally it is a concept of teaching and learning in the attendance of candidates in coaching and supervision. Each EASC further training coach, master coach or supervisor is attended by mentoring coaching/mentoring supervision.

Trainer EASC:

A trainer EASC is a mentoring coach/mentoring supervisor who through appropriate qualification (s. item 5.2.5) has got the allowance to hold further education in EASC institutes for the professions coach and/or master coach and/or supervision, as well as evaluation workshops for the functions mentoring coaching/mentoring supervision and trainer.

2.3. Institutes and curricula recognized by EASC

The Institutes of EASC have a particular role with regard to quality assurance. Although it is possible to become a member of EASC by attending other, equivalent training courses (see: access guidelines for special accesses), the standards developed by the CQS in cooperation with the Institutes are the guideline and orientation for the whole process of qualification.

1. The EASC Institutes are responsible for the access criteria and execution of trainings according to the described criteria.
2. The EASC Institutes accredit mentoring coaches and/or mentoring supervisors for their training courses and give Candidates for Coaching and/or Supervision lists of accredited mentoring coaches/mentoring supervisors. The individual Mentoring coaching/mentoring supervision is taken consistently from one mentoring coach/mentoring supervisor to ensure a continuous process. The same is valid for the case of group mentoring coaching/mentoring supervision.
3. At least half of the mentoring coaches/mentoring supervisors accredited with an EASC Institute must be recognized by EASC. In addition, EASC Institutes may accredit experienced master coaches/ supervisors for the current training course, respectively.
4. EASC Institutes accredit co-trainers, ensure their training according to the standards and facilitate their further training to become EASC Trainers.
5. EASC Institutes are in charge of organising and execution examinations according to the standards of EASC.

2.4. CQS – Committee for Quality and Standards

In order to assure the implementation of the high quality standards, EASC has formed a Committee as a fixed component of its organisation: the CQS – Committee for Quality and Standards. This Committee is involved in all quality processes and defines and coordinates standards and processes.

1. In cooperation with the Institutes' Meeting and the Executive Board, the CQS is in charge of assurance and further development of quality. The CQS also evaluates the training of coaches, master coaches and supervisors.
2. The CQS supports the Institutes in the training. In practical terms this means that the CQS works on the standards together with the Institutes' Meeting.
3. The CQS confirms the staff for examinations after receiving a proposal made by the respective Institute so as to document a consistent EASC quality (see 8.3).
4. The CQS is in charge of review accesses according to the Access II and III regulations and it decides autonomously on the recognition of Supervisors, Master Coaches and Coaches. The CQS makes recommendations to the Executive Board for their decision on the recognition of Mentoring Coaches/mentoring Supervisors, Trainers and Curricula.
5. The CQS reviews, develops and updates this manual.
6. The CQS reviews submitted curricula for their compliance with this manual.
7. The CQS develops and evaluates examination procedures of institutes and curricula.
8. The CQS gives advice to the board on the further development of standards and quality guidelines within the European context.

9. The CQS ensures that all quality procedures of EASC are continuously evaluated.

2.5. The Ethics Committee

The professions of coaching, master coaching and supervision, which EASC represents, require high ethical standards for their actions. In order to meet this claim, EASC has installed an Ethics Committee, which develops guidelines valid for all individuals who get into contact with EASC, i.e. for members, clients, contractual partners and linked associations.

The Ethics Committee acts as an arbitration body and may be appealed to in case of assumed infringements of ethical principles. This body also accepts any other inquiries or complaints. The Office will pass on the addresses and names of the members of the Ethics Committee upon request.

II Quality, Standards, Professions and Functions

3. Forms of membership

Essentially, we distinguish between personal and institutional membership. EASC offers various different forms of membership, which are listed below. EASC has defined clear qualification guidelines for its members to which EASC members are bound.

3.1. Coaching

3.1.1. Candidate for Coaching EASC

Individuals who have a valid training contract with an Institute certified by EASC can apply to EASC as candidates for Coaching. It is the responsibility of candidates to organise their own learning process. Candidates have the right to give coaching. This is done under mentoring coaching/mentoring supervision. Training candidates represent EASC to the outside. Candidates practice the quality standards of EASC training in their work. They accept the Ethical Guidelines of EASC with their access.

3.1.2. Coach EASC

A coach has attended at least 300 training units within 1-2 training years. Candidates are handed a certificate from the EASC Training Institute after completing the training. This certificate entitles the candidate to acquire an EASC certificate from the Office, upon request. The EASC certificate will entitle the holder to become a member. Coaches represent EASC to the outside. They accept and act according to the Ethical Guidelines of EASC. (See also 5.2.1)

3.1.3. Master Coach EASC

Every Coach trained according to the EASC standard who has worked at least 200 units as a professional coach and attended a corresponding further training of 250 units with an EASC institute may be accredited as a Master Coach EASC if they provide evidence of the mentioned criteria. The further education as a Master Coach has to be evaluated in an evaluation workshop hold by EASC Trainers. The corresponding Institute is responsible for organisation of the evaluation workshop. (See also 5.2.2)

3.1.4 Mentoring Coach EASC

A Mentoring Coach is a master coach trained according to the EASC standards who has attended a further education of 50 units with an EASC institute and thus has acquired specific knowledge of supervision and attended an evaluation workshop for Mentoring Coaches of EASC. After completing the evaluation workshop, Candidates are handed a certificate from the EASC Institute. This certificate entitles the Candidate to acquire an EASC certificate from the Office, upon request. Mentoring Coaches are accredited with EASC Institutes. They support candidates coaching and master coaching in their learning processes. They represent EASC to the outside and accept, teach and act according to the Ethical Guidelines of EASC. (See also 5.2.3)

3.2. Supervision

3.2.1. Candidate for Supervision EASC

Individuals who have a valid training contract with an Institute certified by EASC can apply for Candidates for Supervision. It is the responsibility of Candidates to organise their own learning process. Candidates have the right to give supervision. This is done under mentoring supervision. Training Candidates represent EASC to the outside. They accept and act according to the Ethical Guidelines of EASC.

3.2.2. Supervisor EASC

Supervisors have attended at least 650 training units within 3-4 training years. Candidates are handed a certificate from the EASC Training Institute after completing the training. This certificate entitles the Candidate to acquire an EASC certificate from the Office, upon request. The EASC certificate will entitle the holder to become a member. Supervisors represent EASC to the outside. They accept and act according to the Ethical Guidelines of EASC. (See also 5.2.4)

3.2.3. Mentoring Supervisor EASC

Mentoring Supervisors are supervisors trained according to the EASC standard who have attended a further training of at least 50 units with an EASC Institute and an evaluation workshop for Mentoring Supervisors of EASC. After completing the evaluation workshop, candidates are handed a certificate from the EASC Institute. This certificate entitles the candidate to acquire an EASC certificate from the Office, upon request. Mentoring Supervisors are accredited with EASC Institutes. They support candidates coaching, master coaching and supervision further education in their learning processes. They represent EASC to the outside and accept, teach and act according to the Ethical Guidelines of EASC. (See also 5.2.3)

They represent the EASC standards in their evaluation, support and teaching. They support Candidates in their learning processes. They represent EASC to the outside and accept to the Ethical Guidelines of EASC, teach and act according to it (See also 5.2.5).

3.3. Trainer EASC for Coaching and / or Supervision

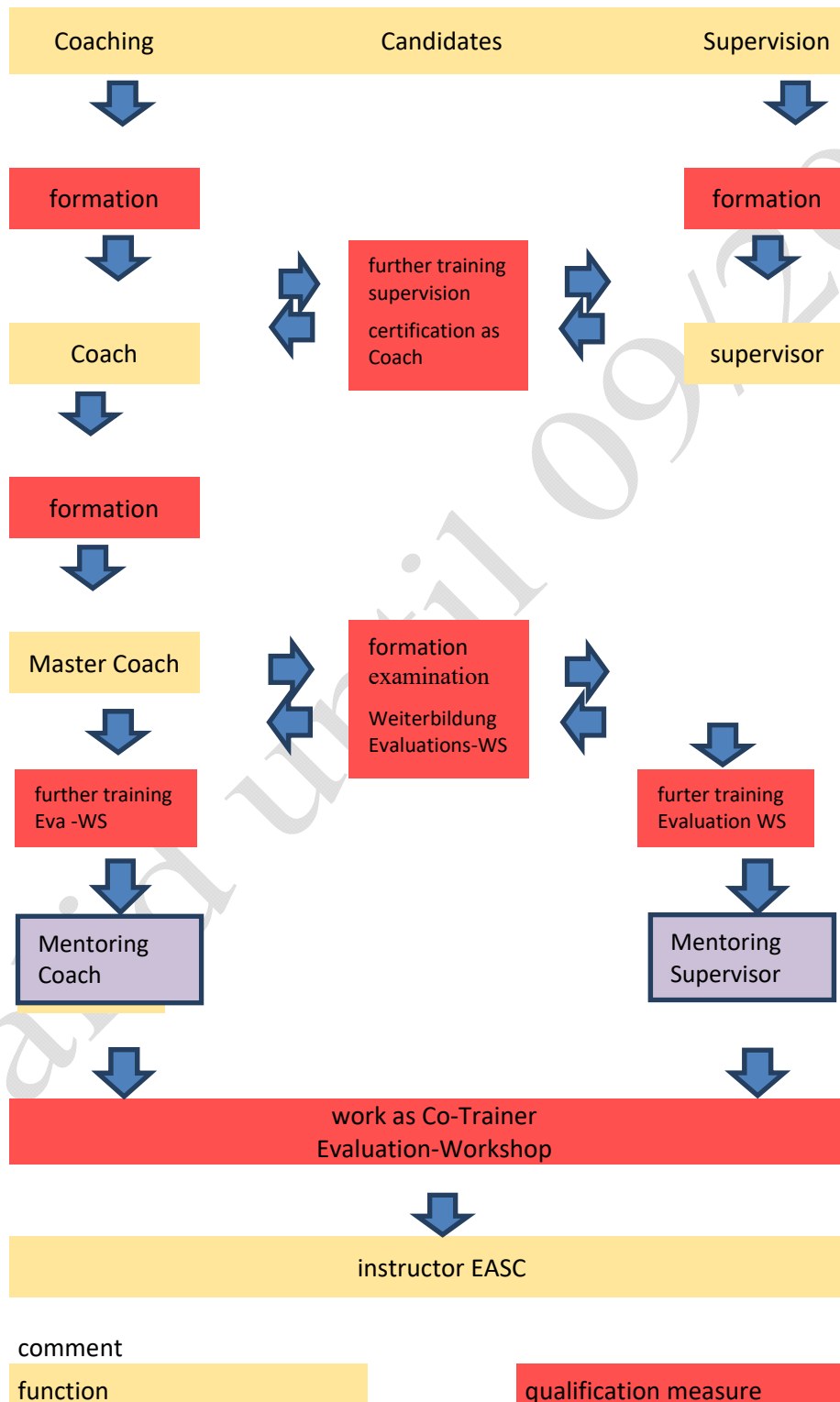
To become a Trainer for Coaching / Master Coaching and/or Supervision a Mentoring Coach / Mentoring Supervisor has to execute 200 training units as a co-trainer at an EASC Institute supported by EASC Trainers besides the appropriate certificate of their profession. He/she has to present their own training concept for the profession, for which he/she wants to become a trainer and has to attend an evaluations workshop for trainers at an EASC Institute. The certificate of the concerning profession is a prerequisite to become trainer in this profession.

