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1 Introduction – Preface

1.1 *What / Who / Where is the EAS*

EAS – European Association for Supervision

EAS European Association for Supervision e.V. [registered association] was founded in July 1994.

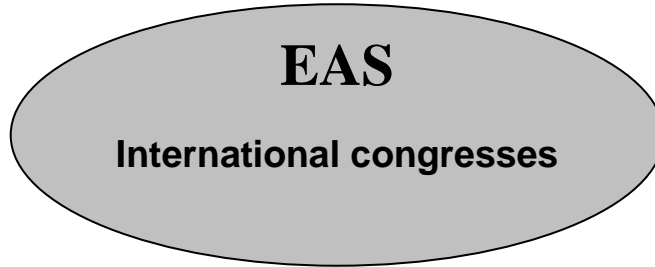
The association has the following objectives:

- 1) to train people working in supervision and coaching and make them professionals;**
- 2) to be a European home to all professionals working in these fields;**
- 3) to promote and apply new methods of supervision and coaching in intercultural cooperation within Europe;**
- 4) to organise and support international conferences and congresses;**
- 5) to create and evaluate standards and requirements of further education within an international European context.**

Other areas in which the EAS is active are: measures used in processes of organisational development and research on supervisory methods and the way they work within Europe.

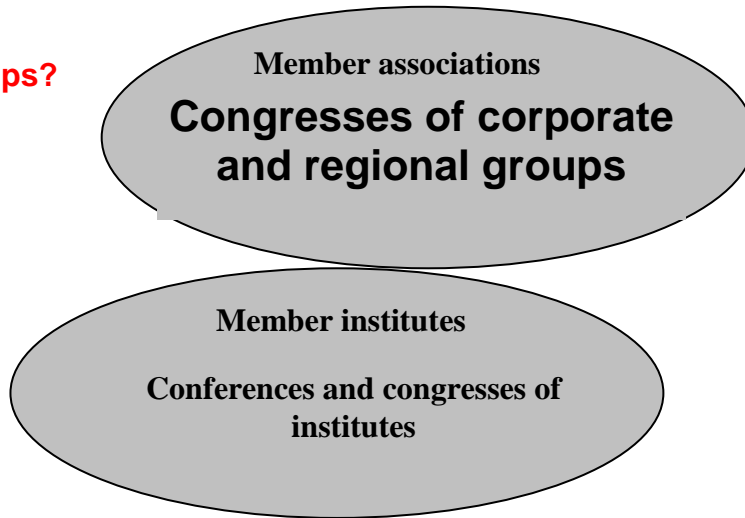
Congresses – Conferences – Memberships

Congresses

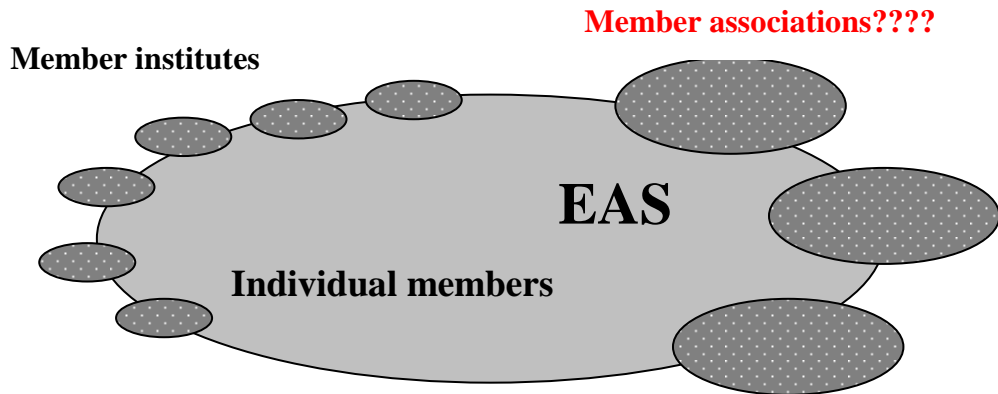


What are corporate groups?

Conferences



Memberships



1.2 What is supervision

- **A consultation concept**

with the help of which individuals, teams, groups and organisations reflect their job-related behaviour, context conditions and structures.

- **A procedure**

in which individuals, teams, groups and organisations, with the help of a supervisor, work on solutions to problematic situations related with their work.

- **A model for learning processes**

in which the way job-related issues are dealt with presents possibilities of organising thinking and learning processes.

- **A theoretical concept**

for reflecting and naming job-related communicational contexts. This also comprises the development of concepts and terms to define such contexts.

Supervision combines many theoretical foundations. Supervision is related to fields of action and not theories. It borrows ideas from concepts and views of psychoanalysis and transactional analysis as well as communication, system, behaviour and Gestalt theory. The working methods in supervision also comprise concepts of group analysis and organisation theory.

Supervision concentrates on individual development, understood as the process of finding one's professional identity, as much as on the process of defining a team identity or developing an identity for an organisation. It is guided by the objective of contributing to an improvement of job-related behaviour. The focus is on an emotional development, understanding of organisational structures, creative thinking and the development of new perspectives for professional actions. How to link private life with work so as to feel better and more content can also be a subject of supervisory consultation.

2 Membership Categories

The EAS offers various membership categories:

Essentially, the EAS distinguishes personal and institutional membership:

2.1 Personal membership categories

Candidate

It is the task of the Candidate to organise his/her learning process. The aim of this learning process is for the Candidate to become a coach or a supervisor. The Candidate has the right to supervise and to coach. He/she is supervised in doing so. The Training Candidate thus represents the EAS to the outside. In their work, Candidates demonstrate the high quality standards of an EAS training. With their admission, Candidates accept the Ethical Guidelines of the EAS.

Coach

A Coach has attended 1 to 2 years of training and possesses sound knowledge in consultation processes. This form of membership is confirmed by a certificate. Moreover, a Coach is entitled to represent the EAS to the outside. He/she accepts and behaves according to the Ethical and the Professional Guidelines of the EAS.

Supervisor

Usually, a Supervisor has developed a special practical field, which he/she demonstrates. There are e.g. Supervisors for psychotherapy, for social work, for organisational development, for team development and for other, specific professional fields, such as hospital consultation. A Supervisor represents the EAS to the outside, thus documenting the high EAS training standards. He/she accepts and behaves according to the Ethical and the Professional Guidelines of the EAS.

Mentoring Supervisor

Mentoring Supervisors accompany Candidates in their training processes. This is done in processes of mentoring supervision. Mentoring Supervisors are accredited with a Training Institute. They represent the high EAS standards by evaluating, promoting and teaching them in their practical work, the processes of mentoring supervision. They thus also represent the EAS to the outside.

Usually, Mentoring Supervisors work in specific fields of action, which can refer to mentoring supervision of individuals, teams, groups and/or organisational development. Mentoring Supervisors can also work in various fields. They accept, teach and behave according to the Ethical and the Professional Guidelines of the EAS.

Supervised Trainer

The work of a Supervised Trainer is a sphere of activity within the context of the training of Candidates. Supervised training belongs to the learning process to become a Trainer. Supervised Trainers already have acquired skills in Mentoring Supervision and professional practice in supervision. Every Supervised Trainer is assigned to a Training Institute and takes part in the training courses which take place there. Supervised Trainers may carry out training sessions for Supervisors autonomously, but only within the context of an approved Training Curriculum. Supervised Trainers may not offer mentoring supervision to Candidates of the Training Curriculum they take part in if their participation lasts more than 6 days. Supervised Trainers represent the EAS to the outside and their work reflects the high EAS standards. Supervised Trainers observe the Ethical and the Professional Guidelines of the EAS.

Trainer

The task of a Trainer is to train. This refers to the further education of Candidates, Coaches and Supervisors, the qualification of Supervised Trainers as Trainers, of Supervisors as Mentoring Supervisors and of Mentoring Supervisors as Supervised Trainers.

