

EASC Institutes Meeting Activity Report: September 2024 – September 2025

Introduction

This document serves as the official annual report summarizing the key activities, strategic discussions, and significant decisions of the European Association for Supervision and Coaching (EASC) Institutes meetings held between September 2024 and September 2025. The purpose of this report is to provide association members with a transparent and comprehensive overview of the year's progress, challenges, and strategic direction ahead of the annual members' meeting. It reflects a period of significant transformation, focused on enhancing quality standards, navigating strategic partnerships, and fostering a vibrant and engaged professional community.

1.0 The Evolution of Our Community: Growth and Transitions

A key focus of the year was the dynamic evolution of the EASC's membership base, reflecting both growth through new accreditations and natural transitions within our community. The Institutes meetings served as the primary forum for welcoming new members and managing changes in leadership and status among existing institutes. Maintaining a vibrant and engaged network is of strategic importance, and this reporting period demonstrated a healthy dynamism in our community's composition.

1.1. Welcoming New Institutes and Members The association was pleased to accredit and welcome several new institutes, each bringing unique strengths, innovative methodologies, and diverse perspectives to the EASC network.

- **ICS Bielefeld (Intelligent Change Solutions)**
 - Key Focus: Specializes exclusively in Business Coaching, built on four core competencies with a central theme of developing perception.
 - Unique Attributes: ICS employs an innovative hybrid learning model, combining live online sessions with intensive on-site training in Valencia and Bielefeld. As a certified B-Corporation, it is committed to balancing "profit, people, and planet." Their scalable digital approach was noted as having significant potential for growth.
- **Institute for Sustainability Coaching (INC), University of Bremen**
 - Key Focus: Integrates coaching with sustainability, encompassing social and economic dimensions. The program is designed to train participants in "Coaching 3.0," which adds sustainability solutions to traditional coaching models.
 - Unique Attributes: This institute is fully integrated within the University of Bremen's Master of Science program in Business Psychology. It has a particular focus on training Generation Z in a coaching mindset and engages in transdisciplinary research and collaboration with practitioners, particularly sustainability managers.
- **Gordon & TA Training and Consulting Ltd.(Hungary)**

- Key Focus: Provides inter-professional supervisor training grounded in Transactional Analysis (TA) and Gestalt methodologies, with a unique approach to communication theory and relationships.
- Unique Attributes: With a 20-year history, the institute actively builds bridges between the EASC and other major professional bodies in Hungary and other adjoining countries, including the ICF, EMCC, and ANSE.
- **Coaching Institut Dresden (Dr. Ulla Nagel)**
 - Key Focus: Offers systemic coaching for managers, teams, and organizations, integrating depth psychological approaches. The target audience is professionals who view relationship management as a critical success factor.
 - Unique Attributes: The curriculum is structured around the proprietary KIPSA model (Contact, Content, Personality, System, Clarification of Concerns). Dr. Nagel brings extensive experience from industrial and engineering psychology and has plans to expand offerings to include Master Coach and Teaching Supervision courses.

1.2. Navigating Membership and Leadership Changes The reporting period also saw several important transitions within the existing EASC community, which were duly noted and managed by the board.

- **Leadership Transitions:**
 - Leadership of the 4progress institute was handed over to Rahel Sondheimer.
 - Leadership of the Progressio institute was handed over to Fabian Esser.
- **Departures and Status Changes:**
 - The institutes Imago, INITA, and FELIX Institute officially left the EASC.
 - The "Institut für Entwicklungsberatung" will leave EASC as of December 31st.

These community evolutions underscore the importance of robust quality standards that apply to all members, new and old, leading directly to the year's most significant strategic initiative.

2.0 Enhancing Quality and Standards: The New Manual Initiative

The development and implementation of the New Manual was a central and recurring theme of the year's meetings. This initiative represents a significant, association-wide effort to standardize quality, modernize procedures, and reinforce the value of an EASC certification across Europe. It has spurred deep and productive dialogue among the institutes about the future of our profession.

2.1. Core Reforms: Recertification and Competence Orientation Discussions, particularly during the September 2024 meeting, clarified the fundamental changes introduced by the New Manual.

