



Executive Agency, Education, Audiovisual and Culture



## **ECVision. A European System of Comparability and Validation of Supervisory Competences**

Final Report

Public Part

## Project information

Project acronym: ECVision  
Project title: ECVision. A European System of Comparability and Validation of Supervisory Competences  
Project number: 527220-LLP-1-2012-AT-LEONARDO-LMP  
Sub-programme or KA: LEONARDO – Development of Innovation  
Project website: <http://www.anse.eu/ecvision/start.html>

Reporting period: From 2012-11-01  
To 2015-10-31

Report version: Report version:  
Date of preparation: 18.12.2015

Beneficiary organization: Die Wiener Volkshochschulen GmbH

Project coordinator: Michaela Judy  
Project coordinator organization: Die Wiener Volkshochschulen GmbH  
Project coordinator telephone number: ++43 69918917490  
Project coordinator email address: [michaela.judy@vhs.at](mailto:michaela.judy@vhs.at)

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

© 2008 Copyright Education, Audiovisual & Culture Executive Agency.  
The document may be freely copied and distributed provided that no modifications are made, that the source is acknowledged and that this copyright notice is included.

## Executive Summary

ECVision was dedicated to provide three main products during a 3-years project period:

1. A **Glossary**
2. A **Competence Framework**
3. An **ECVET-ECTS Correspondence Table** between academic and private VET for Supervision using the curricula of TOPS and University of Zagreb.

**Planned deliverables** were a Website, Instruction Workshops, an Evaluation Model and two conferences in Brussels and Vienna.

ECVision succeeded in creating all planned outcomes.

The **outcomes created within the project period** are available on the ECVision Website: <http://www.anse.eu/ecvision/products.html>)

The core outcomes of ECVision are three key products:

- ECVision. A European Glossary of Supervision and Coaching
- ECVision. A European Competence Framework of Supervision and Coaching, with an attached Competence Matrix
- Validating Competences. The ECVision Reference Table ECTS-ECVET

Deliverables as Instruction Workshops and an Evaluation Model are instruments for disseminating, testing and using the products in VET and Human Resource Management. The “Legal Framework” gives an overview to the legal implementation of Supervision & Coaching in Europe”.

Two conferences presented the outcomes to a professional audience.

ECVision was dedicated to provide instruments in order to assure the comparability of supervisory and coaching competences. The basic methodological assumptions in the beginning referred to the development of a European common ground: the main approach referred to creating comparability by using the existing EQF principles and to the two validation systems ECTS and ECVET.

Keeping that in mind, working on our tasks led us to a philosophy based upon three principles:

### 1. Generic Approach

ECVision does aim at comparability – not harmonization - of the various prevalent definitions and approaches. Comparability within the ECVision products emerges from having identified generic key words and competences we discovered in nearly all European professional discourses.

## **2. Focus on the interaction of persons, professional tasks and organizations**

Supervision and coaching are embedded in a bigger picture of counselling and consulting, including for instance training, moderating, mediating, facilitating, consulting or mentoring. Therefore, we had to define our domain clearly in order to keep a close focus on supervision and coaching.

The terms supervision and coaching indicate formats of counselling to serve the professional development of persons, teams, and organizations. Supervision and coaching intervene at the points of intersection, where human beings interact in their specific functional and social roles and their organizational environments.

We defined our domain as following: supervision and coaching are focussing on the interaction of persons, professional tasks and organizations.

## **3. Connection with the professional community**

Though ECVision referred mainly to ANSE policies and ANSE member associations, we were able to establish contact with the two other big European professional counselling associations EMCC and ICF as well.

We discovered different approaches and methods, often overlapping. The terminology used is fluid and often changes or shifts. The decision to use the term supervision or coaching refers to both different histories of development and key aspects of activities in the field.

Therefore, we decided – exceeding the approved work plan – the Glossary comprises insights into different approaches and their coming-from, short historical outlines of the two professions' development in the project countries.