Trainers represent the high EAS training standards and requirements. They develop the Training Curricula for all areas and carry them out in the respective Institutes. Trainers are accredited with specific Institutes.

With their work, they represent the Ethical and the Professional Guidelines of the EAS.

2.2 Institutional membership categories

Training Curriculum

A Training Curriculum defines the procedures and contents of a training course. It takes into consideration the requirements regarding contents as well as the ethical and personal criteria defined by the EAS for the respective training context.

The minimum requirements are based on the standards for Coaches and/or Supervisors.

Teaching and Training Institute

EAS Training Institutes represents the EAS. The rights and obligations of a Training Institute are defined in the by-laws of the EAS on the one hand and in its rules of procedure on the other. An Institute can only be recognised as such after successfully completing a curriculum, and after the CQS and the Institutes' Assembly have agreed.

Exceptions (e.g. "first institutes" in new countries) can be made, provided that the CQS and the Board agree.

3 Criteria of Qualification

3.1 General guidelines of admission

Objective

It is the objective of the admission guidelines

- to offer a basis of orientation;
- to define standards;
- to represent an evidence of quality to the outside;
- to develop and provide uniform, verifiable and compatible criteria within Europe and be a basis of orientation for examinations.

3.2 Preamble to the guidelines

The admission guidelines are guided by the idea of dialogue. Formal requirements, such as hours or certain criteria regarding the setting, form a basis of orientation. All deviations are studied and approved by the CQS and/or, if the by-laws require so, given to the Board to decide. The EAS has defined guidelines for admission to any form of membership as well as procedures for the training processes within the EAS. These guidelines are binding to all EAS members.

The CQS reviews the quality and feasibility of the standards and has to be consulted for special regulations and deviations as defined by the rules (cf. the various accesses).

The guidelines for admission to the respective form of EAS membership represent a basis of orientation. It is the objective of the guidelines to offer anyone wishing to become an EAS member clear information on the standards defined for the respective form of membership.

The guidelines help Institutes to organise the access to their training courses and Curricula in a way corresponding to the EAS guidelines and to make an admission to the examination and/or to the EAS possible.

3.3 Candidate

The Candidate concludes a training contract with the Training Institute and subsequently with the EAS. This training contract is a triangle contract which is first concluded between the Training Candidate and the Training Institute and then, at the latest one year before the examination, confirmed by the EAS. This training contract is a prerequisite for an examination in coaching or supervision that is approved by the EAS.

The Candidate must have acquired previous experience in supervision. It is usually assumed that he/she has attended **30 hours of supervision** in the previous years. Moreover it is required that the Training Candidate possesses previous experience in methods and can make use of them in his/her training in supervision. The form of the experience in methods can differ and is clarified in the respective Training Institute in advance. A minimum of **400 hours of personal further education** has to be proved.

These hours do **not** count as hours attended during the training.

Admission requirements

Previous experience in further education: 400 hours

Previous experience in supervision: 30 hours

Contract with a Training Institute and subsequently with the EAS

3.4 Coach

The **training** shall cover a period of at least 1-2 years in a recognised Institute. **312 hours** of training are required. The procedures of admission to the training are described in the paragraph on Candidates. Moreover the Coach has to have attended a continuous process of supervision and/or coaching. This **process of supervision and/or coaching** has to comprise **at least 15 units and/or sessions**. In addition, at least **20 hours of training supervision/coaching** within the training group are required. The training supervision/coaching takes art during the training and is supervised by the Trainers. Moreover **10 hours of mentoring supervision/coaching** with a recognised Mentoring Supervisor are required. The mentoring supervision/coaching has to take place outside the training group.

In order to ensure a high standard of personal competence, at least **30 hours of self-analysis** outside the training group are necessary. Evidence of these hours of self-analysis has to be provided.

Finally, the Candidate keeps a **record book**, in which he/she documents the processes attended. The record book also contains documentation by the respective Trainer regarding regular participation in an **intervision group** outside the training group. This means that in the second half of his/her one- or two-year training, the participant attends a group of colleagues once a month in order to discuss job-related problems.

Admission Requirements	Training Standards
Previous experience in further education: 400 hours Previous experience in supervision: 30 hours Contract with a Training Institute	Course: Introduction to Supervision Training: 1-2 years, 312 hours Completion of a coaching process comprising 15 sessions (educational coaching) 10 hours of mentoring supervision/coaching in this context (outside the training group) 20 hours of training supervision/coaching (within the training group) 30 hours of self-analysis Record book Intervision group once a month

3.5 Supervisor

Attending a **three-year training – 624 hours** in a recognised Institute is required to become a Supervisor. Moreover the Candidate must attend **3 continuous supervision processes of at least 15 hours and/or 15 consecutive sessions**. These supervision processes shall comprise individual, group and/or team supervision. The **40 hours of training supervision** which the Candidate completes within the training group, supervised by the Trainer, also have to comprise **supervision processes in individual, group and team and/or project supervision**. Outside the training group, the Candidate has to attend **35 hours of mentoring supervision** with a recognised Mentoring Supervisor. **60 hours of self-analysis** are required in order to ensure the best possible knowledge about oneself within the context of the training. In addition, the Candidate has to keep a **record book**, in which he/she documents all the above-mentioned processes. This record book must be approved and signed by the Trainers. This book also has to contain evidence of a regular participation in an **intervision group** outside the training group, signed by the Trainer. This means that from the second year of training the participant attends a group of colleagues once a month in order to discuss job-related problems.

Admission Requirements	Training Standards
Previous experience in further education: 400 hours Previous experience in supervision: 30 hours Contract with a Training Institute	Course: Introduction to Supervision Training: 3 years, 624 hours Completion of 3 supervision processes of 15 sessions each (educational supervision outside the training group), one of them educational supervision as individual supervision, 2 of them educational supervision as group, team or project supervision 35 hours of mentoring supervision in this context (outside the training group) 40 hours of training supervision (within the training) 60 hours of self-analysis Record book Intervision group once a month

3.6 Mentoring Supervisor

Every Supervisor with sufficient practice in supervision can be accredited as a Mentoring Supervisor, EAS. According to the standards of the EAS, sufficient practice means at least **4 years of practice in supervision**. Within these 4 years, he/she must have completed at least **200 hours work as a supervisor**. At the same time, in order to attain the status of a Mentoring Supervisor, he/she has to accompany this process with **50 hours of evaluating supervision**. **Recommendation letters by 2 Trainers** are necessary for the recognition as a Mentoring Supervisor, EAS. After accepting his/her new function, the Mentoring Supervisor is obliged to take part in **EAS examinations and/or internal examinations of the Institute**. The work in mentoring supervision has to be evaluated in an **evaluation workshop** carried out by (Supervised) Trainers. The respective Institute is responsible for the execution of the evaluation workshop. For guidelines in this context cf. A. 2 in this Manual.

The Institute appoints the Mentoring Supervisor and has to inform the EAS accordingly.

<i>Admission Requirements</i>	<i>Training Standards</i>
Supervisor 4 years of practice in supervision 200 hours of work as a Supervisor 2 recommendation letters	50 hours of evaluating supervision participation in examinations participation in an evaluation workshop

3.7 Supervised Trainer

After approx. **1 year of practice in mentoring supervision, accreditation as a Mentoring Supervisor and 200 hours of work as a Mentoring Supervisor**, the Mentoring Supervisor can agree with a Training Institute that he/she is appointed Supervised Trainer. For this purpose, he/she has to present a **sponsor contract** with a Trainer and a letter of admission by a Training Institute. These contracts have to be presented to the EAS (change of member status). The Supervised Trainer is accompanied in his/her work by a Mentoring Supervisor (outside the Institute). This Mentoring Supervisor has to recommend the termination of the training process. The Supervised Trainer has to provide evidence of **10 hours of evaluating supervision** as well as participation in an evaluation workshop carried out by the Institute; cf. A. 2 in this Manual. Moreover the Supervised Trainer is obliged to **take part in examinations**. He/she keeps a **logbook** on his/her work in training and mentoring supervision.