- **Shift to Competence Orientation:** A primary philosophical change is the move toward a competence-oriented framework for quality criteria, focusing on demonstrated abilities rather than simply fulfilled requirements.
- **Institute Recertification:** A mandatory recertification process for all institutes will be introduced, occurring approximately every five years. To facilitate a smooth and collaborative rollout, a call was made for a volunteer institute to participate in a pilot program, allowing for a shared learning process.
- **University Cooperation:** The new recertification framework includes provisions for awarding ECTS (European Credit Transfer and Accumulation System) points, a critical step to enhance and simplify collaboration with academic universities.

2.2. The New Examination Procedure: Standardization and Debate Proposed changes to the examination process were a major topic of discussion, with clear goals, specific actions, and significant feedback from the institutes.

- **Stated Goals:**
 - To achieve long-term quality development in examinations.
 - To standardize examination procedures across all institutes.
 - To make the administration of examinations easier for the institutes.
- **Proposed Actions:**
 - Creation of a central pool of EASC-trained examiners.
 - Development of standardized training materials for examiners.
 - Establishment of fixed examination dates managed by the EASC office.
 - Production of video briefs in multiple languages to clarify roles and expectations for all participants.
- **Institute Dialogue and Concerns: The proposals generated a robust dialogue, reflecting a mix of support and apprehension.**
 - **Support:** Members acknowledged the potential for a clearer quality reputation, which was seen as particularly valuable for state-affiliated institutes like the Vyskumny ustav detskej psychologie a patopsychologie (VUDPaP) in Slovakia.
 - **Concerns:** Significant worries were raised regarding the potential for increased workload, the administrative burden on the EASC office, language barriers in a pan-European system, associated costs, and a perceived loss of control by institutes over their own examination processes.
 - **The Scoring Debate:** The new scoring system prompted detailed discussions in June and September 2025. Key points included strong arguments against grading the study book, as it could shift its purpose from a tool for reflection to one for performance. A proposal was made for a joint score combining written and oral exams instead of separate minimums. Finally, the "10% rule," requiring clarification if examiner scores differ by more than 10%, was critiqued based on data showing that for "more than 2/3 of participants," score differences naturally exceeded this threshold.

2.3. Implementation Roadmap and Timeline Clear steps have been outlined to guide the practical implementation of the New Manual.

- **Timeline:** While the New Manual officially became effective on October 1, 2024, a gradual transition period is in place. The final implementation deadline for all institutes is 2027, with a strong recommendation for a phased adoption to ensure a smooth process.
- **Progress and Resources:** Significant progress has been made on translation efforts, with Hungarian, Polish, and Czech versions in progress alongside a revision of the English text. A working group is planned to develop best practices during the piloting phase.
- **Pilot Program:** The board will finalize the framework for the re-certification pilot, which is planned to begin in the second half of the year once a volunteer institute is identified.

This internal focus on refining our standards was complemented by the association's management of significant external partnerships and the challenges they presented.

3.0 Strategic Partnerships and Navigating Challenges

The year involved significant strategic decisions regarding cooperation with external organizations. These partnerships spurred important internal dialogue about the EASC's quality standards, market position, and ethical guidelines. This section transparently outlines the discussions and outcomes related to the high-profile partnership with Life Trust Coaching (LTC).

This experience, while challenging, prompted the EASC to refine its approach to partnerships and reinforced the need for proactive initiatives to build community and add member value from within.

4.0 Fostering Member Engagement and Value

Alongside procedural reforms, the EASC board introduced several new initiatives aimed at increasing member retention, enhancing visibility, and providing new platforms for collaboration and learning. These programs are designed to strengthen the EASC community from the inside out.

4.1. New Board-Led Initiatives The following strategic initiatives were presented and discussed during the March 2025 meeting:

- **Mentoring Program:** This program aims to improve the retention of new members, addressing the issue of early drop-outs. The concept involves pairing new members with experienced mentors for a series of three one-hour online meet-ups over a six-month period, supplemented with online content. The call has gone out for experienced members to volunteer as mentors.
- **EASC Academy:** This initiative proposes creating a dedicated space on the EASC website where members can advertise their own programs and upload content to share with other members. It is envisioned as a member-to-member platform for knowledge exchange, with the board clarifying it will not censor content or take responsibility for information posted.

- International Coaching Formation: A proposal was put forward for an English-speaking, international EASC Coach Certification. With strong support from several institutes, this formation would have a special focus on developing intercultural competence, broadening the EASC's global reach and appeal.