Trainers represent the training standards and requirements of EASC. They represent EASC to the outside and accept to the Ethical Guidelines of EASC, teach and act according to it (See also 5.2.6)

4. Professions

4.1. Two lines of profession: coaching – supervision

EASC has the special quality of being a home to coaches and supervisors. This is why EASC takes particular care to clearly distinguish between these two professions and to clearly describe the relevant differences in further training and in the access guidelines.



4.2. Change between the lines of profession

EASC has clear guidelines for the change between the professions and functions.

4.2.1. Coach EASC → Master Coach EASC

If a Coach wishes to obtain a certification as a Master Coach, they may do so by attending a further master coach training at an EASC Institute, if at least 200 units work as a coach are proved which have to be done in at least 20 different processes. (See 5.2.2)

4.2.2 Coach EASC → Supervisor EASC

If a Coach wishes to obtain a certification as a Supervisor, they may do so by attending a further training in supervision at an Institute of EASC, which will record the achievements of the training in coaching and add the achievements required from Candidates for Supervision. (See 5.2.4)

4.2.3. Supervisor EASC → Coach EASC

If a Supervisor wishes to obtain a certification as a Coach, they may submit a corresponding application to EASC after passing their examination in supervision. For this purpose the personal coaching concept and a list of 15 coaching units required according to the EASC standard for Coaches have to be presented. (see 5.2.1)

4.2.4. Master Coach EASC → Supervisor EASC

If a Master Coach wishes to become a Supervisor, their achievements from the training as a Coach and Master Coach (EASC) can be recognized. A total of 650 training units held at EASC Institutes must be attended for the profession of supervision. As well an external supervision process of at least 5 units has to be reflected within the training. At least 100 training units must have the specific features of the profession of supervision as subjects. To get access to a proof as supervisor the achievements according to the EASC standards have to be fulfilled. (See 5.2.4)

4.2.5. Supervisor EASC → Master Coach EASC

If a Supervisor wishes to become a Master Coach, they have to show evidence of attendance of at least 50 units of further training held at an EASC Institute which have the specific features of the profession of Master Coach as subjects. After attending successfully an evaluation workshop Master coach, the supervisor can be issued a certificate as a Master Coach at the Office upon request. (See also 5.2.2)

5. Quality standards

5.1. Preamble

The quality guidelines have been developed for two processes:

- For the training by EASC Institutes,
- For the access of individuals whose training is equivalent to the EASC training.

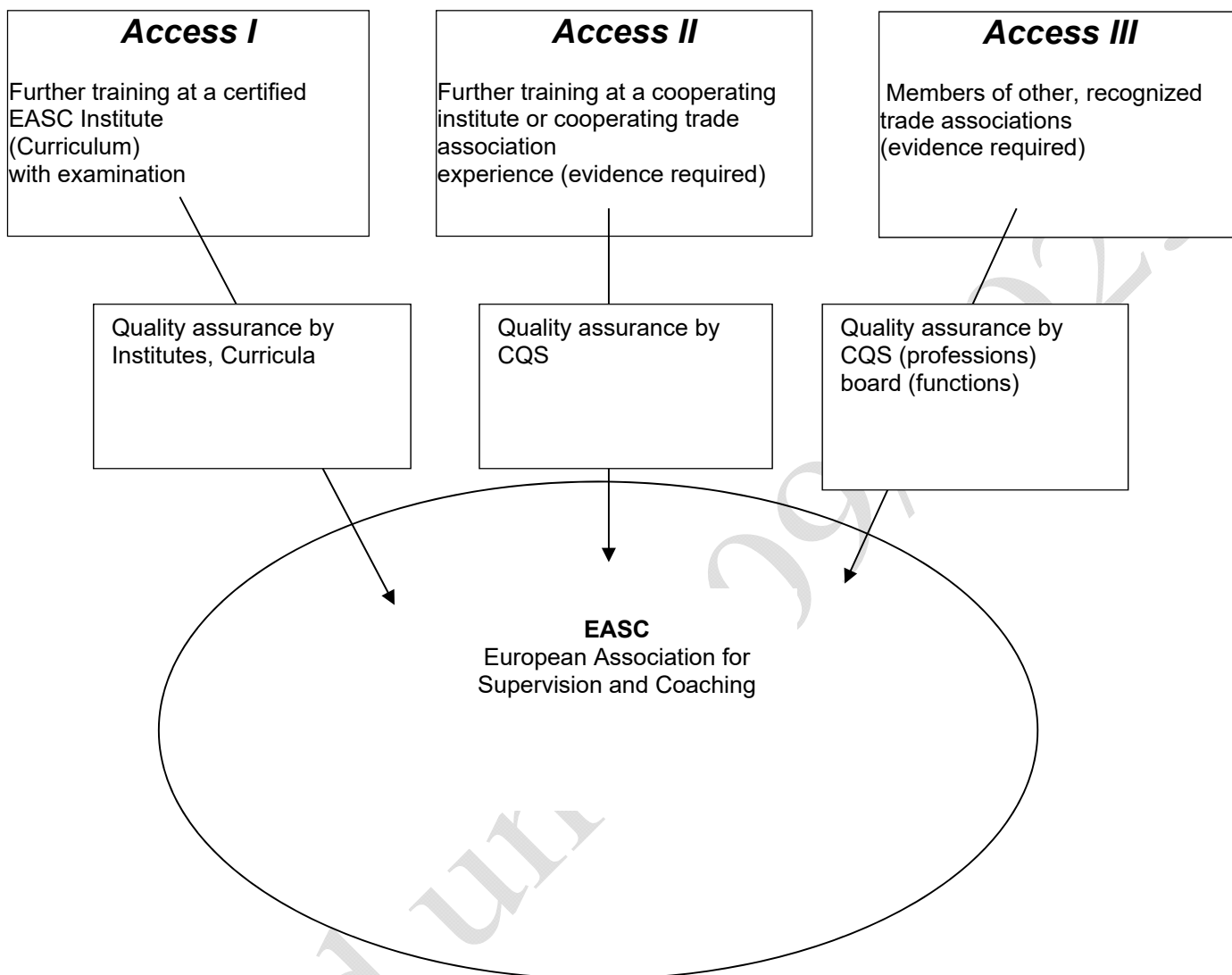
The access guidelines are based on the idea of a dialogue. Formal conditions, such as training units or certain setting requirements, represent an orientation framework. Deviations are checked and approved by the CQS resp., if provided in the By-laws, the CQS will present them to the Executive Board for decision.

EASC has defined guidelines for access in all professions and functions as well as procedures for training processes. The CQS looks to the quality and compliance with the standards and has to be involved in case of special regulations.

It is the objective of these guidelines to give clear information on the defined standards in the respective professions and functions of EASC to any individual who wishes to become a member of EASC.

Candidates have signed a training contract with an Institute of EASC. This training contract is a prerequisite for the acceptance to an examination in coaching or supervision recognized by EASC.

Candidates have to have previous experience in coaching or supervision. Evidence for a minimum of personal further training has to be produced. This previous experience will not be credited as part of the training.



The quality criteria for Access II and III are always checked by the CQS (for some cases in preparation of a board decision). The required standards and documents are described in 5.2. and 5.3.

5.2. Quality assurance

Taking into account the EC Vision competence profile for coaching and supervision

5.2.1. Professional identity / EC Vision

This competence profile was developed within the context of the LEONARDO innovation development project “EC-Vision. A European System of Comparability and Validation of Supervisory Competences” (527220-LLP-AT-LEONARDO-LMP). It is owned and was published by the Vienna adult education institute Wiener Volkshochschulen GmbH, Lustkandlgasse 50, A – 1090 Wien; General Manager: Mario Rieder; Project Coordinator: Michaela Judy

This competence profile implies that a supervisor or coach has a professional self-conception and behaves accordingly. A professional identity is not a stable construct but in contained a complex and dynamic steady state. A professional identity is developed in a continuous process which comprises the two dimensions of personal self integration and job-related requirements.

A professional identity is developed by way of an interaction between the “personal self” and the requirements of the professional environment(s). In this context one’s own actions are constantly matched with existing professional cultures and standards. The development of a professional identity is one of the core goals of the professional training of supervisors and coaches.

5.2.2. Ethical Guidelines of EASC (short version)

as at: 24.02.2017

Ethics

Ethics deals with human thinking, feeling, behaviour and action. This comprises moral intent as well as human will.

Ethics is based on the ability to choice regarding subjective, inter-subjective and trans-cultural criteria.

In EASC, ethics identifies values and describes fundamental framework condition for ethical and professional behaviour in coaching and supervision.

The Aim of Ethical Guidelines

The Ethical Guidelines provide processes, procedures and criteria for the application of ethical principles. They publicly inform about the behaviour that can be expected from *members*¹.

The Ethical Guidelines apply to all people coming into contact with EASC, thus for members, advisers, clients and candidates, contract partners and associated organisations in all joint activities and cooperation.

The *members* of EASC commit themselves to accept the Ethical Guidelines as the foundation of their work and to follow them to the best of their knowledge and judgement.

The values of EASC

Human Dignity

Members respect the dignity of all human beings. They do not discriminate based on cultural and ethnic origin, on physiological, psychological, sociological or economical condition, on religious belief, political conviction or on sexual preference. All human beings have value beyond current functions and skills.

Security / Protection

People need a feeling of security and protection to explore the environment and various contexts and to grow. Members take care of this protection, especially of clients, coachees and supervisees. They provide their highest available service for them. Members make sure that their actions don’t harm them, either intentionally or negligently.

Self-determination – Autonomy

Everyone takes responsibility for themselves, for their thinking, feeling, acting. Their needs and wishes have to be respected. All are able to learn for the rest of their lives, to develop themselves and to display unimagined resources and

¹ Members in terms of the EASC ethical guidelines are: Coaches and Coachees, Master Coaches, Supervisors and Supervisees, Mentoring Supervisors, Trainees and Trainers, candidates, clients, Institutes and Institutions.

potentials. New horizons also mean new realities of life. Members seek to raise awareness of human dignity, autonomy and responsibility and to encourage acting in this awareness.

Mutuality

Everyone develops, lives and grows in a interpersonal and global world. At the same time the shared world, the freedom of the others, the contexts and their environment have to taken into account. In this way everyone deals with reciprocity, dialogue, the welfare of fellow human beings, groups, organisations, environments. This reciprocity has to be reflected and developed with others. Conservation and integrity of creation and the environment belong to this context, too. The importance of clearly focused relationships does not allow any assaults and unhealthy dependences, but encourages lively exchange, genuine quality and additional benefit for many.

Health

The integrity of physical, psychic and mental health and stability is a precious human asset. It has to be prioritized and actively supported, particularly in the world of work. This happens through mindfulness, prevention and prophylactic care as well as in salutogenesis. Therefore all members make sure they interdisciplinarily refer to doctors, therapists and other health-enhancing measures whenever this seems necessary.