<i>Admission Requirements</i>	<i>Training Standards</i>
Mentoring Supervisor 1 year of work in mentoring supervision Accreditation as a Mentoring Supervisor 200 hours of work as a Mentoring Supervisor Sponsor contract 10 hours of evaluating supervision	200 hours of training in supervision Work accompaniment by a Mentoring Supervisor Recommendation by the Mentoring Supervisor Participation in an evaluation workshop Participation in examinations Keeping of a logbook

3.8 Trainer EAS

At least one year of work as a Supervised Trainer in an EAS Institute is required in order to become a Trainer, EAS.

Criteria for the admission as a Trainer, EAS:

The Trainer has at least **1500 hours of practice in supervision**.

He/she is accredited with a **Training Institute** and has acquired **100 hours of supervised practice in supervision**. He/she has **experience in training under supervision of 200 hours**.

The training has to be documented in a **logbook**.

Moreover the logbook has to contain:

1) the respective **training concept**:

this comprises the **training philosophy**, the **training methods** and the **special training field** of the Trainer;

2) the **theory**:

this also comprises the theory of the methods chosen;

3) the **supervision**:

this comprises familiarity with the various forms of supervisory settings: **individual, group, team** and **project supervision** and **organisational development**;

4) the **ethics**.

The Institute appoints the Trainer and has to inform the EAS accordingly so that the EAS can confirm the appointment and issue a certificate.

Admission Requirements	Training Standards
Supervised Trainer Admission letter from a Training Institute 1500 hours of practice in supervision 100 hours of supervised practice in supervision Recommendation by the Mentoring Supervisor 200 hours of training experience Logbook Participation in examinations	Ongoing evaluating supervision

3.9 Curricula and Institutes

(cf. 4.5)

A direct access to the EAS as an Institute is not possible. An access is only possible via a recognised and implemented Curriculum.

A group of people planning to offer training according to the EAS criteria may submit a curriculum for approval, but not an application for approval as an Institute. The recognition as an Institute can only take place after a curriculum has been carried out successfully (including an examination evaluated by the EAS).

General procedure:

- Submission of the curriculum to the EAS Office;
- Standard examination procedure by the CQS (according to the guidelines of the Manual);
- Approval of the curriculum by the EAS (Board letter);
- Afterwards the curriculum is carried out as an EAS curriculum;
- Holding of the first examination with the participation of the CQS (examination supervisor);
- After the examination, debriefing including a recommendation;
- Afterwards an application for recognition as an Institute may be submitted.

Requirements for the approval of a curriculum

In order to approve a curriculum, (in addition to all the criteria mentioned in the Manual) two Trainers meeting the **Rules of the EAS** have to be available.

These may be existing Trainers of the EAS or persons who prove their qualifications according to the procedures of **special access for Supervised Trainers**.

These persons may be recognised as Trainers for this curriculum (CQS examination).

4 Qualification Processes

4.1 Training in supervision/coaching – training standards

Further education in supervision is based on a profession already practiced. Accordingly, the focus is on the practical competence of the Candidate and the further training is guided by the experience Candidates make in it. The further training can also take place in various individual components.

4.2 Role of the Training Institutes

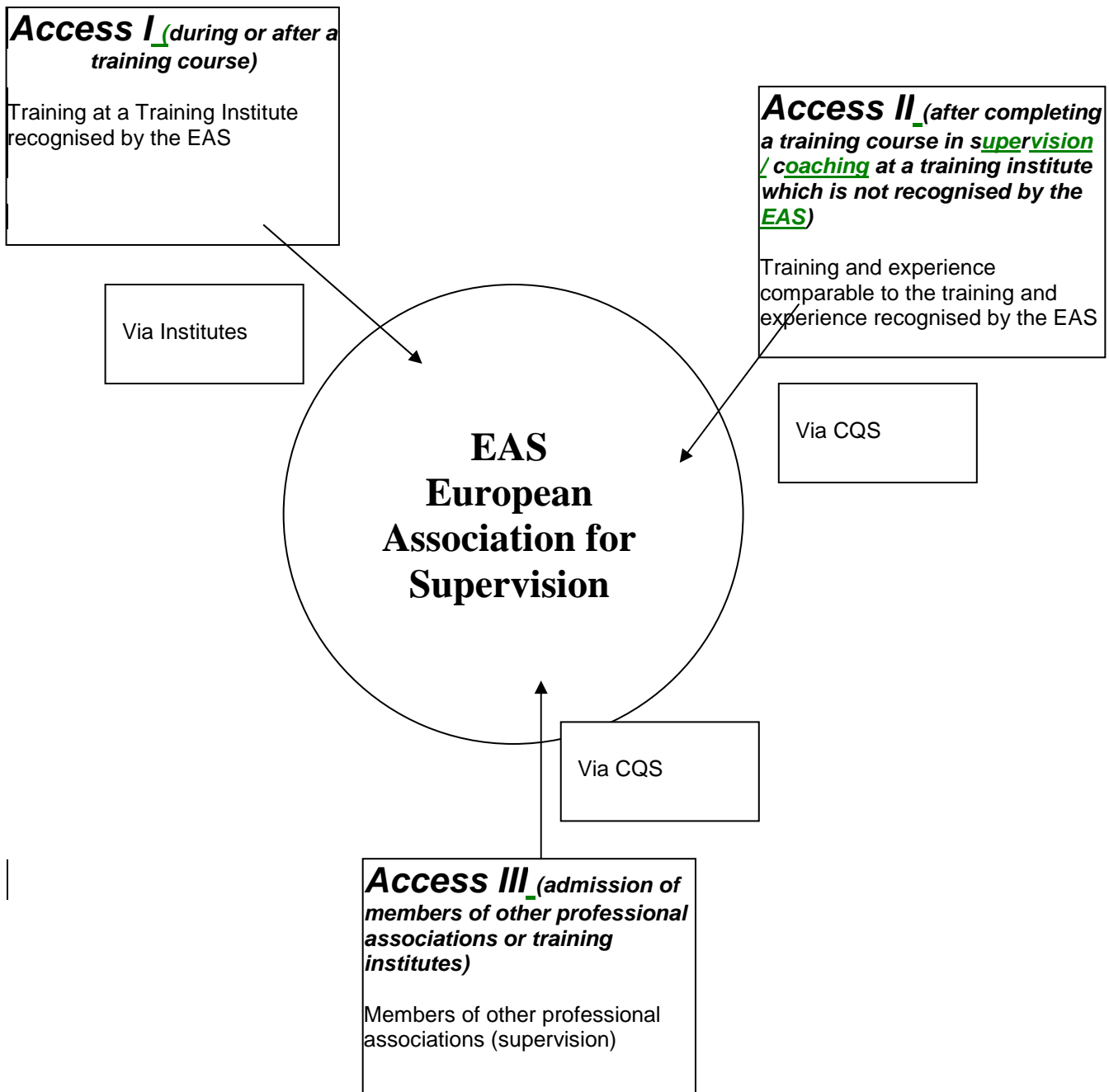
- The Training Institutes are responsible for monitoring the admission criteria and completing the training according to the described criteria.
- The Training Institutes accredit Mentoring Supervisors for their training courses and hand Training Candidates lists of accredited Mentoring Supervisors. It has to be ensured that the process of mentoring supervision, which takes place in 35 meetings, is carried out by one Mentoring Supervisor so that a continuous process is possible.
- At least half of the Mentoring Supervisors accredited with a Training Institute have to be recognised as Mentoring Supervisors by the EAS. Moreover Training Institutes have the possibility to accredit experienced Supervisors for the current training courses.
- The Training Institutes accredit Supervised Trainers, organise their training according to the standards and appoint them as Trainers.
- The Training Institutes are responsible for the organisation and execution of examinations according to the standards of the EAS.