4.2. The 2025 Online Congress Plans were finalized for the annual congress, with a focus on creating a more engaging and relevant virtual experience.

- Date and Title: The congress is scheduled for September 19th & 20th, under the title EASC connects - Supervision and Coaching in Times of Crisis and Uncertainty.
- Theme and Goals: The core theme is to highlight the positive and empowering impact of supervision and coaching. Following a discussion on the negative connotation of the word "crisis," the focus will be on exploring the positive aspects and opportunities that arise from challenging times. The event also presents an opportunity for joint social media marketing to increase the association's visibility.
- Engagement Strategy: The format will be designed to be more interactive than previous online events, incorporating tools like World Café and dedicated networking sessions to foster deeper connection among participants.

These community-building efforts were paralleled by discussions on specific developments in professional training and curriculum innovation.

5.0 Advancing Professional Development and Innovation

The Institutes meetings also served as a vital forum for sharing innovations in coaching and supervision training. Discussions covered the expansion of advanced certifications, the creation of new academic pathways, and the critical need to integrate modern learning technologies into EASC-accredited curricula.

5.1. Expansion of Advanced Certifications There was a clear consensus on the growing demand for the Master Coach designation.

- Demand: It was noted that many experienced coaches are ready and waiting to progress to the Master Coach level.
- Institute Offerings: To meet this demand, Sebastian Quirnbach's institute announced plans to start a Master Coach program in September 2025. Christoph Schalk is also considering offering a specialized module for organizational development as part of a Master Coach curriculum.
- Next Steps: To facilitate this, and recognizing the need for inter-institute collaboration to provide a complete curriculum, Volker Tepp and Susanne Rieger were tasked with writing a newsletter article on the practical implementation of module-based certification for the Master Coach program.

5.2. New Academic and Professional Pathways New opportunities for collaboration and professional development were presented to the institutes.

- Master's for Career Changers: Markus Jüster introduced a cooperation offer for a new Master's program in counseling, organizational management, and coaching, scheduled to launch in Spring 2026. A key feature is that individuals with a bachelor's degree and

250 hours of training (e.g., from an EASC institute) can have their achievements credited, allowing them to obtain a Master's degree one year faster.

- **Contracts for New Institutes:** A discussion highlighted the need for standardized guidelines for the mentorship of new institutes. The dialogue centered on striking a delicate balance between preventing "high fees and exploitation" on one side, and avoiding "decreased flexibility and high restrictions" on the other. A working group was formed to develop guidelines that ensure transparency and fairness regarding expectations, roles, and fees.

5.3. Adapting to Modern Training Methodologies The institutes actively discussed the integration of new technologies and pedagogical approaches into their training programs.

- **Digital and Asynchronous Content:** A strong need was expressed for more flexibility to include asynchronous training elements, such as pre-recorded digital content, that count toward the total required training hours. The ICF's policy of allowing up to 50% asynchronous content was cited as a relevant benchmark.
- **AI in Coaching:** The growing role of Artificial Intelligence in coaching has emerged as a topic of discussion in student theses and examinations at several institutes, indicating its increasing relevance to the profession.
- **Innovative Learning Tools:** Dietmar Nowotka shared his plans to incorporate modern tools like podcasts and short film sequences into his new curriculum to create more dynamic and accessible learning opportunities.

The theme of innovation is central to the EASC's mission to remain at the forefront of the coaching and supervision professions.

6.0 Conclusion: A Year of Transformation and Future Focus

The 2024-2025 reporting period was a year of significant transformation for the EASC. It was defined by a collective commitment to strengthening the foundations of our association through the ambitious New Manual initiative, navigating the complexities of strategic partnerships with clear-eyed resolve, and fostering a more engaged and innovative professional community. The candid, challenging, and ultimately productive dialogues within our meetings have set a clear course for the future.

The rigorous work of the past year was not merely procedural; it was foundational. The implementation of the New Manual and its refined examination procedures represents a direct investment in the credibility, market value, and European standing of every member's EASC certification. Looking ahead, the launch of member-centric initiatives like the Mentoring Program and EASC Academy, combined with our continued adaptation to new educational models, will further enhance the tangible benefits of belonging to our community. We move forward with a shared vision for a stronger, more unified EASC, confident that the groundwork laid this year will yield lasting value for all members.