The Ethics Committee of EASC

The Ethics Committee takes care of maintaining, reflecting and updating the Ethical Guidelines.

In case of supposed non-compliance with or violations against these Guidelines, members or concerned persons contact the EASC Ethics Committee orally or in writing. The Ethics Committee insist on the solution and enforcement of ethical and practicable solutions.

Rights and obligations for the counselling activity

1. Members commit themselves to accompany, to advise and/or train in such a way that they respect the integrity of the counselled clients, support their welfare and meet the quality standards.
2. Members never suggest in any way that they have a higher level of training or recognition than they actually do. They never accept any task that they are not specifically trained for. Members seek supervision themselves throughout their working lives.
3. Members inform their clients of their rights.
4. Members never exploit clients and candidates in any way, especially neither financially, economically nor personally. Sexual relations to counsellors, clients and candidates are forbidden.
5. In public statements, members abstain from making disparaging comments or allusions concerning the status, the qualification or the character other members. Direct personal and objective criticism, on the other hand, is appreciated.
6. Recordings from the working relationship – including memos, test results, correspondence, electronically saved documents as well as audio or video records – are regarded as confidential professional information.
7. After receiving the corresponding relevant information, members enter a contractually agreed professional relationship in which the contract partners have the ability and the intention to fulfil the content of this contract. This is done according to the rule that counselling will always take place on the basis of a written or verbal contract. Each contract shall be drawn up in an ethically correct, transparent and formally faultless way.
8. Some professional and ethic obligations persist beyond the termination of the contract:
 - a) Keeping the agreed confidentiality (professional secrecy)
 - b) Avoiding any (economical or personal) exploitation of the former relationship
 - c) Providing potentially needed follow-up care (clarification is needed).

9. If personal or medical problems endanger the maintenance of the contractual relationship, members will either have to terminate the contract in a responsible way or make sure that coachees, supervisees and candidates obtain all information necessary to decide on their part whether the contract should be maintained.
10. Members confront colleagues if they have reason to believe that these don't act in accordance with the Ethical Guidelines and they inform their professional association if no solution is found.

The Ethical Guidelines and Training

The Institutes, Instructors, Mentoring Coaches and Mentoring Supervisors of EASC ensure that the implemented programs and offered learning experiences match the current and valid Guidelines of EASC and of other acknowledged organisations.

5.3. Process quality for the training and work of supervisors and coaches

Quality development:

- Basic relational attitude
- Ascertaining personal further development in personality, role and profession
- Maintaining the contact to EASC and compliance with standards and Ethical Guidelines
- Systematic evaluation to improve one's own practice
- Regular participation in peer supervision, supervision of supervision / coaching or intervention
- Regular specialised further training
- Contributing to professional standards and development

Professional behaviour:

- Forming the work relationship
Developing empathy and perceiving the supervisees' / coachees' emotional state as well as one's own emotional response as a supervisor / coach / master-coach and being able to separate the two
Being aware of (counter-)transference and one's own biases is a necessary requirement for giving feedback to the supervisees / coachees that promotes their development
- Contracting
Distinction between dyadic, trilateral and quadrilateral contracts – corresponding contract design
Clarity of functions and roles within the supervisory / coaching process
Clarification of the expectations and objectives of the parties involved, contractual agreement for the supervisory / coaching process
- Promoting (professional) development
In the work with supervisees and coachees, consistently maintaining the perspective on interactions of person, work and organisation in all the different subject matters
Support of supervisees and coachees in learning to use their own resources and processes autonomously
- Facilitating change
Checking whether a change of perspective or attitude and/or behaviour is advisable
Promoting a more complex understanding of a professional task and its environment
Supporting the search for solutions at both the personal and the systemic level
- Managing complex communication
Perceiving, reflecting upon and modelling atmospheres
Using one's own communicative style professionally
Organising communication processes with a focus on the person, work and organisation
Maintaining and working on tensions, ruptures and conflicts
- Targeted use of tools, techniques and methods
Appropriate design of different settings
Targeted use of methods and techniques for hypothesis formation and the corresponding intervention

5.4. Result quality for the training of supervisors and coaches (Quality standards of trainings)

5.4.1. Coach EASC

The following criteria apply to the certification as a Coach EASC:

Process quality:

- Execution of external coaching processes totalling 15 units in 2-3 processes within the duration of training
- 20 units of coaching (given and reflected) and 15 units of coaching (taken) within the training group. A third of this training coaching can take place in the intervision group. (With bigger training groups (more than 10 candidates) it is possible to change the distribution: 50 % in the training group and 50 % in the intervision group.)
- 30 units of self-analysis
- Continuous keeping of a logbook
- Intervision group (at least 7 meetings with at least 20 units)

Previous experience

- 300 units of further training, particularly in the fields of person, role and organisation
- 10 units of coaching or supervision taken
- Contract with an EASC Institute

Result quality:

- 15 units of mentoring coaching / mentoring supervision, of which at least 5 units of mentoring coaching / mentoring supervision in separated single sessions and a maximum of 10 units as group mentoring coaching / group mentoring supervision. The mentoring coaching / mentoring supervision has to be held by external mentoring coaches / mentoring supervisors. Each trainee needs to reflect at least 2 coaching processes within the mentoring coaching / mentoring supervision. To ensure a continuous process of mentoring coaching / mentoring supervision, the individual mentoring coaching / individual mentoring supervision shall be provided by **one** mentoring coach / mentoring supervisor. In analogy, all mentoring coaching / mentoring supervision held in the group shall be headed by **one** mentoring coach / mentoring supervisor.
- Written paper with case description (15-20 pages)
- Oral examination after recommendation by training institute and mentoring coaches / mentoring supervisors

Structural quality:

Access requirements / previous experience:

- 300 units of further training, particularly in the fields of person, role and organisation
- 10 units of coaching or supervision taken
- Contract with an EASC Institute

Training standards:

- 1-2 years of training, at least 300 training units (one unit lasting at least 45 minutes)
- Continuous keeping of a logbook according to EASC template
- Various epistemological models within the spirit of a plural method approach

The following has to be filed with the EASC Office for certification according to Access I:

- Confirmation of the access requirements by the EASC Training Institute
- Presentation of training certificate from the EASC Institute

Quality criteria according to Access II:

- Membership in a cooperating trade association
- Certificate of completed coaching formation of the cooperating trade association

Quality criteria according to Access III:

- Certificate of completed coaching formation
- Documentation of training curriculum
- Documentation of training achievements
- Own coaching concept
- Documents reviewed by CQS

5.4.2. Master Coach EASC

The following criteria apply to the certification as a Master Coach EASC:

Process quality:		
For a better overview, the following table shows the requirements in total, the requirements achieved during the coaching formation and the requirements to be achieved in the master coach training		
Requirements in total	Achievements coach formation	Master coach training
550 units of teaching and training, covering the following topics among others: Intercultural coaching, leadership, group dynamics, organisational development	300 units of teaching and training	250 units of teaching and training
30 units of external coaching work in 4-6 processes during the training	15 units of external coaching work in 2-3 processes	15 units of external coaching work in 2-3 processes, at least one of which in a single setting and at least one process in a group or team setting
40 units of coaching (given and reflected) during the training	20 units of coaching (given and reflected) during the training	20 units of coaching (given and reflected) during the training
30 units of coaching (taken) during the training	15 units of coaching (taken) within the training	15 units of coaching (taken) within the training
50 processes of self-analysis	30 units of self-analysis	20 units of self-analysis
Continuous keeping of a logbook	Continuous keeping of a logbook	Continuous keeping of a logbook
Intervision group	Intervision group (at least 7 meetings with at least 20 units)	Intervision group (at least 5 meetings with at least 15 units)
Result quality:		
30 units of mentoring supervision / mentoring coaching, at least 10 of which in a single setting and a maximum of 20 in a group setting	15 units of mentoring supervision / mentoring coaching, at least 5 of which in a single setting and a maximum of 10 units in a group setting.	15 units of mentoring supervision / mentoring coaching, at least 5 of which in a single setting and a maximum of 10 units in a group setting.
Completion	Oral examination in coaching after recommendation by training institute and mentoring coaches / mentoring supervisors	Evaluation workshop master coach at an EASC institute after recommendation by the training institute and the mentoring coaches / mentoring supervisors
<p>The mentoring coaching / mentoring supervision has to be held by external mentoring coaches / mentoring supervisors. Each candidate needs to reflect at least 2 coaching processes during the mentoring coaching / mentoring supervision.</p> <p>To ensure a continuous process, the individual mentoring coaching / individual mentoring supervision shall be provided by one mentoring coach / mentoring supervisor. In analogy, all mentoring coaching / mentoring supervision in the group shall be headed by one mentoring coach / mentoring supervisor.</p> <p>For coaching given and taken within the training: A third of this training coaching can take place in the intervention group. (With bigger training groups (more than 10 candidates) it is possible to change the distribution: 50 % in the training group and 50 % in the intervention group.)</p>		
Structural quality:		
Access requirements:		
<ul style="list-style-type: none"> • Certified Coach EASC or certified via Access II or III • At least 200 units of documented coaching work in at least 20 different processes • Contract with an EASC Institute 		

Training standards:

- The master coach training comprises a total of 550 training units. The units of the coaching formation are credited. A unit lasts at least 45 minutes.
- Continuous keeping of a logbook according to EASC template
- Various epistemological models within the spirit of a plural method approach

The following has to be filed with the EASC Office for certification according to Access I:

- Confirmation of the access requirements by the EASC Training Institute
- Presentation of training certificate from the EASC Institute
- Confirmation (certificate) of the Institute on the successful participation in the master coach evaluation workshop with a recommendation for accreditation

Quality criteria according to Access II:

- Membership in a cooperating trade association
- Certificate of completed master coaching formation of the cooperating trade association

Quality criteria according to Access III:

- Certificate of completed master coaching formation
- Documentation of training curriculum
- Documentation of training achievements
- Own master coaching concept
- Documents reviewed by CQS

5.4.3. Mentoring Coach EASC

The following criteria apply to the certification as a Mentoring Coach EASC:

<p>Process quality:</p> <ul style="list-style-type: none">• Further education on the topic of mentoring coaching with at least 100 units of training• Focus on the reflection about the professional identity, role and profession of coaches in training. Reflection: one's own (external) coaching processes; training contents and dynamics; authority conflicts with trainers and participants; one's own personality shares / self-experience; customer acquisition, self-marketing and payment• 5 units of mentoring coaching (given and reflected in the training)
<p>Result quality:</p> <ul style="list-style-type: none">• Participation in an evaluation workshop for accreditation as a Mentoring Coach
<p><i>Access requirements</i></p> <ul style="list-style-type: none">• Certified Master Coach EASC or certified via Access II or III• 200 units of coaching given as a Master Coach• At least 2 years of activity as a certified Master Coach
<p>Structural quality:</p> <p><i>Access requirements:</i></p> <ul style="list-style-type: none">• Certified Master Coach EASC or certified via Access II or III• 200 units of coaching given as a Master Coach, at least 2 years of activity as a certified Master Coach <p><i>Training standards:</i></p> <ul style="list-style-type: none">• Participation in a further training on mentoring coaching with at least 100 units• Willingness to work as an examiner• Contract with an EASC Institute
<p><i>The following has to be filed with the EASC Office for certification according to Access I:</i></p> <ul style="list-style-type: none">• Confirmation of the access requirements by the Training Institute• Evidence on participation in an evaluation workshop for Mentoring Coaches at an EASC Institute• Recommendation by 2 Instructors of EASC
<p><i>Quality criteria according to Access II:</i></p> <ul style="list-style-type: none">• Proof of equivalent activity with a cooperating trade association and practical experience• Documents reviewed by CQS• Access approved by the board
<p><i>Quality criteria according to Access III:</i></p> <ul style="list-style-type: none">• Proof of activity as Mentoring Coach with equivalent training standards• Own mentoring coaching concept• Documents reviewed by CQS and access approved by the board

5.4.4. Supervisor EASC

The following criteria apply to the certification as a Supervisor EASC:

Process quality:		
For a better overview, the following table shows the requirements in total, the requirements achieved during the coaching formation and the requirements to be achieved during the supervision training		
Requirements in total	Achievements coach formation	Supervision training
3-4 years of training	1-2 years of training	1-2 years of training
at least 650 units of teaching and training.	300 units of teaching and training	350 units of teaching and training
45 units of external supervision work during the training in 3-6 processes	15 units of external coaching work in 2-3 processes	30 units of external supervision work in 2-3 processes with at least 8 units each. At least one of them in a single setting and at least one of them in a team or group setting.
40 units of supervision (given and reflected) within the training	20 units of coaching (given and reflected) within the training	20 units of supervision (given and reflected) within the training
25 units of supervision (taken) within the training	15 units of coaching (taken) within the training	10 units of supervision (taken) within the training
60 processes of self-analysis	30 units of self-analysis	30 units of self-analysis
Continuous keeping of a logbook	Continuous keeping of a logbook	Continuous keeping of a logbook
Intervision group	Intervision group (at least 7 meetings with at least 20 units)	Intervision group (at least 7 meetings with at least 20 units)
Result quality:		
35 units of mentoring supervision, at least 15 of which in a single setting and a maximum of 20 in a group setting	15 units of mentoring supervision / mentoring coaching, at least 5 of which in a single setting and a maximum of 10 units in a group setting.	20 units of mentoring supervision, at least 10 of which in a single setting and a maximum of 10 units in a group setting.
Written paper	Written paper with case description (15-20 pages)	Written paper with case description (20-30 pages)
Completion	Oral examination in coaching after recommendation by training institute and mentoring coaches / mentoring supervisors	Oral examination in supervision after recommendation by the training institute and the mentoring supervisors
<p>The mentoring supervision has to be held by external mentoring supervisors. Each candidate needs to reflect at least 2 supervision processes within the mentoring supervision. To ensure a continuous process, the individual mentoring supervision shall be provided by one mentoring supervisor. In analogy, all mentoring supervision in the group shall be headed by one mentoring supervisor.</p> <p>For supervision given and taken within the training: A third of this training supervision can take place in the intervention group. (With bigger training groups (more than 10 candidates) it is possible to change the distribution: 50 % in the training group and 50 % in the intervention group.)</p>		
Structural quality:		
Access requirements:		
<ul style="list-style-type: none"> 300 units of further training, particularly in the fields of person, role and organisation 20 units of coaching or supervision Contract with an EASC Institute 		
Training standards:		
<ul style="list-style-type: none"> The further training in supervision comprises a total of 650 training units. The units of the coaching formation are credited. One unit lasts at least 45 minutes. Continuous keeping of a logbook according to EASC template 		

<ul style="list-style-type: none"> • Various epistemological models within the spirit of a plural method approach
<p><i>The following has to be filed with the EASC Office for certification according to Access I:</i></p>
<ul style="list-style-type: none"> • Confirmation of the access requirements by Training Institute • Presentation of training certificate from an EASC Institute
<p><i>Quality criteria according to Access II:</i></p>
<p>Evidence is to be provided for:</p> <ul style="list-style-type: none"> • Membership in a cooperating trade association • Certificate of completed supervision training of the cooperating trade association
<p><i>Quality criteria according to Access III:</i></p>
<ul style="list-style-type: none"> • Proof of membership in a recognised trade association for supervision • Documentation of training curriculum • Documentation of training achievements • Own supervision concept • Documents reviewed by CQS

5.4.5. Mentoring Supervisor EASC

The following criteria apply to the certification as a Mentoring Supervisor EASC:

Process quality:

- Further education on the topic of mentoring supervision with at least 100 units of training
- Focussing on the reflection of the professional identity, role and profession of (coaches and) supervisors in training. Reflection: own (external) supervision processes; training contents and dynamics; conflicts of authority with trainers and participants; own personality shares / self-experience; customer acquisition, self-marketing and payment
- 5 units of mentoring supervision (given and reflected in the training)

Result quality:

- Participation in an evaluation workshop for accreditation as a Mentoring Supervisor

Structural quality:

Access requirements:

- Certified Supervisor EASC or certified via Access II or III
- 200 units of supervision given
- at least 2 years of activity as a certified Supervisor

Training standards:

- Participation in a further training on mentoring supervision with at least 100 units
- Willingness to work as an examiner
- Contract with an EASC Institute

The following has to be filed with the EASC Office for certification according to Access I:

- Confirmation of the access requirements by the Training Institute
- Evidence on participation in an evaluation workshop at an EASC Institute
- Recommendation letter by 2 Instructors of EASC

Quality criteria according to Access II:

- Proof of equivalent activity with a cooperating trade association and practical experience
- Documents reviewed by CQS
- Access approved by the board

Quality criteria according to Access III:

- Proof of activity as a mentoring supervisor with equivalent training standards
- Own mentoring supervision concept
- Documents reviewed by CQS
- Access approved by the board

5.4.6. Instructor EASC

The following criteria apply to the certification as an Instructor EASC:

Process quality:

- Compilation of one's own training concept for the professions of coaching and/or supervision. This comprises, among others, the training philosophy, the training methods and the curriculum
- 200 units of training teaching experience in one or both professions (coaching / supervision) at one or several EASC Institutes which meet this access requirement.
- 15 units of supervision by Trainer / Instructor of EASC for a reflection of the concrete training experience at the respective Training Institute.
- Evidence of 100 units of educational-didactic training or knowledge

Result quality:

- Logbook which documents the training teaching experience and the training supervision taken. At least 50 % of the instructor activity should take place at the same training institute within the spirit of a continuous process.
- Participation in an evaluation workshop for Instructors EASC

Structural quality:

Access requirements:

- EASC certificate in the profession to which the Instructor degree shall apply.
- Mentoring Coach EASC or Mentoring Supervisor EASC or certified according to Access II or III
- Accreditation as a Mentoring Coach EASC or Mentoring Supervisor EASC at an EASC Institute

Training standards:

- Evidence of activity as co-instructor at an EASC Institute or in cooperation with an EASC Institute

The following has to be filed with the EASC Office for certification according to Access I:

- Confirmation of the access requirements by Training Institute
- Proof of participation in an evaluation workshop at an EASC Institute
- Recommendation letter by 2 Instructors of EASC

Quality criteria according to Access II:

- Proof of equivalent activity with a cooperating trade association and practical experience
- Documents reviewed by CQS
- Access approved by the board

Quality criteria according to Access III:

- Proof of activity as Instructor with equivalent training standards
- Own training concept for the corresponding profession
- Documents reviewed by CQS
- Access approved by the board

5.5. Result quality (quality assurance) for the work of Coaches and Supervisors as well as Mentoring Coaches, Mentoring Supervisors, Instructors and Institutes

EASC stands for high quality standards in the professions of coaching and supervision. Our members distinguish themselves by continuous reflection of their professions and continuous further training.

5.5.1. Quality assurance for the professional roles : (Coach, Master Coach, Supervisor)

Each EASC member should keep a logbook on performed processes, participation in intervention groups or supervision taken and further training. EASC provides a uniform template for this purpose.

EASC members who meet these quality criteria may send their logbook to the Office of EASC and shall obtain a quality seal for their respective professions. The quality seal may be requested every three years.

The following must be provided for the quality seal:

5.5.1.1. Evidence of quality for practice

Each EASC member should have performed at least 15 units per year during the previous three years in the professional roles (Coach / Master Coach, Supervisor).

5.5.1.2. Continuous further training

Each member of EASC should attend two days of further training (at least 12 units) per year. This further training has to refer to the context of coaching and supervision (person, role, organisation).

5.5.1.3. Continuous participation in intervention / supervision

Each member of EASC should take part in an intervention group, attending at least 2 meetings per year with a total of at least 8 units. This group can be a Regional Group of EASC or, if not available, an intervention group of equivalent trade associations, e.g. DGSV, BSO. In their meetings, the intervention group should work on case supervisions; specialist lectures are also admissible. Instead of taking part in an intervention group it is also possible, of course, to take personal supervision.

5.5.1.4. Quality checking

In order to obtain a quality seal for a professional role, each member may send a corresponding formless, electronic application to the Office, attaching the logbook excerpt (for the previous three years) and will thus obtain a certificate on compliance with the quality standards. New quality seals may be applied for every three years.

The CQS shall perform random checks on the quality of the evidence. EASC members commit themselves to provide the corresponding evidence for the certification on request.

5.5.2. Quality assurance for the functions (Mentoring Coach, Mentoring Supervisor, Instructor)

Holding a quality seal for one of the professional roles is a requirement for the quality seal of the functions. All function holders of EASC should also list the activities in the functions of Mentoring Coaching / Mentoring Supervision / training in their logbook. EASC provides a uniform template for this purpose.

The following evidence must be provided for the quality seal:

5.5.2.1. Quality assurance for practice

- Each Instructor should provide evidence for at least two training days per year. The training days may also be held at institutes of equivalent trade associations (e.g. DGSV, BSO).
- Each Mentoring Coach / Mentoring Supervisor should provide evidence for at least one Mentoring Coaching / Mentoring Supervision process in three years. This process may also be held at institutes of equivalent trade associations (e.g. DGSV, BSO).
- Each Instructor, Mentoring Coach, Mentoring Supervisor of EASC should take supervision / intervention for the respective role on a regular basis (at least 5 units per year).

5.5.2.2. Quality checking

In order to obtain a quality seal for a function, each member may send a corresponding formless, electronic application to the Office, attaching the logbook excerpt (for the previous three years) and will thus obtain a certificate on compliance with the quality standards. New quality seals may be applied for every three years.

The CQS shall perform random checks on the quality of the evidence. EASC members commit themselves to provide the corresponding evidence for the certification on request.

5.5.3. Quality assurance for Institutes:

For the purpose of quality assurance, the Institutes have an intensive exchange with the QS on the evaluation and implementation of the trainings in coaching and supervision at their annual Institutes' Meeting. It is expected that the Institutes contribute their experience from national and international training and practice to the Institutes' Meeting, so that they can be used for a shared process of continuous professional review and development.