4.3 Role of the CQS in training and certification

- The CQS supports the Institutes in their training work; i.e. it works on the standards together with the Institutes' Assembly.
- The CQS provides the respective examination supervisor for the examinations in order to ensure a uniform EAS quality.
- The CQS is responsible for monitoring Access II and III.

4.3 Survey of the accesses to the various membership categories of the EAS

Diagram of the various accesses to a membership



4.4 Description of the certification according to Access I

4.4.1 Access to the membership of Coaches and Supervisors

Access to these two forms of member is exclusively granted via an examination. In order to be admitted to an examination according to the criteria of the EAS, the following documents must be presented by the Candidates in the respective areas, and checked and confirmed in the record book and/or logbook by the Institute which carries out the training. The documents have to be available during examinations according to the standards of the EAS so that the examination supervisor can inspect them.

Candidates for membership as Coaches provide evidence of the following:

- Certification of a successfully concluded training in coaching at a Training Institute recognised by the EAS;
- Training contract with a Training Institute recognised by the EAS;
- Evidence of 1 -2 years (or 312 hours) of training;
- 1 completed coaching or supervision process of at least 15 sessions;
- Recommendation letter from a Trainer of the Training Institute;
- Documentation in a record book.

Candidates for membership as Supervisors provide evidence of the following:

- Certification of a successfully concluded training in supervision at a Training Institute recognised by the EAS;
- Training contract with a Training Institute recognised by the EAS;
- Evidence of 3 years (or 624 hours) of training;
- 3 completed coaching or supervision processes of at least 15 sessions each, one of them a group process;
- Recommendation letter from a Trainer of the Training Institute;
- Documentation in a record book.

After an examination has been carried out, evaluated by an examination supervisor, the EAS may be requested to issue a corresponding document certifying the respective membership category. This document shall be issued by the EAS without any further control.

4.4.2 Access to membership as a Mentoring Supervisor, Supervised Trainer or Trainer

The Institutes grant these accesses by accreditation or appointment; and they are confirmed by the EAS. The Institutes have to ensure that the criteria and quality characteristics are met.

Candidates for membership as Mentoring Supervisors

- EAS certification as a Supervisor (Access I or II)
- 4 years of practice in supervision
- 200 hours of practice in supervision
- 50 hours of evaluating supervision
- Participation in examinations

Candidates for membership as Supervised Trainers

- EAS-certification as a Mentoring Supervisor (Access I or II)
- 1 year of work as a Mentoring Supervisor
- Accreditation as a Mentoring Supervisor
- 200 hours of practice in supervision
- Sponsor contract
- 10 hours of evaluating supervision
- Logbook
- Participation in examinations

Candidates for membership as Trainers

- EAS certification as a Supervised Trainer (Access I or II or III)
- 200 hours of training experience
- Admission letter from a Training Institute
- 1500 hours of practice in supervision
- 100 hours of supervised practice in supervision
- 10 hours of evaluating supervision
- Logbook
- participation in examinations

When the above standards have been checked by an Institute, the EAS may be requested to issue a corresponding document certifying the respective status of the Candidate. This document shall be issued by the EAS without any further control.

4.5 Admission of Curricula and Institutes

A direct access to the EAS as an Institute is not possible. An access is only possible via a recognised and implemented Curriculum.

A group of people planning to offer training according to the EAS criteria may submit a curriculum for approval, but not an application for approval as an Institute. The recognition as an Institute can only take place after a Curriculum has been carried out successfully (including an examination evaluated by the EAS).

The admission of a Curriculum is always preceded by a corresponding CQS examination. In this context, a distinction between Access I and Access II is neither sensible nor necessary.

Recommendation: In future, new Curricula shall preferably be submitted by persons who have completed their training within the context of the EAS. Nevertheless, in view of the expansion into other European countries, the access will also have to be possible via other trainings and qualifications.

Applicants for recognition of a Training Curriculum provide evidence of the following:

General procedure:

- Submission of the curriculum to the EAS Office;
- Standard examination procedure by the CQS (according to the guidelines of the Manual);
- Approval of the curriculum by the EAS (Board letter);
- Afterwards the curriculum is carried out as an EAS curriculum;
- Holding of the first examination with the participation of the CQS (examination supervisor);
- After the examination, debriefing including a recommendation;
- Afterwards an application for recognition as an Institute may be submitted.

Prerequisites for recognition of a Curriculum

The following criteria have to be met in order to have a Curriculum recognised:

- Guarantee of a training course;
- The structure of the Curriculum has to meet the standards of the EAS;
- Two Trainers according to the **Rules of the EAS**.

These may be existing Trainers of the EAS or persons who prove their qualifications according to the procedures of **special access for Supervised Trainers**.

These persons may be recognised as Trainers for this curriculum (CQS examination).

The documents are revised by the CQS and passed on to the Board for formal approval. This approval only refers to the respective training course.

Applicants for recognition of a Training Institute provide evidence of the following:

- Completion of a successful Curriculum including an evaluated examination;

- Guarantee of a regular offer of training courses;
- Participation in the meetings of the Institutes' Assembly;
- Acceptance by the Institutes' Assembly.

The documents are revised by the CQS and passed on to the Board for formal approval.

4.6 Certification for cross-entry into EAS member categories (Access II)

This access generally requires the review and consent by the CQS.

4.6.1 Applicants for membership as Coaches provide evidence of the following:

- Coaching philosophy
(idea of man, attitudes regarding the profession of a Coach, ideas on ethics, etc.)
- Coaching concepts
(preferred settings, forms of coaching, fields of application)
- Evidence of qualification:
(e.g. evidence on:
 - number of hours of work as a Coach (coaching practice)
 - in individual coaching
 - in team coaching/project group coaching
 - number of hours of attended supervision/coaching processes
 - in individual supervision/coaching
 - in group supervision/coaching and/or
 - in team/project group supervision/coaching
 - number of hours of mentoring supervision/coaching attended
 - number of hours attended in other further education processes

4.6.2 Applicants for membership as Supervisors provide evidence of the following:

- Supervision philosophy
(idea of man, attitudes regarding the profession of a Supervisor, ideas on ethics, etc.)
- Supervision concepts
(preferred settings, forms of supervision, fields of application)
- Evidence of qualification:
(e.g. evidence on:
 - number of hours of work as a Supervisor (supervision practice)
 - in individual supervision
 - in group supervision
 - in team supervision/project group supervision
 - number of hours of attended supervision processes (supervision practice)
 - in individual supervision
 - in group supervision and/or
 - in team/project group supervision
 - number of hours of mentoring supervision attended
 - number of hours attended in other further education processes

4.6.3 Applicants for membership as Mentoring Supervisors, Training Assistants, Trainers provide evidence of the following:

- Supervision philosophy
(idea of man, attitudes regarding the profession of a Supervisor, ideas on ethics, etc.)
- Supervision concepts
(preferred settings, forms of supervision, dealing with fields of application)
- Evidence of qualification:
(e.g. evidence on:
 - number of hours of work as a Supervisor (supervision practice)
 - in individual supervision
 - in group supervision
 - in team supervision/project group supervision
 - number of hours of attended supervision processes (supervision practice)
 - in individual supervision
 - in group supervision and/or
 - in team/project group supervision
 - number of hours of mentoring supervision attended
 - number of hours in evaluating supervision attended
 - number of hours attended in other further education processes

4.7 Guidelines for the admission of supervisors from other professional associations (Access III)

In addition to Access I and II, supervisors from other professional associations may apply for membership in the EAS because the EAS usually recognises the completed training (if it has been recognised by another professional association).

If the training of the applicant does not correspond to the standards of the EAS, he/she is given the possibility to adapt to the standards of the EAS within three years by taking part in continued education courses offered by the EAS. The CQS decides whether this criterion has been fulfilled. According to the applicable access procedure, the applicant is given a binding recommendation by the CQS, and the continuance of the membership can depend on this recommendation.