Two conferences gave opportunity for discussing the outcomes thoroughly within the professional community and for getting input for further development of our professions.

Sustainability of the ECVision outcomes is very likely because:

- ANSE is dedicated to implement the ECVision Products as their standards.
- By October 2015, ten national organizations published the ECVision Products on their website, or offered information about the project.
- Several training providers for supervision and coaching use them for teaching.
- As the Instruction workshops and applying the Evaluation model started only during the last months of the project period, we expect their main impact in the future.
- The experiences so far are encouraging. The Evaluation showed that the participants highly value supervision and coaching as a support for their professional life, but that it's weakly connected with organizational issues. VHS GbmH therefore is going to re-think their contracting procedure.
- The participants of the Instruction Workshops were eager to ask their specific questions, and to learn about the outcomes' usability. They were willing to take on the task to adapt both to their own, specific needs.

# Table of Contents

- 1. **Project Objectives ..... 6**
- 2. **Project Approach ..... 7**
- 3. **Project Outcomes & Results ..... 26**
- 4. **Partnerships ..... 30**
- 4. **Plans for the Future..... 32**
- 5. **Contribution to EU policies ..... 34**
- 6. **Extra Heading/Section ..... 36**

## 1. Project Objectives

Though there are national and European professional counselling associations, Supervision and Coaching - mainly freelance professions - lacked a common and consistent way of describing skills and competences on a European level.

Given the project title, ECVision has been selected by the European Commission in 2012 in order to change that by developing a European System of Comparability and Validation of Supervisory Competences.

This system contains three main products:

- A **Glossary** (to guarantee comparability of terms, definitions and legal frameworks),
- A **Competence Framework** (to guarantee comparability of supervisory competences and qualifications by describing them in learning outcomes).
- **Learning Units and ECVET**: the learning outcomes described within the competence matrix will be referred to learning units and ECVET; A correspondence table between academic and private VET for supervision is going to be developed.

Concurrently several instruments for **disseminating, testing and using the products in VET and Human Resource Management** were developed.

## 2. Project Approach

### 2.1. Creating the Glossary

For creating the Glossary the project team had four meetings of three days in Vienna (November 2012), Gothenburg (March 2013), Munich (June 2013) and Vienna (November 2013).

Following Heidemarie Müller-Riedlhuber, who has developed a system to describe core competences in the educational field (DISCO), we defined the domain of supervision and coaching as follows: **“Counselling the interactions between individuals, work and organization.”**

Initially, we based the contents of this Glossary on the research of available literature concerning supervision and coaching in Sweden, Germany, Austria, Hungary, Croatia, and the Netherlands. We then agreed upon the following main categories to describe supervision and coaching: stakeholders, participants, core qualities, settings, methods and outcomes.

We also discussed different perceptions and comprehension of terms and concepts, partly due to the different national backgrounds, to the fields of activity and the various client systems. These discussions took place within the project team, with ten external experts and with the professional community at the first conference in Brussels. Ultimately, a common description of supervision and coaching was created, including a few deviating opinions.

### 2.2. Creating the “Overview of the Legal Framework”

According to the working and financial plan this task was subcontracted. Under the tight control of the project team member Wolfgang Knopf first of all a sufficient structure for the overview was developed.

It covers Supervision & Coaching, Management Consulting and Psychotherapy and – as a specific Austrian profession – “Lebens- & Sozialberatung” (“Life & social counseling”). Those professional fields were described within the categories Legal Framework – Detailed Information – eventually Annexes – professional Associations – References.

### 2.3. Creating the Competence Framework

In our 5<sup>th</sup> meeting in Zagreb we started developing the all-important structure. We analysed related competence frameworks (BSO, EMCC, ACOS, ICF, SystemCert, EAP) and decided upon the following competence areas: Advanced communication – Building professional relationship – Self-awareness – Performing in different settings – Methods, techniques and interventions – Diversity – Work-organization-person – Ethics – Contracting – Evaluation and Quality management – Facilitating development.