5.5.3.1. Evidence of quality for practice

The following is required of certified Institutes of EASC:

- Execution of at least one certified Curriculum according to the Guidelines of EASC within a period of three years,
- Offer of continuous further training for coaches and supervisors,
- A regular participation in the Institutes' Meetings.

5.5.3.2. Quality checking

In order to obtain a quality seal as an Institute, evidence for the executed curricula and further trainings must be sent to the Office with a corresponding formless, electronic application (for the previous three years). The corresponding Institute will thus obtain a certificate on compliance with the quality standards. New quality seals may be applied for every three years. The board shall perform random checks on the quality of the evidence. EASC Institutes commit themselves to provide the corresponding evidence for the certification on request.

5.6. Structural quality for the training and the work of Supervisors, Coaches and Master Coaches

Professional attitude:

- **Reflectivity**
Reflection requires a fundamental attitude that focuses on and continuously questions the social patterns which people constantly create in their communication
Perceiving, observing and describing one's own experience, thoughts, feelings and convictions
Examining and designing current attitudes, including their origins in the past as well as the future attitudes supervisees / coaches want to adopt
- **Integrating theory and practice**
Exploring implicit and explicit theories of supervisees and Coachees. Their content-related, emotional and body-language messages are reflected and related to the concepts and theories of the supervisor / coach / master coach
- **Ambiguity tolerance**
Perceiving, discussing and reflecting upon the appearance of contradictory feelings and perspectives in conflicts. Tolerating tensions and exploring the various feelings that come up during the consulting process.

Perspective on person, work and organisation:

- Relating to different personal, professional and organisational values and cultures
- Structuring the person-work-organisation communication
- Forming function, role and status within an organisation
- Focussing on leadership

Handling diversity:

- **Diversity awareness**
Knowing and factoring in how values, communication styles and assumptions guide human action
Having come to terms with one's own assumptions and biases as a supervisor / coach / master coach
supporting supervisees / coachees in exploring their own stereotyping
- **Managing power, hierarchy and discrimination**
Recognising, reflecting and managing processes of power and resource distribution
Enabling supervisees / coachees to develop new manoeuvring space in dealing with them

5.7. Description of the competences of Supervisors, Coaches and Master Coaches according to EC Vision

Ambiguity tolerance

Perceiving, discussing and reflecting upon the appearance of contradictory feelings and views in conflicts. To experience this may change perspectives and goals. This includes tolerating tension and exploring the various feelings that arise during a counselling process. Ambiguity (also: complexity, ambivalence) is an integral part of the human condition and encompasses feelings, notions and attitudes about something or somebody. Ambiguity often creates unrest, anxiety or confusion in a person or a group.

Use of empathy

The use of empathy is a way of recognizing the supervisee's / coachee's emotional state as well as one's own emotional response as a supervisor, coach / master coach and of separating the two.

Being aware of (counter-)transference and one's own biases is a necessary requirement for giving supervisees / coachees feedback that promotes their development.

Dialogue

Narrative concept of reflection in which language plays a central role. It is the conversation of two equal participants: between the supervisor / coach / master coach and the supervisee / coachee, who mutually respect the way in which each of them experiences reality. Achieving authenticity of dialogue requires genuine curiosity and a desire for mutual understanding.

The supervisors' / coaches' / master coaches' questions support the supervisees / coachees in finding their own answers. They challenge the supervisees / coachees to comprehend their respective situation. Questions support the taking on of responsibility and thus initiate problem solving.

Different creative techniques can facilitate the dialogue.

Diversity

Knowing and factoring in how values, communication styles and assumptions guide human action. Having come to terms with one's own assumptions and biases as a supervisor / coach / master coach; this makes it possible to support supervisees / coachees in exploring their own stereotyping.

This includes recognising, reflecting and managing processes of power and resource distribution in a way that enables supervisees / coachees to develop new manoeuvring space in dealing with them.

Single supervision / coaching

Dyadic form of supervision / coaching, one supervisor / coach / master coach and one supervisee / coachee. The approaches differ according to frequency, interval and number of sessions. Sometimes only one session may take place; other approaches strictly define a minimum of sessions and intervals.

Effective management of conflicts and contradictions

Reflecting and discussing conflicts and contradictions from different perspectives, enables supervisees / coachees to develop more effective coping strategies

Ethics & values

In dealing with power, trust and responsibility, supervisors / coaches / master coaches maintain their personal and professional integrity by positioning themselves autonomously in relation to their client systems and colleagues.

Supervisors / coaches / master coaches are bound to keep confidentiality, handle the processes of contracting carefully and avoid becoming a party in conflicting interests.

Acting responsibly is an integral part of professionalism for supervisors / coaches / master coaches. They continuously develop their skills, ensure the reliability of the profession they exercise and support the learning processes of supervisees / coachees.

Feedback

Feedback refers to information provided to other persons about one's impressions of their behaviour. This information should answer the following questions: What do I perceive? What do I feel? How does it affect me?

The most important value is the opportunity to relate the intention and the effect of one's behaviour. Feedback both reinforces and challenges one's thinking and behaviour. In group settings, feedback facilitates individual and mutual learning, and it fosters the collaborative process.

Leadership and management

Integrating organisational requirements into the process, especially the frequently arising topics of authority, subordination and competition

Function and role

In a group-dynamic approach, function means the formal activities and responsibilities negotiated by the members in a social system. The members are bound to activities and responsibilities agreed in contracts and organisational frames of working together. Role in this case means behaviour and expectations of behaviour in social systems between two or more persons.

Other approaches use function and role more or less as synonyms.

Nevertheless, supervision and coaching clarify both the formal activities (functions) negotiated and communicated on an organisational level, and the roles in the sense of behavioural patterns found in social systems between people.

Group supervision / coaching

Supervision / coaching with participants who are not in formal professional or organisational contact. The participants may come from similar or different professions and professional fields. There are various approaches to the number of supervisees / coachees, the frequency, and the interval and number of sessions.

Integration of theory and practice

Exploring the supervisees'/coachees' implicit and explicit theories. His / her content-related, emotional and body-language messages are reflected and related to the supervisor's / coach's / master coach's concepts and theories.

This approach adds a new perspective to the supervisees' / coachees' situation and assumptions and supports deeper understanding of a theory and its application, which integrates a new element into an existing bigger picture. This integration may take place in a person, a group or an organisation.

Interactive process

An interactive process is what "happens" in supervision / coaching between the supervisees / coachees and the supervisor / coach / master coach. It concerns how they jointly shape their working relationship and deal with the verbalised and non-verbalised content of the conversation between the supervisee / coachee and the supervisor / coach / master coach.

Communication

Communication comprises any act of exchanging verbal and/or nonverbal signs. Communication as a core quality means a conscious and reflected approach to that ongoing exchange.

Meta-communication: communication on the various aspects of communication, on how contents, relationship, attractiveness and self-revelation are expressed verbally as well as nonverbally. Synonyms: second-order communication, communication about communication.

Contracting

- Identifying the expectations of all participants and defining them to a contracted and thereby testable form.
- Basic methodical element of each supervision / coaching process.
- The contracting may be dyadic – if an individual actively requests supervision / coaching – or as a triangle contract between the supervisees' / coachees' organisation, the supervisees / coachees and the supervisor / coach / master coach in case of supervision / coaching taking place within the context and upon request of an organisation.

Learning process

The process whereby knowledge, skills and competences are acquired through reflected experience. Characteristics and goals are related to the following various forms of learning:

- Experiential learning: learning from personal experience. Initiating from the practical experience of the individual and relating it to the effects of certain behaviour.
- Reflective learning: plays an important role in the cycle of experiential learning. The concept of reflection in learning as a continuous, persistent and careful consideration of any assumption or form of knowledge in light of the facts that support them and/or may lead to new conclusions.
- Integrated learning: process which facilitates the integration of professional, personal and methodological knowledge and the corresponding skills.
- Individualised learning: process based on the supervisees' / coachees' uniqueness in their knowledge, beliefs, abilities and learning styles.
- Dialogic learning: The central didactic device of learning in supervision is the dialogue: The supervisor / coach / master coach and the supervisees / coachees affirm and develop their relationship and conversational exchanges. The supervisor / coach / master coach joins the supervisees/coachees by listening, checking what was heard and by giving specific feedback.
- Double loop learning: by reflecting an experience, supervisees / coachees are able to modify a goal in the light of that experience. This approach shifts the focus from solving a problem to questioning the goal.
- Model learning: When supervisees / coachees experience an attitude or behaviour of the supervisor / coach / master coach and integrate parts of it into their own behaviour.

Methods

Methods are specific techniques to facilitate the process of supervision / coaching in order to improve the interaction between the persons, their professional role and the organisation.

New media supervision / coaching

Using new media to perform a (part of a) supervision / coaching process

Benefit for the organisation

On an organisational level supervision / coaching leads to better professional performance within the organisation by:

- Clarification of functions and roles;
- Effective handling of tensions and contradictions;
- Prevention and reduction of stress and burnout;
- Getting new insights;
- Supporting professionalization processes on all hierarchical levels and for all members.

Thereby supervision / coaching supports an improvement of the professional performance of the organisation and serves as an integrated part of quality management as well as change management.

Organisation

Taking into account not only the dyadic relationship between the supervisor / coach / master coach and the supervisees / coachees but also the organisation as a set of meanings and adjustments requirements comprised to a set of targets, processes and activities. The clients and customers who are the "end-users", i.e. the final recipients, of the supervisees' / coachees' professional actions and the supervisees / coachees also have to be taken into account

It is also important to be clear on which understanding – and on which theory – of organisation the supervisor / coach / master coach and the supervisees / coachees base their thinking and reflecting.

Organisation supervision / coaching

Organisation supervision / coaching contribute to an effective functioning of the organisation and are targeted at a change of the complex system "organisation". It takes place in regular and supervised / coached contacts of superiors and subordinates as well as members of different teams.

The focus is on reflecting upon the relationship between the team and the organisational environment, on clarifying positions of power and on the institutional and subjective ways of understanding roles and tasks.

The approach of organisational supervision contributes to the development of the organisational culture. Organisation coaching rather defines itself as a need-guided "on-the-job" method of organisational development.

Professionalization

Supervision and coaching are part of the supervisees' / coachees' professionalization processes. They support the supervisees' / coachees' professional growth.

Problem focussing

Reducing a current problem to sub-problems in order to make it more concrete, visible and manageable. This is advisable when a problem turns out to be chaotic and produces anxiety.

It supports supervisees / coachees in taking a step back from the problem to view it from a new perspective.

Process evaluation

Evaluation as a systematic, methodological means is an essential and integral part of supervision and coaching processes that is applied during all stages of the development of the relationship. Mutually agreed criteria are used for evaluation. It focuses on the process, the development and the expected and achieved outcomes.

Process moderation

Targeted use of all methods with regard to structuring the process and achieving contractually agreed goals.

Quality development

Continuous, targeted process of maintaining and developing one's own professional skills and abilities. This includes taking care of one's own personal and professional development and contributing to a professional community.