4.7.1 Applicants for membership as Supervisors provide evidence of the following:

- Certification of a successfully completed training in supervision at a training institute not belonging to the EAS;
- Detailed listing of the training standards;
- Certificate of the membership in the respective professional association.

4.8 Tabulation of the requirements for the membership categories according to Access II and III

Recommended access requirements

Candidate	Coach	Supervisor
	<ul style="list-style-type: none"> • Training in: <ul style="list-style-type: none"> - Transactional analysis - Gestalt - Systemic procedures - Psychodrama - Psychoanalysis - Others • 30 hours of supervision • 400 hours of further education • 1 completed coaching process (15 sessions) • Mentoring supervision referring to this process 	<ul style="list-style-type: none"> • Training in: <ul style="list-style-type: none"> - Transactional analysis - Gestalt - Systemic procedures - Psychodrama - Psychoanalysis - Others • 30 hours of supervision • 400 hours of further education • 3 completed supervision processes with the settings of individual, group and/or team/project supervision; 15 sessions each • Mentoring supervision referring to this process

Mentoring Supervisor	Supervised Trainer	Trainer
<ul style="list-style-type: none"> • Training in: <ul style="list-style-type: none"> - Transactional analysis - Gestalt - Systemic procedures - Psychodrama - Psychoanalysis - Others • 30 hours of supervision • 400 hours of further education • Admission letter from a Training Institute • 4 years of practice in supervision • 200 hours of practice in supervision • 50 hours of evaluating supervision 	<ul style="list-style-type: none"> • Training in: <ul style="list-style-type: none"> - Transactional analysis - Gestalt - Systemic procedures - Psychodrama - Psychoanalysis - Others • 30 hours of supervision • 400 hours of further education • Admission letter from a Training Institute • 4 years of practice in supervision • 600 hours of practice in supervision • 50 hours of evaluating supervision • Logbook 	<ul style="list-style-type: none"> • Training in: <ul style="list-style-type: none"> - Transactional analysis - Gestalt - Systemic procedures - Psychodrama - Psychoanalysis - Others • Examination assessment • 2 years of assistance • Admission letter from a Training Institute • 1500 hours of practice in supervision • 10 hours of evaluating supervision • Logbook

It is only possible to follow the procedures of recognition for a certain membership category via Access II and III once. Afterwards applicants for recognition by the EAS in a new membership category and field of activity have to prove their respective qualifications via Access I.

5 The Training

The following descriptions serve as guidelines for the compilation of Curricula and help the Institutes to design their training plans. The technical terms used are explained. This part is supplemented by **Annex A: Materials**.

5.1 The training context

The training group

The training in supervision requires a personal relationship to a training group, a trainer and/or a training team. One member of the training team officiates as a personal sponsor.

Duration

The training usually lasts 3 years (624 hours as at: October 1994) and is divided into two phases: a basic training of 1 to 2 years and an advanced training of 1 to 2 years, respectively. In this way certificates in coaching can be issued after the basic training (duration: 312 hours) and a corresponding examination.

Training Institutes

The Training Institutes are the upholders of quality in the EAS. The training of Coaches and Supervisors is exclusively carried out by recognised Training Institutes. They are also responsible for the training and appointment of Mentoring Supervisors and Trainers.

Examination

Independent examiners (not belonging to their own Training Institute) ensure a fair examination procedure that meets international standards. Each examination is evaluated by an examination supervisor, who is appointed by the CQS.

5.2 Components of the training

- **“Prerequisites for the training”** – The training usually presupposes a basic profession, in which the special skills in supervision are acquired. It is also assumed that applicants have attended supervision (30 meetings) before starting the training.
- **“Previous experience of 400 hours in further education”** – Further education and/or additional training after the completion of vocational training. These further education courses should have focused on the interactions of the person, role and institution.
- **“Previous experience of 30 hours in supervision”** – Supervision sessions with a focus on the personal professional background during the last 3 years before the start of the training. This experience in supervision may have been acquired in individual, group, team or project supervision.
- **“Course – Introduction to Supervision”** – This introductory course is usually integrated into the curricula of the Training Institute recognised by the EAS (cf. A.1).

- **“Training supervision”** – Supervision sessions carried out by the Training Candidate in the training group and supervised by the trainer.
- **“Educational supervision/coaching”** – Supervision sessions carried out by the Training Candidate outside the training group. For Training Candidates in coaching, this should be one coaching process of at least 15 sessions in any setting. For Training Candidates in supervision, this should be three supervision processes of at least 15 sessions each, one of them carried out in individual supervision and the other two in group, team or project supervision. The educational supervision is to be accompanied by a Mentoring Supervisor from the beginning.
- **“Mentoring supervision”** – Mentoring Supervisors supervise the educational supervision sessions carried out by Candidates. Mentoring supervisors are accredited with Training Institutes but do not work as Trainers at the Training Institute. The mentoring supervision comprises a total of 35 meetings and has to be carried out by a Mentoring Supervisor. After the end of the mentoring supervision sessions, the Mentoring Supervisor assesses the supervision skills of the supervisee.
- **“Self-analysis/self-awareness”** – In order to ensure that the Candidates get to know themselves as good as possible, self-analysis/self-awareness is defined as an indispensable component of the professional development of a Coach and/or Supervisor. The process of self-analysis/self-awareness continues during the whole course of training and is stimulated and promoted by the Training Institute during the training. Parts of these processes take place outside so that the Candidate has his/her personal development accompanied by recognised psychotherapists.
- **“Evaluating supervision”**- Accompanying supervision for people wishing to qualify for membership as Mentoring Supervisors, Training Assistants and Trainers. In this supervision, the supervision processes carried out by the trainees are evaluated.
- **“Record book”** - Coaches and Supervisors keep a record book in which they document every experience made during the training, every process carried out as well as the project work. This record book is signed by the sponsor and serves as an evidence of fulfilled prerequisites for the examination.
- **“Logbook”**- Supervised Trainers keep a logbook in which they note every experience, such as supervision carried out, mentoring supervision carried out, training carried out, evaluating supervision carried out, further education, self-analysis/self-awareness. This logbook has to be updated on a regular basis.
- **“Evaluation workshops”** are a means of qualifying as a Mentoring Supervisor and/or Supervised Trainer and, subsequently, Trainer (Materials A2, A3, A4).

6 Rules for the Examination in Coaching and Supervision

The examination in coaching and/or supervision is an important quality characteristic to the outside. Therefore, these examination rules have to be introduced as a standard by all Institutes.

In order to ensure a professional examination, the following parties are assigned certain tasks as well as the responsibility for parts of the processes:

- the Institutes;
- the Candidates;
- the EAS (the CQS).

6.1 Responsibilities of the Institutes

During the preparation of the examination:

- 1) Preparation of Candidates for the examination procedures;
- 2) Accreditation of examiners, at least 50% of whom have to be EAS members (Trainers, Supervisors, Mentoring Supervisors). The various ways to achieve the necessary number of examiners shall be presented again:
 - a) All Trainers of the EAS are obliged to be available as examiners;
 - b) Cooperation between the Institutes in the execution of examinations;
 - c) Examinations can be carried out in the context of conferences;
 - d) Requests for support by the CQS;
- 3) Announcement of dates in time (publication in ID:EAS and registration at the CQS – at least three months before the date of the examination). Suggestion: approx. 6 months in advance (reason: the dates are known much in advance and suitable examiners and examination supervisors can be appointed);
- 4) Correct execution;
- 5) Application for an examination supervisor to the CQS;
- 6) Nomination of the rover;
- 7) Information on the examination procedure for the Candidates.