We, too, decided upon three methodological guidelines:

- The ECVision Glossary, by defining competences according to core qualities and methods of the Glossary.
- Bloom`s Taxonomy: We used and adapted – according to European standards – Bloom`s Taxonomy to describe learning outcomes and competences of the supervisor/ coach.
- The European Qualification Framework: We referred to the EQF structure to describe knowledge, skills and performance relating to the different competences with a dedicated focus on the description of observable behaviour.

We elaborated competences and related them to knowledge, skills and abilities in sub-groups between the meetings.

During the 6<sup>th</sup> meeting in Amsterdam we decided on differing between the Competence Framework (the main outcome, including learning outcome-based descriptions of supervisory/coaching competences), and an attached Competence Matrix, allocating those competences to EQF-levels. We agreed upon “Competence Framework” being more accurate according to the scientific use of terms.

We finished the draft version of the competence framework and had it ready for handing it over to the experts.

In Munich (7<sup>th</sup> meeting) we finished the competence framework by integrating the expert`s comments.

The attached Competence Matrix allocates the learning outcomes to the levels 6 - 8 of the EQF. The project coordinator prepared it and finalized it with the team.

#### *2.4. Creating the ECVET-ECTS Reference Table*

During the 7<sup>th</sup> meeting we split and worked in two groups on

1. the ECVET-ECTS reference table (Judy/VHS GmbH, Ajdukovic/Univ. Zagreb, Kuhn/ TOPS, Cajvert/Univ. Gothenburg);
2. the Evaluation model (Voogd/Coachkwadmaat, Knopf/ANSE, Madai/VHS GmbH)

The four members of the ECVET-ECTS group had made themselves acquainted with the basics of ECVET before the meeting using material the project coordinator had sent.

Ms Ajdukovic from University of Zagreb and Mr Kuhn from TOPS furthermore had prepared and sent before detailed descriptions of their training programs for supervision.

We compared the training programs of University of Zagreb – already accredited in ECTS - and TOPS München-Berlin.

For the ECVET-allocation of the TOPS-curriculum we related the competences defined in the Competence Framework (Learning Outcomes) to the Unit of learning outcomes defined by TOPS.

We used the Be-TWIN- methodology to create “a dialogue” between the ECTS and ECVET credit systems.

The project coordinator comprised those outcomes of the meeting, and sharpened it in two phone conferences with Ms Ajdukovic and Mr. Kuhn. Furthermore, she added the curriculum of the training program of ASYS (associated partner) to the reference table.

Extending the planned outcomes, a separate reference table between the two training programs of TOPS and ASYS gives a first impression of how Learning Units based upon the ECVision Competence Framework could help creating a Memorandum of Understanding between VET providers for Supervision & Coaching.

During the 8<sup>th</sup> meeting the reference table was fine-tuned and soon afterwards published on the website.

### *2.5. Creating the Evaluation model*

The three members of the group for the evaluation model (Mr. Knopf, Ms Madai and Ms Voogd) worked with the Glossary and Competence Framework as basis for the content of the evaluation model. To do so, they mainly used the “Outcomes” in the Glossary and all the “Performance” criteria which referred to the relationship between supervisor/coach and supervisee/coachee and contracting partner in the Competence Framework.

They also considered research literature on effectiveness of coaching and supervision. Mr. Knopf, Ms Madai and Ms Voogd worked out the criteria for the procedure of the evaluation and formed the procedure. This was worked out into a questionnaire for supervisees / coachees and department managers in German.

After the evaluation in VHS GmbH the questionnaires were translated in English.