Reflection

Perceiving, observing and describing one's own experiences, thoughts, feelings and convictions. By doing so, current attitudes are related both to their origins in the past and with the future attitudes the supervisees / coachees want to adopt.

Reflection requires a basic stance that is focused on and continuously questions the social patterns human beings constantly create when communicating. Certain techniques support the supervisees / coachees in exploring their own impact on different situations. One may reflect on the contents, on the process and on the way of reflecting (meta-reflection).

Besides the meta-cognitive component (thinking about one's own thought processes), reflection includes an emotional component: the consideration of personal emotional states and behavioural components; which means analysing one's own behaviour, decisions and the consequences of one's actions. This is indispensable for drawing one's own conclusions about changes required to achieve wished-for outcomes in the future.

Therefore, reflection must not lead to quick solutions. It requires the ability to tolerate tension instead of trying to evade it by immediate action.

Reflecting

Reflecting is a fundamental method of learning and development in supervision / coaching. Moreover, reflecting upon one's own thoughts, needs and feelings in the work process helps strengthening the work relationship.

Settings

Settings describe the number of participants, the ways the participants are organised, the frequency and the media in use.

Building a stable working relationship

In order to strengthen the working relationship in the process, the supervisor / coach / master coach purposely uses empathy, reflecting, feedback, etc. A stable working relationship is essential for a successful supervisory or coaching process.

Team supervision / coaching

Supervision / coaching with teams. A team comprises a group of persons who share a common purpose. Teams are especially suitable to perform highly complex tasks; many tasks can only be performed by team members mutually depending on each other. Options: Team supervision / team coaching with or without a team leader.

Organisation

Taking into account not only the dyadic relationship between supervisor / coach / master coach and supervisees / coachees but also the organisation as a set of meanings and adjustment requirements comprised to a set of targets, processes and activities. Clients or customers who are the “end-users”, i.e. the final recipients, of the supervisees' / coachees' professional actions also have to be taken into account.

It is important to be clear on which understanding – and on which theory – of organisation the supervisor / coach / master coach and the supervisees / coachees base their thinking and reflecting.

Change

Focussing on possible and/or useful changes concerning a supervisee / a coachee / a team / an organisation within the process of supervision / coaching. These may be changes of perspective, attitude or behaviour, a more complex understanding of the problem situation, a better understanding of personal responsibilities and manoeuvring spaces in problem solving as well as the development of solutions on the level of the person or the system.

5.8. Cooperating trade associations and institutes

5.8.1. Access II – cooperating trade associations

There is a process of recognition between EASC and the appropriate trade association with equivalent training standards for the certification in the professions coach, master coach, supervisor EASC and the functions mentoring coach / mentoring supervisor and trainer. In these cases the submission of the certificate of the trade association and a personal coaching concept resp. supervision concept is sufficient, according to which certification is applied for.

5.8.1.1. Recognition of the certificates of DGTA (German association for Transaction analysis) or IATA (International association for transaction analysis)

New:

1. Certificate of DGTA Transactional Analysis Counsellor

The following documents have to be sent to the CQS in order to obtain the EASC certificate Coach EASC:

- Certificate of Transactional Analyst Counsellor
- Evidence of complementary training of 30 units with regard to the plural method approach (referring to concepts relevant for coaching)
- Documentation of coaching processes given (at least 15 units of coaching given, see EASC logbook)
- The accreditation applies to the profession Coach EASC

2. Certificate of DGTA (CTA) Certified Transactional Analyst

Is complemented by (level 1)

Matthias Sell will present a revised draft for this whole section

The following documents have to be sent to the CQS in order to obtain the EASC certificate Coach EASC or Supervisor EASC:

- CTA certificate
- Coaching- and / or supervision concept
- Documentation of given coaching and / or own supervision processes (look logbook EASC)

The accreditation is provided for the profession for which the concepts and experience are documented.

3. Certificate of DGTA (STA) Supervising Transactional Analyst

The following documents have to be sent to CQS to get the EASC certificate for the function mentoring coach or mentoring supervisor EASC:

- Accreditation as Coach and/or Supervisor EASC
- STA certificate

- Submission of a mentoring coach and / or mentoring supervision concept
- Documentation of given processes as mentoring coach and / or mentoring supervisor (see logbook EASC)
- Attendance at an appropriate evaluation workshop at an EASC Institute

The accreditation is provided for the profession for which the concepts and experience are documented.

4. Certificate of DGTA (TTA) Teaching Transactional Analyst

The following documents have to be sent to CPS to get the EASC certification for the function Instructor EASC

- Accreditation as Coach EASC and / or Supervisor EASC
- TTA certificate
- Training concept for coaching and / or supervision
- Documentation of instructor experience at a TA Institute
- Attendance at an appropriate evaluation workshop at an EASC institute

The accreditation is provided for the profession for which the concepts and experience are documented.

6. Role of EASC Institutes

The EASC Training Institutes represent EASC. The rights and duties of the Training Institutes are defined in the By-laws and in the Manual of EASC. The training standards of EASC are predominantly assured by recognized Curricula and Institutes. The Institutes take part in Institutes' Meetings.

6.1. Curricula EASC

As coaching and supervision combine various different methods, EASC does not stipulate concrete contents but only framework conditions. The procedures and conditions of a training course are described in a training curriculum, including the requirements – in particular the ethical and personal criteria – which EASC has defined for the respective training context. The minimum requirements are based on the respective standards for coaches, master coaches or supervisors.

To execute a new curriculum (coaching or supervision) with EASC certification it is necessary to have it approved. For this purpose the curriculum has to be created according to the criteria described in this Manual. Binding regulations regarding the process quality, result quality and structural quality for the wording of the curricula for all professions can be found in 5.3 to 5.6 of this Manual.

The following shall also be presented:

- the didactic concept
- the number of training blocks and training days
- the training contents with the corresponding training units.

A separate curriculum has to be submitted for each profession (coaching / master coaching / supervision).

It is the task of CQS in an exchange with the submitting person or Institute to check whether the curriculum complies with the standards of EASC.

General procedure:

- ✓ Submission of the respective curriculum to CQS via the EASC Office
- ✓ Examination of the curriculum by the CQS with a recommendation to the board of EASC
- ✓ Confirmation of the curriculums by the board of EASC
- ✓ After that the curriculum may be executed as an EASC Curriculum
- ✓ The organisation of the first examination has to be agreed with the CQS.

If the curriculum has been approved by the CQS and by the board, it may be called and advertised as "EASC certified".

6.2. Access as Institute EASC

The preliminary access as an Institute is granted as soon as a cooperation with an existing EASC institute is agreed in a contract and the execution of the curriculum has been started. For the final acceptance the correct execution has to be confirmed by the cooperating institute. The approval is given by the Executive Board.

An EASC Institute may only be founded by members of EASC and supported by an existing Institute of EASC. The *preliminary* access as an Institute will be granted as soon as a support from an existing Institute of EASC (in the following "Supporting Institute") has been contractually agreed.

The tasks of the Supporting Institute during the process of recognition are the following:

- Compilation of a training curriculum to be approved by the CQS, unless the approved Curriculum of the Supporting Institute is executed
- Organisation of the training according to the Manual
- Correct execution of the curriculums, including final examination
- Review of the training candidates' study achievements
- Support and supervision of Instructors and, if applicable, Co-Instructors
- One instructor of the Supporting Institute must attend at least 30 % of the training

For the *final* access the Supporting Institute must confirm the correct execution. Then access may be approved by the board of EASC after presentation of the case by way of a recommendation by the Institutes' Meeting. The training permission shall only be valid for the profession for which the training concept and curriculum has been presented and accepted.

Exceptions, for example if the institute is the first applicant in a country where EASC is not yet represented, may be accepted in agreement with the CQS and the Executive Board.

General procedure:

- ✓ Recognized Curriculum (see above)
- ✓ At least 2 EASC Instructors among the training staff. The percentage of trainings by Instructors of the cooperating EASC institute has to be at least 30%
- ✓ A curriculum for either coaching, master coaching or supervision has to be executed successfully in cooperation with an EASC institute.
- ✓ If the applicant is from a country where there are no EASC Institutes at the time, direct negotiations of exceptional rules with the Executive Board shall be possible.

The designation "Institute EASC" entitles the holder to carry out recognized Curricula, evaluation workshops and examinations according to the EASC Guidelines.

7. Training framework and examination criteria

7.1. Training framework and recommendations

The quality standards described in Chapter 5 are the framework conditions for the compilation of EASC Curricula. The following descriptions shall serve as recommendations for the content of EASC Curricula. This part is complemented by Chapter 9, Documents.

1. Overview/history and development of supervision, coaching and master coaching and EASC
2. Supervision and coaching/master coaching philosophy, view of human beings, ethics, areas of application of supervision, master coaching and coaching
3. Meaning of contracts
4. Definition of/differences between supervision, master coaching and coaching, levels of supervision, master coaching and coaching
5. Foundations for various concepts of supervision, master coaching and coaching, concepts of depth psychology and relationship analysis, Gestalt-based concepts, action-oriented concepts, systemic concepts, group-dynamic concepts, etc.
6. Settings for supervision, coaching and master coaching
7. Diagnostics and interventions
8. Meaning of "field survey" competency, understanding of organisational systems, organisational development.

7.2. Access requirements for oral examination

- Evidence of examination requirements is based on the study logbook (template institute)
- The training in coaching and supervision presupposes a willingness to examine personal issues in relation with the training group and the trainers
- The training is organised on the basis of processes and therefore usually takes 1-2 years for coaching and 3-4 years for supervision.

7.3. Oral examination

Independent examiners ensure a fair examination process according to international standards. Each examination is organised by an examination coordinator who is a member of EASC and is confirmed by the CQS. The EASC Office has to be informed of the holding of examinations at least four weeks in advance. The names of the examination participants, the examination board, the examination coordinator and the examination mediator have to be stated for that purpose. The Office sends the exam registration to the CQS and waits for its approval. After reception of the approval, the Office informs the institute. The exam coordinator informs the Office which candidates have passed the exam and which ones haven't (see Chapter 7.4.1.9.). The exam coordinator also makes sure that the exam documents are archived at the training institute (logbook part 1, examination sheet and minutes, archiving period: 10 years).