Procedure:

- 1) Candidates cannot be examined by their Trainers and/or Mentoring Supervisors!
- 2) Briefing of examiners
- 3) Briefing of Candidates
- 4) Execution of examination according to the instruction sheet using the scaling
- 5) Debriefing of examiners with examination supervisor
- 6) Evaluation of examination and issue of report sheet

6.2 Responsibilities of the Candidates

- 1) All Candidates have to meet the requirements for the examination according to the criteria **completely**.
- 2) The respective documents have to be available for inspection during the examination.

6.3 Responsibilities of the EAS/CQS/examination supervisors

- 1) The EAS is represented by the attending examination supervisor.
- 2) The examination supervisor has to ensure the observance of the examination rules.
- 3) He/she may give recommendations and, in case of a grave deviation from the EAS procedures, deny EAS recognition of the examination.

6.4 Examination procedures for membership as a Coach or Supervisor

The examination procedure for membership as a Coach and membership as a Supervisor are the same. The contents correspond to the respective standards for the membership category concerned.

1. **Evidence of necessary experience**

Within and outside the training group. The evidence is given in a written evaluation confirmed by the Trainer and in certifications of processes attended (record book).

2. **Written work**

Each Candidate demonstrates on 20 – 50 pages how he/she has applied the respective supervision concept in a practical situation. The work must have been approved by the course tutor.

3. **Oral part (colloquium)**

Each Candidate shows the examination board with the help of a case study what his/her ideas of supervision are and how they can be verified in a professional discourse. This part is assessed with the list of criteria (→ Materials A. 5).

6.5 Criteria for the examination in coaching

The examination shall give Candidates the opportunity to demonstrate their skills. Therefore the examination shall focus on the resources and not on the shortages of Candidates.

- 1) Clarity with regard to the task
- 2) Contractual clarity
- 3) Conceptualisation of coaching processes
- 4) Understanding of theory
- 5) Clarity with regard to focus formation
- 6) Knowledge and application skills in relationship processes
- 7) Professionalism

6.6 Criteria for the examination in supervision

- 1) Clarity with regard to the task
- 2) Conceptualisation of supervision processes
- 3) Contractual clarity
- 4) Understanding of theory
- 5) Competence in arranging the supervisory setting
- 6) Clarity with regard to focus formation
- 7) Professionalism
- 8) Knowledge and application skills in relationship processes
- 9) Clarity with regard to emotional references
- 10) Clarity with regard to an understanding of institutional systems

Annex A Materials

A. 1 Curriculum: course “Introduction to Supervision”

A. 1.1 Materials for the course “Introduction to Supervision”

This course serves as an introduction to supervision. The purpose is to present the most important supervision concepts, the way they were developed and their context. A guide to the course is given below.

The course is a prerequisite for a participation in the three-year training in supervision and/or the 1.5- to 2-year training in coaching. The course can be attended before the start of the training but not after the enrolment for the examination in supervision/coaching.

The course is given by a supervision Trainer. The participation is certified by the course manager. The course “Introduction to Supervision” should comprise a total of 12 hours.

A. 1.2 Course guide

1) Objectives of the course “Introduction to Supervision”

2) Supervision philosophy/idea of man

- Supervision philosophy/idea of man
- Ethics
- Fields of application of supervision
- Meaning of contracts

3) Definition of supervision

- Definition of supervision
- Levels of supervision

4) History of supervision

- Development of supervision in the USA and in Europe
- Influence of social work
- Influence of psychoanalysis
- Influence of behaviourism
- Influence of group dynamics
- Influence of humanistic psychology
- Change of paradigms in supervision
- Supervision in Europe today

5) Supervision concepts

- Supervision concepts based on psychoanalysis
- Supervision concepts based on depth psychology and relationship analysis
- Supervision concepts based on Gestalt and integration
- Action-oriented supervision concepts
- Supervision concepts based on communication theory
- Systemic supervision concepts

6) Supervisory settings

- Individual supervision
- Group supervision
- Team supervision
- Project supervision
- Organisational development
- Coaching

7) Diagnostics in supervision

- Psychodynamics
- Sociodynamics
- Structure
- System

8) Interventions in supervision

- Based on personality
- Based on group dynamics
- Systemic

9) Meaning of field competence

- Understanding of organisational systems
- Focus formation as a field competence

10) Structure of training in supervision

- Meaning of the phases of a training course
- Integration in the EAS

A. 2 Recommendations for evaluation workshops EWA/EAS for Mentoring Supervisors and Supervised Trainers

Objective

An **evaluation workshop** has the objective of assessing the participants with regard to a function within the context of training in supervision. This means that with the help of scales for evaluation and assessment, a **position** is defined with regard to the activity in the functional areas of mentoring supervision and training.

Levels of evaluation

General

- Quality of reflection
- Understanding of processes
- Intervention security
- Responsibility
- Penetration of parallel processes
- Theory
- Practical experience

Handout

- Level of organisation of mentoring supervision
- Level of ethical questions
- Level of integration of mentoring supervision and training process
- Level of integration of theory and practical application

Teaching

- Level of focus formation
- Level of organisation and clarity
- Level of creativity
- Level of relationship organisation
- Level of group processes

Mentoring supervision and/or training supervision

- Level of supervision philosophy and training structure
- Level of mentoring supervision and training supervision
- Level of parallel processes
- Level of relatedness to training phases

These levels of evaluation presuppose the assessment during the examination in supervision, which shall not be repeated here. The focus of this evaluation is on mentoring and/or training supervision. Two Trainers should be present if there are more than six participants.

A. 2.1 Setting

The **evaluation workshop** is divided into five parts, which are assessed and evaluated individually, one after the other and independently from each other.

First part **Concept:** The participants submit a written statement containing their ideas with regard to the concept of mentoring supervision and training assistance (max. 4-5 pages; scale "Handout").

Second part **Presentation** (by a Trainer): A Trainer gives an overview over the difference between mentoring supervision and training. He/she explains which conditions and tasks are crucial in the respective membership category (cf. Sheet 1). Afterwards ethical issues are presented in a survey, according to the practice at the respective Training Institute and in the EAS (cf. Sheet II).

Third part **Teaching:** Each participant gives a lecture of 5-10 minutes in front of the group of participants, either on mentoring supervision and training or on a specific topic from supervision. Afterwards (max. 10 minutes, timed by the course manager) the group of participants asks and discusses questions regarding this presentation. The presenting participant's style of teaching and organising the teaching discussion is observed (scale "Teaching").

The Trainer assesses the respective participant immediately after the presentation and the teaching discussion. The assessment is not disclosed until later.

Afterwards, when all participants have made their presentations, the participants discuss the presentation, among themselves and with the course manager. This includes an exchange of feedback among the participants. The course manager gives a general feedback.

Fourth part **Supervision:** Each participant acts as a Mentoring Supervisor and/or Training Supervisor, working with another participant for 10-20 minutes. Afterwards the course manager asks him/her questions for 10-20 minutes, referring to the mentoring and/or training supervision performed. In this process, the philosophy of mentoring and/or training supervision shall be presented and reflected in its practical application. The respective participant shall be given an opportunity to describe and explain his/her actions, interventions and plans regarding mentoring and/or training supervision. The Trainer assesses the respective participant immediately after the mentoring and/or training supervision (scale "Supervision"). The assessment is not disclosed until later.

Afterwards, when all participants have carried out their mentoring/training supervision, the participants discuss the presentation, among themselves and with the course manager. This includes an exchange of feedback among the participants. The course manager gives a general feedback.

Fifth part **Assessment** of the total result and feedback: the course manager adds

the totals of the individual scales and calculates the total point number. The result has to be at least 35, and no criterion may have been given a 1 on any scale. Otherwise, the respective participant is obliged to carry out at least 20 hours of additional supervision before he/she may offer mentoring and/or training supervision. If the result is achieved, the course manager may make a recommendation for supervision. This means that it is recommended that less than 20 hours of supervision are required before the admission as a Mentoring and/or Training Supervisor or that immediate, accompanying evaluating supervision with a high or higher frequency is recommended as a process which is parallel to the process of mentoring and/or training supervision.