7.3.1. Oral examination procedure for the two professions

- The examination coordinator ensures a correct examination (checklist for the execution of examinations: see Chapter 9).
- An examination board consists of three examiners (including the chair)
- The participation of an assessor is possible. The assessor is not actively involved in the examination but has a mere advising function. He/she can give feedback in the intermediate and the final evaluation of the examination. He/she can give feedback to the board of examiners after the exam.
- The chair (examination chairperson) organises and manages the examination process.
- He/She predominantly ensures a good process climate and organise the feedback process during and after the exam.
- The examination philosophy of EASC defines the examination within the spirit of a colloquium/expert discussion that is carried out in a resource-oriented and benevolent way. "We examine what candidates know, not what they don't know."
- Any changes to the process of the examination require the approval by the examination coordinator.
- The duration of the examination is approx. 60 minutes in total. This time is structured as follows:
 - Introduction and first examination block (approx. 20 minutes),
 - An intermediate evaluation after that (5 minutes), in which the examiners ask the candidate for a feedback and then give the candidate feedback on the content of and the behaviour during the examination,
 - A second examination block (approx. 20 minutes),
 - The evaluation (5-10 minutes),
 - At the end the candidate is told the result and given feedback again, a feedback by the candidate concludes the examination (5 minutes).
- During the evaluation of the examination the candidate leaves the room. The chair calls up the assessment items and enters them into the evaluation sheet (see: templates, Chapter 9).
- With the three examiners the candidate has to reach 46 credit points (of a maximum of 90) and 2 of the 3 examiners have to vote with "YES".
- The case work and, if applicable, the processes documented in the logbook serve as an orientation for the content of the examination.
- The course of the examination is fixed in a brief record (description of content and process: see template, Chapter 9).
- In case of difficulties during the examination, the candidate as well as the examiners shall be entitled to call in the examination mediator. The candidate may appeal to the examination mediator until the start of the evaluation of the examination. The examiners may call in the examination mediator during the evaluation, too. The time of the mediation is added to the examination time.
- The examination mediator and the examination coordinator is available during the examination.

7.4. Examination regulations for the examination in coaching and supervision

The examination in coaching and/or supervision is an important quality feature. These examination regulations therefore have to be introduced as a standard by the Institutes.

The examination procedure is the same for coaching and supervision. The contents correspond to the standards for Coaches and Supervisors, respectively.

To ensure a professional examination, all those involved have certain tasks and responsibilities for parts of the processes.

7.4.1. Task of EASC Institutes and the Office

- In the preparation of the examination (checklist for examination registration: see Chapter 9):
 1. Recommendation of candidates for the examination on the basis of completely met examination requirements (see Chapter 5.2.x),
 2. Preparation of candidates for the examination procedure,
 3. Nomination of examiners, at least 50% of whom have to be members of EASC,
 4. Appointment of the examination coordinator (EASC member),
 5. Appointment of the moderator (EASC member).
 6. Registration of the examination at the EASC Office and the CQS at least four weeks before the examination date,
 7. All exam candidates who wish to obtain an EASC certificate must have registered at the EASC website as a member before the exam registration (the Training Institute issues a PDF confirmation to the candidate for this purpose, confirming that the candidate is currently attending a training to become a coach, master coach or supervisor). The applicant must upload the PDF confirmation. 50% of the membership fee will be due during the training.
 8. The Office issues the certificates IN ADVANCE for all exam candidates who have already registered with EASC as candidates and sends them to the respective Institute by mail plus collective invoice. Together with its own certificate, the Institute hands the EASC certificate to all exam candidates who have passed the exam. Should anyone have failed the examination, the Institute shall destroy the corresponding EASC certificate.
 9. After the examination, the Institute informs the Office who has passed. For this purpose, the Institute sends a copy or a photo file of the **signed** certificate of the Training Institute to the Office. The Office then changes the status of the person who has passed the exam at the website from «Candidate» to «Coach», «Master Coach» and/or «Supervisor». In the **following** year, 100% of the membership fee shall be due.
- Procedure:
 1. Candidates may not be examined by their own trainers and/or mentoring supervisors!
 2. Briefing of candidates by the Training Institute,
 3. Execution of the examination using the examination sheets (see Chapter 9).

7.4.2. Task of training candidates

- All candidates have to meet the requirements for the examination according to the criteria listed in Chapter 5,
- The corresponding documents have to be available for viewing during the examination.

7.4.3. Task of EASC/CQS

The CQS confirms the examination board, the examination coordinator and the **moderator**. EASC is officially represented by the examination coordinator.

7.4.4. Task of the examination coordinator

- The examination coordinator ensures the compliance with the examination regulations and confirm it by signing the checklist for the execution of the examination (see Chapter 8),
- He/she organises the briefing of the examiners.
- He/she compiles the corresponding documentation (see Chapter 8) and organises the debriefing after the examination.

7.4.5. Task to do in difficult examination situations

- The **moderator** is appointed by the Training Institute and is available during the examination times.
- He/she may be called in by the examination board and/or the candidate only during the examination for reflection and clarification of the process in case of irregularities.
- He/she has no decision-making power. The responsibility for the examination result remains with the examination board.

7.4.6. Complaint process after a failed examination

Should candidates wish to file a complaint with the examination supervisor regarding their failed examination, they may do so only on the day of the examination.

The **moderator** shall then call together the corresponding examination board and the head of the corresponding Institute for a hearing of the candidate.

After the hearing, the examination board and the head of the Institute shall take a final decision on whether the decision taken previously by the examination board should be revised or not. In case of a draw, the final decision shall be taken by the chair of the respective examination board.

7.5. Evaluation sheets for examinations

The examination shall give candidates an opportunity to show their skills. The examination is therefore organised in a way that is focused on resources and not on looking for deficits. In the following we show the template for the evaluation sheet for the examination in coaching and the template for the evaluation sheet for the examination in supervision.

candidate: _____

Examination Coach EASC

1. Contractual clarity					
Description	Parameters	1	2	3	Credit points
<ul style="list-style-type: none"> Role clarity coach / coachee Target agreement / contractual soundness Clarity on triangle contracts / coaching phases / formalities 	<ul style="list-style-type: none"> Visibility Clear wording Reduction of complexity 	No knowledge	rudiments	unclear	5 Clear contracts and approaches 4 Basics contained 3 unclear
2. Ability to conceptualize coaching process					
Description	Parameters	1	2	3	Credit points
<ul style="list-style-type: none"> Clarity on person / role Method knowledge Intervention knowledge Clear arrangement of coaching process Clear focus formation 	<ul style="list-style-type: none"> Clear process arrangement Soundness of explanation Consideration of complexity 	No arrangement visible	rudiments	Unclear	5 Explainable concept 4 Basics considered 3 Unclear
3. Understanding of theory					
Description	Parameters	1	2	3	Credit points
<ul style="list-style-type: none"> Soundness of definitions Explanation of theories used Knowledge on application of theory in practise 	<ul style="list-style-type: none"> Ability to explain Ability to make links Method implementation in the process 	No explained concepts	Rudiments	Imprecise description	5 Explanation / explained application 4 Detailed explanation 3 Imprecise description
4. Understanding of organizational systems					
Description	Parameters	1	2	3	Credit points
<ul style="list-style-type: none"> Overview over legal forms Basic knowledge on organizations and organizational charts Recognition of contexts: organization, person, role Knowledge about the distinction institution / organization 	<ul style="list-style-type: none"> Visibility Interpretation of organizational charts Understanding of system and effect 	No knowledge of organizations	Rudimental explanations	Unclear distinction between organizational forms	5 Precise description, good system understanding 4 Basic knowledge on organizations 3 Unclear distinction between organizational forms
5. Competency of application of relationship process					
Description	Parameters	1	2	3	Credit points
<ul style="list-style-type: none"> Relationship organization in the consulting process and in the examination Recognition of and dealing with discounts 	<ul style="list-style-type: none"> Relationship building Ability to reflect on their own relationship organization Steering of relationship dynamics 	No differentiated knowledge	Rudimental recognition of relationship dynamics	Clear recognition of relationship dynamics	5 Possibilities of intervention existent 4 Self-reflection of their own contributions to relationship dynamics in the process 3 Clear recognition of relationship dynamics
6. Personality competency					
Description	Parameters	1	2	3	Credit points
<ul style="list-style-type: none"> Awareness of the effect they have Process arrangement (examination) Awareness / self-reflection Professionalism 	<ul style="list-style-type: none"> Personal manner Effect authenticity 	No awareness of their effect	Rudimental awareness of their effect visible	Rudimental awareness of their effect and steering competency visible	5 Predominant awareness of personal manner + good self-steering competency 4 Awareness of their effect visible, but little steering competency 3 Rudimental awareness of their effect and steering competency visible

Examiner: _____

Credit points: _____

7.5.2. Evaluation sheet for examinations in supervision

Examination Supervisor EASC

Candidate: _____

1. Contractual clarity						
Description	Parameters		Credit points			
<ul style="list-style-type: none">Role clarity supervisor / superviseeTarget agreement / contractual soundnessClarity on triangle contracts / supervision process / formalities	<ul style="list-style-type: none">VisibilityClear wordingReduction of complexity	1	2	3	4	5
		No knowledge	rudiments	unclear	Basics contained	Clear contracts and approaches
2. Ability to conceptualize coaching process						
Description	Parameters		Credit points			
<ul style="list-style-type: none">Clarity on person / roleMethod knowledgeIntervention knowledgeClear arrangement of supervision processClear focus formation	<ul style="list-style-type: none">Clear process arrangementSoundness of explanationConsideration of complexity	1	2	3	4	5
		No arrangement visible	rudiments	Unclear	Basics considered	Explainable concept
3. Understanding of theory						
Description	Parameters		Credit points			
<ul style="list-style-type: none">Soundness of definitionsExplanation of theories usedKnowledge on application of theory in practiseClear utilization of various psychological theories and concepts	<ul style="list-style-type: none">Ability to explainAbility to make linksMethod implementation in the process	1	2	3	4	5
		No explained concepts	Rudiments	Imprecise description	Detailed explanation	Explanation / explained application
4. Understanding of organizational systems						
Description	Parameters		Credit points			
<ul style="list-style-type: none">Overview over legal formsBasic knowledge on organizations and organizational chartsRecognition of contexts: organization, person, roleKnowledge about the distinction institution / organization	<ul style="list-style-type: none">VisibilityInterpretation of organizational chartsUnderstanding of system and effect	1	2	3	4	5
		No knowledge of organizations	Rudimental explanations	Unclear distinction between organizational forms	Basic knowledge on organizations	Precise description, good system understanding
5. Competency of application of relationship process						
Description	Parameters		Credit points			
<ul style="list-style-type: none">Relationship organization in the consulting process and in the examinationRecognition of and dealing with discounts / transference / resistance / TA patternsAbility to reflect on relationship dynamics	<ul style="list-style-type: none">Relationship buildingAbility to reflect on their own relationship organizationSteering of relationship dynamics	1	2	3	4	5
		No differentiated knowledge	Rudimental recognition of relationship dynamics	Clear recognition of relationship dynamics	Self-reflection of their own contributions to relationship dynamics in the process	Possibilities of intervention existent
6. Personality competency						
Description	Parameters		Credit points			
<ul style="list-style-type: none">Awareness of the effect they haveProcess arrangement (examination)Awareness / self-reflectionProfessionalism	<ul style="list-style-type: none">Personal mannerEffectauthenticity	1	2	3	4	5
		No awareness of their effect	Rudimental awareness of their effect visible	Rudimental awareness of their effect and steering competency visible	Awareness of their effect visible, but little steering competency	Predominant awareness of personal manner + good self-steering competency

Examiner: _____

Credit Points: _____

7.6. Framework conditions for an evaluation workshop EASC for Mentoring Coaches, Mentoring Supervisors and Instructors

7.6.1. Purpose

The purpose of an evaluation workshop is to offer participants an opportunity to be evaluated for a function within the context of further training in supervision and coaching. This means that the current position regarding the work in the functional area of mentoring supervision and/or training is established on the basis of scales used for assessment and evaluation.