Finally, the course manager shall give every participant a direct personal feedback and evaluation with regard to the handout, the teaching process and the teaching discussion, the live mentoring and/or training supervision and his/her activity and behaviour within the whole evaluation workshop. The assessment sheet is signed by the course manager and the participant and serves as an evidence of the participation in the evaluation workshop. This evidence does not certify a formal admission as a Mentoring and/or Training Supervisor or accreditation with a Training Institute. It only helps to define a position regarding contents and evaluate the development of competence. The course manager is obliged to carry out the evaluation process competently, focusing on the learning process and ensuring a benevolent atmosphere.

A 2.2 Ethical Guidelines for presentation at the evaluation workshop EWA

- 1) Basic assumptions**
- 2) Application**
- 3) Well-being and rights of the clients**
- 4) Profession**
- 5) Training**
- 6) Professional practice**

1) Basic assumptions

- A Dignity
- B Protection
- C Responsibility

2) Application

- A Non-compliance
- B Information
- C Confrontation

3) Well-being and rights of the clients

- A Integrity
- B Appropriateness
- C Confidentiality
- D Abuse
- E Relationship organisation
- F Terms of the contract
- G Medical problems

4) Profession

- A Clarity with regard to the task
- B Further/continued education
- C Awareness for ethical questions
- D Assessment/evaluation

5) Training

- A Learning experience
- B Discussions
- C Information
- D Responsibility
- E Examination

6) Professional practice

- A Being supervised
- B Participation in conferences
- C Public statements

A. 3 Criteria for evaluation as a Mentoring Supervisor

- 1) Clarity with regard to the task
- 2) Conceptualisation of supervision processes
- 3) Contractual clarity
- 4) Understanding of theory
- 5) Competence in arranging the supervisory setting
- 6) Clarity with regard to focus formation
- 7) Professionalism
- 8) Knowledge and application skills in relationship processes
- 9) Clarity with regard to emotional references
- 10) Clarity with regard to an understanding of institutional systems
- 11) Clarity with regard to the task as a Mentoring Supervisor
- 12) Clarity with regard to processes of teaching and learning
- 13) Ability to conceptualise teaching processes
- 14) Theoretical understanding of learning processes

A. 4 Criteria for the evaluation workshop for admission as a Supervised Trainer and as a Trainer

- 1) Clarity with regard to the task
- 2) Conceptualisation of supervision processes
- 3) Contractual clarity
- 4) Understanding of theory
- 5) Competence in arranging the supervisory setting
- 6) Clarity with regard to focus formation
- 7) Professionalism
- 8) Knowledge and application skills in relationship processes
- 9) Clarity with regard to emotional references
- 10) Clarity with regard to an understanding of institutional systems
- 11) Clarity with regard to the task as a Mentoring Supervisor
- 12) Clarity with regard to processes of teaching and learning
- 13) Ability to conceptualise teaching processes
- 14) Theoretical understanding of learning processes
- 15) Clarity with regard to training processes
- 16) Conceptualisation of training supervision and educational supervision
- 17) Clarity and competence for defined fields of supervision
- 18) Clarity with regard to the structure and ethics of the EAS

A. 5 Criteria for examinations in coaching/supervision

Examiner..... Candidate.....

1) Clarity with regard to the task

5	4	3	2	1
Pronounced clarity	clear reference	understood	diffuse	unclear

2) Ability to conceptualize the supervision processes

5	4	3	2	1
Pronounced ability	clear reference	understood	diffuse	unclear

3) Contractual clarity

5	4	3	2	1
Exact contracts	mostly clear	average	approaches to contracts	no contracts/unclear

4) Understanding of theory

5	4	3	2	1
more than four concepts	at least three concepts	two concepts	theory approaches	little

5) Competence in arranging the supervisory setting

5	4	3	2	1
very high competence	high competence	average	visible	not visible

6) Clarity with regard to focus formation

5	4	3	2	1
Pronounced clarity	clear reference	understood	diffuse	unclear

7) Professionalism

5	4	3	2	1
very high	high	average	low	none

8) Knowledge and application skills in relationship processes

5	4	3	2	1
Pronounced clarity	clear reference	understood	diffuse	unclear

9) Clarity with regard to emotional references (discounting)

5	4	3	2	1
Pronounced clarity	clear reference	understood	diffuse	unclear

10) Clarity with regard to an understanding of institutional systems

5	4	3	2	1
Pronounced clarity	clear reference	understood	diffuse	unclear

A. 5.1 Instruction sheet for examinations in supervision (coaching)

Examination procedure

- ✓ **Duration: 50 – 60 minutes**
(After approx. 30 minutes: feedback on the course of events, statement of wishes and needs.)
- ✓ **Afterwards: approx. 10 minutes of assessment and consultation**
(The candidate may stay present; if one examiner of the committee wishes consultation without him/her, the Candidate has to wait outside.)
(The chairperson asks for the assessment points and enters them into the examination sheet for the evaluation.)
- ✓ **Supervision/rover time is added**
(The rover is called by the chairperson if the Candidate or examiner wishes so.)
(The Candidate may demand the presence of the rover until assessment.)
(The examiners may demand the presence of the rover also during assessment.)
- ✓ **Candidate must have achieved 101 points and at least 3 of 4 examiners must have voted with “YES” (in case of three examiners: 151 points and 2 out of 3).**
- ✓ **The focus is on the case described in the written work.**
- ✓ **The chairperson organises and leads the process.**
He/she especially takes care of the climate and the feedback process.
(Any procedural change requires the consent of the examination supervisor.)
- ✓ **4 examiners examine**
(including the chairperson.)
(The presence of an assessor is possible – He/she may not ask, shall join in the consultation, may not give points, shall give feedback to the examiners after the examination.)
- ✓ **Tape record during the examination or short minutes on contents and process**
(The chairperson asks the candidate for his/her consent and speaks onto the tape in advance, when all parties are present.)
- ✓ **Examination supervisor is available.**

Annex B Ethical Guidelines

Preamble

The **European Association for Supervision e.V.** is composed of people and institutions who work in supervision (Supervisors), in mentoring supervision (Mentoring Supervisors) and in the training of Supervisors (Trainers). The EAS observes general guidelines of competence valid in the psychosocial area.

In the following, the above groups of people shall be named “members“. “Supervisees” refers to the people supervised. “Clients” refers to the clients of the supervisees. “Candidates” refers to those who take part in training courses in supervision.

Objective of the Ethical Guidelines

The Ethical Guidelines for the members of the EAS shall help to:

1. ensure ethical and legal protection for clients, supervisees and Candidates;
2. meet the needs of the supervisees as well as their professional development in a way that protects the well-being of the clients;
3. meet the needs of the Candidates with regard to their training and professional development in a way that protects the well-being of the clients and the needs of the training programme;
4. compile procedures, methods and criteria for the realisation of training programmes.

These guidelines make it possible for the members to examine and clarify the ethical aspects of their tasks. They also inform the public about which behaviour can be expected from members in this context. The guidelines have to be formally revised and adapted once every five years – also more often, if needed – in order to support the members with regard to the ethical issues in supervision and training.

Basic assumptions

Members respect the dignity of every person. They do not discriminate according to cultural or ethnical origins, physiological, psychological, sociological or economic conditions or sexual preferences.

Members work in their professions taking full responsibility for the observance of the laws applicable in the state they live in.

The protection of supervisees and their clients is the predominant responsibility of members. Therefore they have to offer their best possible service to them and to ensure that their behaviour will not harm any supervisee wilfully or negligently.

Members try to arouse an awareness of dignity, autonomy and responsibility of the individual in the supervisees and to promote behaviour that is based on this awareness.

Members make any possible effort to promote an optimal fulfilment of the tasks of their supervisees.