7.6.2. Requirements

- For the accreditation as a Mentoring Coach, according to Chapter 5.2.3.
- For the accreditation as a Mentoring Supervisor, according to Chapter 5.2.5.
- For the accreditation as a Trainer, according to Chapter 5.2.6.

The trainer function is only granted for the submitted concepts of the corresponding professions.

7.6.3. Execution of an evaluation workshop

The evaluation workshop is carried out by two Instructors, at least one of whom must be certified by EASC.

They write the corresponding recommendation letters after the end of the evaluation workshop.

7.6.4 Content

The evaluation workshop is subdivided into various parts, which represent the different levels of mentoring coaching, mentoring supervision and teaching/training.

7.6.4.1. The teaching/learning concept

Participants of the evaluation workshop

- For the mentoring coaching/mentoring supervision function compile their concept of mentoring coaching/supervision in writing. Focus on the reflection about the professional identity, role and profession of coaches in training. Reflection: one's own (external) coaching processes; training contents and dynamics; authority conflicts with trainers and participants; one's own personality shares / self-experience; customer acquisition, self-marketing and payment
- For the instructor function compile their further training concept on coaching, master coaching or supervision in writing.
- Present and explain their conception(s). They are given feedback by the other participants and by the heads of the evaluation workshop.

-

7.6.4.2. Teaching

Participants of the evaluations workshop

- For the mentoring coaching/mentoring supervision function present a 10-15 minutes sample of their teaching in mentoring coaching/mentoring supervision.
- For the training function hold a teaching unit of 45-60 minutes.

The head of the evaluation workshop and the group of participants give feedback afterwards.

7.6.4.3. Mentoring coaching / mentoring supervision and training supervision

Participants of the evaluation workshop

- For the mentoring coaching/mentoring supervision function hold one unit of mentoring coaching / mentoring supervision.
- For the training function hold a training feedback talk.

The head of the evaluation workshop and the group of participants give feedback afterwards.

7.6.4.4. Ethical Guidelines for presentation in the evaluation workshop

The head of the evaluation workshop explains the attitude of EASC and the implementation on the following topics:

- Basic ethical attitudes of the trade,
- Their implementation in practice,
- Meaning of ethical values with regard to the wellbeing and rights of clients,
- Ethical attitudes with regard to one's own further training and mentoring coaching / mentoring supervision.

7.6.4.5. Evaluation

The head of the evaluation workshop performs a total evaluation with each participant.

A recommendation letter for the respective function is given (signed by both trainers) to participants if their participation has been successful.

7.6.5.1. Criteria for the evaluation workshop for acceptance as Master Coach EASC

Name candidate: _____

1. Clarity with regard to the task as a master coach				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Profession • Professional role • Identity • Knowledge of management consultation (task oriented) 	<ul style="list-style-type: none"> • focussing on tasks • process design • ability to confront 	Strengths	Developmental steps	Remarks
2. Theoretical understanding				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Descriptions • Definitions • Interrelation of concepts • Interdisciplinary thinking 	<ul style="list-style-type: none"> • Ability to explain contents • Ability to give reasons • Ability to make links • Practical implementation of theories 	Strengths	Developmental steps	Remarks
3. Transfer competence				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Ability to abstraction • Translation into other contexts • Sustainability • Ability to make links 	<ul style="list-style-type: none"> • Conclusiveness • Methodical implementation in the process • Process arrangement / individuality / flexibility 	Strengths	Developmental steps	Remarks
4. The person in the role as master coach				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Contact • Awareness • Process arrangement • Organization of relation 	<ul style="list-style-type: none"> • Coherence in the role • Coherence as the person • Coherence of role and person 	Strengths	Developmental steps	Remarks
5. Mastercoaching concept				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Master coach concept of his/her own • Targets • Framework conditions • Settings 	<ul style="list-style-type: none"> • Completeness • Conclusiveness • Practicality 	Strengths	Developmental steps	Remarks

Trainer: _____

Trainer: _____

7.6.5.2. Criteria for the evaluation workshop for acceptance as Mentoring Coach or Mentoring Supervisor EASC

Name candidate: _____

1. Clarity with regard to the task as mentoring coach or mentoring supervisor				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Profession • Professional role • Identity • 	<ul style="list-style-type: none"> • Focussing on tasks • Reflection on and recognition of developmental need • Ability to confront 	Strength	Developmental steps	Remarks
	↓			
2. Theoretical understanding				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Definitions • Curriculum • Learning concepts and learning methods 	<ul style="list-style-type: none"> • Ability to explain contents • Ability to give reasons • Ability to make links 	Strength	Developmental steps	Remarks
	↓			
3. Transfer competence of teaching – learning processes				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Didactics / methods • Sustainability • Translation into other contexts 	<ul style="list-style-type: none"> • Conclusiveness • Methodical transfer in the learning process • Process arrangement / individuality / flexibility 	Strength	Developmental steps	Remarks
	↓			
4. The person in the role as mentoring coach or mentoring supervisor				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Contact • Awareness • Process arrangement • Knowledge of dynamic of relations • Organisation of relations 	<ul style="list-style-type: none"> • Coherence in the role • Coherence as the person • Coherence of role and person 	Strength	Developmental steps	Remarks
	↓			
5. Mentoring coaching / mentoring supervision (unit)				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Consideration of focussing (profession, professional role, identity) • Conceptualization • Confrontation 	<ul style="list-style-type: none"> • Role awareness • Role assuredness • Role authority 	Strength	Developmental steps	Remarks
	↓			
6. Concept of mentoring coaching / concept of mentoring supervision				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Tasks of mentoring coaching / mentoring supervision • Targets • Learning concepts • Framework conditions • Setting 	<ul style="list-style-type: none"> • Completeness • Conclusiveness • Practicality • 	Strength	Developmental steps	Remarks
	↓			

Trainer: _____

Trainer: _____

7.6.5.3. Criteria for the evaluation workshop for acceptance as Instructor EASC

1. Clarity with regard to the task as a trainer				
Description	Parameter	Notes for evaluation		
Contents of training: <ul style="list-style-type: none"> • Profession • Development • Further development Person in training <ul style="list-style-type: none"> • Profession • Professional role • identity 	<ul style="list-style-type: none"> • focussing on tasks • reflection on and recognition of developmental need • ability to confront 	Strengths	Developmental steps	Remarks
2. Theoretical understanding of teaching – learning processes				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Definitions • Curriculum • Learning concepts and learning methods 	<ul style="list-style-type: none"> • Ability to explain contents • Ability to give reasons • Ability to make links 	Strengths	Developmental steps	Remarks
3. Transfer competence of teaching – learning processes				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Didactics / methods • Sustainability • Translation into other contexts 	<ul style="list-style-type: none"> • Conclusiveness • Method implementation in the learning process • Process arrangement / individuality / flexibility 	Strengths	Developmental steps	Remarks
4. The person in the role (as mentoring supervisor or trainer)				
Description	Parameter	Notes for evaluation		
	<ul style="list-style-type: none"> • Coherence in the role • Coherence as the person • Coherence of role and person 	Strengths	Developmental steps	Remarks
5. Training supervision (unit)				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Consideration of focussing (profession, professional role, identity) • Conceptualization • Development 	<ul style="list-style-type: none"> • Role awareness • Role assuredness • Role authority 	Strengths	Developmental steps	Remarks
6. Training concept				
Description	Parameter	Notes for evaluation		
<ul style="list-style-type: none"> • Curriculum • Targets • Teaching – learning concepts • Framework conditions 	<ul style="list-style-type: none"> • Completeness • Conclusiveness • Practicality 	Strengths	Developmental steps	Remarks

Trainer: _____

Trainer: _____

8. Documents

8.1. Templates for the examination process, including evaluation sheets

8.1.1. Examination result

	Coaching examination		Supervision examination
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Institut: _____

Chair _____ Candidat/in _____

Exam started _____ Exam finished _____

Prüfer/innen	1	2	3	4	5	6	total
Chair							
2nd examiner							
3rd examiner							

Unterschriften

Chair

2nd examiner

3rd examiner

Kandidat has passed	yes	no
Chair		
2nd examiner		
3rd examiner		

1st observer

2nd observer

8.1.2. Examination record

Examination in coaching		Examination in supervision	
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Candidate:

Process of examination:

Content of examination:

8.2. Checklists for examination registration and execution

8.2.1. Checklist for examination registration

In this checklist EASC Institutes examination coordinators will find the tasks to be completed for a correct registration of an examination according to the EASC standard.

The examination may be organised by the Institute, in which case the appointed examination coordinator has to check them, or by the examination coordinator him- or herself.

The examination coordinator has to be confirmed by the CQS.

Organisation of examination participants

- ☐ Appointment of examination coordinator by the Training Institute (has to be a member of EASC).
- ☐ Appointment of examination candidates by the Training Institute (The Institute has to check the compliance with the requirements and present them to the examination coordinator).
- ☐ Definition of the number of examination boards.
- ☐ Nomination of examiners (3 per board, chair inclusive, at least 50 % have to be EASC Member)
- ☐ Decision on whether the examination boards shall have assessors (maximum: two). If applicable, appointment of assessors.
- ☐ Appointment of examination mediator (has to be a member of EASC)

Registration of examination

An examination has to be announced at least four weeks in advance to the Office and the CQS and it has to be approved by the CQS.

- ☐ naming of examination coordinator
- ☐ naming of examination mediator
- ☐ naming of the candidates
- ☐ naming of the examiners (The examiners may not have a personal relationship to candidates, they may not have worked with them in a function (mentoring coach, mentoring supervisor, instructor).

8.2.2. Checklist for examination execution

Checklist of examination execution

In this checklist, EASC Institutes and examination coordinators will find the tasks to be completed for a correct execution of an examination according to the EASC standard.

Organisation of examination procedure: (see also Chapter 6)

- ☐ Organisation of the examination boards
- ☐ Compilation of time schedule for the examination processes
- ☐ Organisation of briefing and debriefing for examiners
- ☐ Provision of examination sheets and documents for the examination record (see 8.5x)
- ☐ Organisation and equipment of examination rooms (chair setting and flipchart)
- ☐ Preparation of certificates with names of examiners and space for signatures
- ☐ Catering on examination day
- ☐ Ensuring presence of examination mediator and examination coordinator
- ☐ Document archiving (logbook part 1, examination sheet and minutes)
- ☐ Information to the Office on which candidates have passed and/or failed the examination

8.3 Logbook

(link to website)

8.4 Vorlagen Studienbücher

8.4.1 Studienbuch Coachingausbildung

Link zur website

8.4.2 Studienbuch Master-Coachingausbildung

In dieser Checkliste finden EASC Institute und Prüfungskoordinatoren die Aufgaben zu einer ordnungsgemäßen

8.4.3 Studienbuch Supervisionsausbildung / Supervisionsaufbauausbildung

Link zur website

8.5 Logbuch

Link zur website

8.6. Ethical Guidelines

The document "Ethical Guidelines" is part of the manual. It is maintained and evaluated by the Ethics Committee. It is sent out on demand by the EASC Office.

9. List of amendments compared to the preceding version