Application of the Ethical Guidelines

If there is reason to assume that these rules are not observed, members or those concerned address the EAS Committee for Ethics and Professional Issues. The membership and/or further education contract of a member may be suspended by the EAS if his/her behaviour is not in line with the principles described in the Guidelines and the person concerned is not willing to change this behaviour after a corresponding confrontation by colleagues or the association.

1) Well-being and Rights of Supervisees and Clients

- 1.01 Members undertake to accompany and train supervisees in such a way that they respect the integrity of their clients and promote their well-being. Members ask their supervisees and training candidates to inform their clients that they are supervised and that observations and/or recordings from the meetings may be presented to the supervisor.
- 1.02 By no means do members suggest to their clients and supervisees that they possess a higher degree of training or recognition than they actually do.
- 1.03 Members inform their clients about their rights – including the protection of their personality right as well as the right of the clients to confidentiality in their relationship of consultation and with regard to the resulting information. The clients are also informed about the fact that their personality right and their right to confidentiality are not affected by the supervision.
- 1.04 Members do not take advantage of supervisees, especially financially or personally. Sexual relationships between members and supervisees are prohibited.
- 1.05 After informing their supervisees correspondingly, members enter into a contractually agreed relationship with them, in which both parties have the ability and the intention to observe the content of the contract.
If a supervisee or member is not able or willing to act according to this contractual relationship, the member has to dissolve the relationship, preventing that the supervisee is harmed in any way.
- 1.06 When entering into the relationship, the member creates an appropriate environment for the supervisee. This includes physical security during the work, information of the supervisee about possible risks due to a certain procedures as well as the supervisee's consent in this context.
- 1.07 Records from the work relationship – including notes regarding the conversation, test results, correspondence, electronic storage of documents as well as audio and video tapes are deemed confidential professional information. This also refers to professional information from third parties. A written consent by the clients (or their legal guardians if the client is under age) is required if such information is used for training, supervision and/or research.
- 1.08 The professional relationship between members and supervisees is defined by the contract and ends with the termination of the contract. Nevertheless, certain professional obligations are maintained also after the termination of the contract. Among others, these refer to the following issues:
 - a) Continuance of the agreed confidentiality (professional secrecy);
 - b) Avoidance of any exploitation of the former relationship;
 - c) Provision of aftercare, if necessary.
- 1.09 Supervisors are obliged to stick to the applicable professional and legal guidelines when doing research with people.

1.10 If personal or medical problems endanger the observation of the contractual relationship, the member must either dissolve the contract in a responsible way or ensure that the supervisee gets all information required to decide on the continuance of the contract him- or herself.

2) Work of a Supervisor

The role of a Supervisor comprises the following responsibilities:

- 2.01 Members do not assume supervisory tasks they have not been specifically trained for.
- 2.02 Supervisors attend further and continued training, e.g. in courses, seminars and professional conferences; they do so continually and regularly. Such further and continued training must cover all areas of their work.
- 2.03 Supervisors promote the awareness of their supervisees for ethical and professional issues as well as for their legal responsibilities in their jobs.
- 2.04 Supervisors urge their supervisees to stick to the respective statutory requirements regarding the execution of their profession.
- 2.05 Supervisors offer their supervisees possibilities to contact him/her or a colleague for support in situations of crisis.
- 2.06 Monitoring the supervisory work with the help of audio and video tapes – in addition to processing oral reports and written documents – is a normal procedure. By an ongoing assessment and evaluation of the supervisees, Supervisors get to know the personal or professional restrictions of the supervisees. Supervisors may recommend psychotherapy or psychological counselling if it turns out that a supervisee has deficits in understanding him- or herself or in solving a problem and that those deficits hold up efficient work. Supervisors do not carry out such work with the supervisee themselves.

3) Training

- 3.01 Trainers ensure that the programmes and learning experience offered are in line with the applicable guidelines of the EAS and other recognising associations.
- 3.02 Trainers and Mentoring Supervisors offer courses and mentoring supervision only for areas in which they are competent and experienced.
- 3.03 In order to achieve the highest possible quality in their training and supervision area, Trainers and Mentoring Supervisors actively take part in discussions with colleagues who have a similar training and experience background.
- 3.04 Trainers inform Candidates in detail about the training programme of their institution, covering the requirements, expectations, roles and rules. They promote an appropriate participation of their Candidates in the elaboration of procedures and processes of their institutions, programmes, courses and individual supervision relationships, respectively. They only accept such persons as Candidates who meet the admission requirements for a training programme defined by the EAS.
- 3.05 Trainers and Mentoring Supervisors offer their Candidates learning experience containing theoretical knowledge as well as practical application. They inform the supervisees about the goals, procedures and theoretical orientations of the approach selected by them. They also offer them possibilities to apply the things learned and understand the acquired skills theoretically. The theory models and the conveyed methods reflect current practice, research and resources.
- 3.06 Trainers and Mentoring Supervisors encourage and support Candidates to define their own theoretical orientation themselves, to fix learning goals for themselves and to observe their own progress concerning achievement of these goals.

- 3.07 Trainers assess the experience and skills of supervisees in order to define a standard for competent professional behaviour. They restrict the activities of supervisees according to the current level of their skills and experience.
- 3.08 Trainers and Mentoring Supervisors recommend psychotherapy or psychological counselling if it turns out that a Candidate has deficits in understanding him- or herself or in solving a problem and that such deficits hold up the professional development. Trainers do not carry out such work with the Candidate themselves.
- 3.09 Trainers to not suggest any Candidate for the examination if he/she is of the opinion that the Candidate is restricted in a way that holds up his/her professional activities. In such cases, the respective Trainer helps the Candidate to understand the character of the restriction and, if possible, remove the problems.
- 3.10 If it turns out that a Candidate is not able to offer competent professional services, he/she is excluded from the training programme. This is explained in writing to the respective Candidate, in a clear and professional way.
- 3.11 If a training programme contains an experience of personal growth or counselling in which relatively intimate areas of the respective person are revealed, provisions shall be made in order to minimise role conflicts for those Trainers and Mentoring Supervisors who also work in other roles within the training programme.
- 3.12 Trainers observe the sequence of the following priorities in case of conflicts between the needs of the client, the Candidate and the training programme and/or the organisation realising it. Statutory laws and requirements are always the first point of reference, because they usually provide for the protection of the client. If no statutory requirements or ethical guidelines exist in the respective context or if they are unclear, the ability of the Trainer to judge shall be guided by the following list:
- a) Relevant legal provisions and ethical guidelines (e.g. obligation to warn, laws on child abuse, etc.);
 - b) Well-being of the clients;
 - c) Well-being of the Supervisors (or Mentoring Supervisors and/or Trainers);
 - d) Requirements of the training programme and/or the organisation realising it as well as administrative requirements.
- 4) Professional practice
- 4.01 Members are supervised themselves during their whole professional career, independently of their degree in training, passed examinations or memberships in professional organisations. They also keep themselves informed about the matters of professional associations and the matters within their field of application, by taking part in conferences and seminars.
- 4.02 In public statements, members refrain from making depreciating comments or allusions with regard to the status, qualification or character of other members. Direct personal and factual criticism, on the other hand, is welcome.
- 4.03 Members confront colleagues if they have reason to assume that those colleagues do not behave according to these Ethical Guidelines and inform their professional association accordingly if no solution is found.

Annex C Memberships Fees in the Various Membership Categories

Candidates	Coaches/ Supervisors/ Mentoring Supervisors/ Training Assistants / Trainers
✓ <i>Annual subscription</i> € 50.00	✓ <i>Annual subscription</i> € 180.00

Training Curricula	Training Institutes
✓ <i>Annual subscription</i> € 600.00 (including one Trainer)	✓ <i>Annual subscription</i> € 600.00 (including one Trainer)

The subscription rates apply from 01 January 1999.

Annex D By-Laws