## 2.6. Evaluation process

### 2.6.1. Evaluation of the products

#### 2.6.1.1. Expert's committee

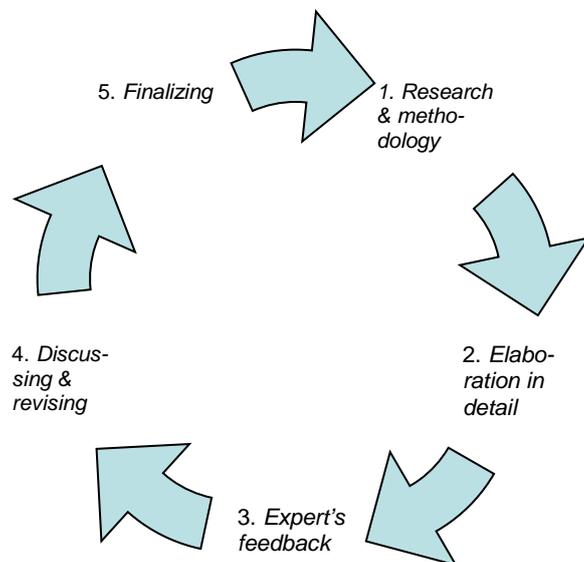
We distributed both the Glossary and the Competence Framework drafts to 10 European experts for reflection and commenting. The project coordinator brought all the comments together into one cumulated document. We revised the products according to the expert's suggestions.

The experts represented a purposeful sample of expertise both in the fields of theory, research and practise of supervision and coaching, and trying to cover at least partly the diversity of European approaches.

The experts were:

- Guido Baumgartner, Supervisor, Coach, Organization Developer, CH
- Hans Björkman, Group Manager WSP (global consultancy company),
- Elisabeth Brugger, committee member of WeiterBildungsAkademie, Program Director of VHS GmbH (now retired), Supervisor; AT
- Susanne Ehmer, Supervisor, Coach, Organization Developer, Professor at Univ.Freiburg, DE, Co-owner of redmont, AT
- Erik de Haan, MSc, PhD, Director of Ashridge's Centre for Coaching; Professor of Organization Development and Coaching at VU University, Amsterdam, UK
- Tone Haugs, Assistant Professor at Univ. Stavanger, NO
- Louis van Kessel, Professional Coach, Supervisor/, Lecturer, Human Resources, NL
- Helga Messel, 1982-2000 in SIF (trade union) as Head of training-department and Project Manager. Career-Consultant, SE
- Heidi Möller, PhD, Professor of theory and methodology of consulting, Univ. of Kassel, DE
- Heidemarie Müller-Riedlhuber, Vienna Institute for Labour Market and Research on Education, WIAB, AT

## The evaluation circle:



## Summarization of comments:

Area	Suggestions	Result
<b>Glossary</b>		
The domain of the Glossary	Adding descriptions of mentoring and other related and partly overlapping ways of counselling.	Developing a figure to illustrate the domain more clearly. We decided to keep ourselves focused on the task of describing supervision and coaching.
Using different columns for supervision and coaching	No need if there seems to be no real difference.	Closely evaluating the Glossary if the different words represented real differences. If so, were maintained the two columns; if not we merged them into one.
The content of the descriptions:	Suggestions to make changes on specific descriptions.	We adopted most of those comments.
The form of the descriptions.	Making clear distinctions between competences, responsibilities and tasks	Using nouns for the core qualities and verbs for the methods in order to enhance the transparency of the Glossary.
<b>Competence Framework</b>		
Questioning the structure	Too many areas, make it shorter, summarize.	Reducing the areas to two main areas and from 13 to 9 sub-areas.
Questioning the allocation of competence categories	Professional Attitude and Applied Competences and the allocation of sub-categories isn't clear enough	Re-formulating the main categories into professional identity and professional attitude. Revising allocation of sub-categories.
The content of the descriptions:	Suggestions to make changes on specific definitions.	We adopted most of those comments.
Sharpening descriptions.	Sharpening knowledge, skills and performance.	We adopted most of those comments.

### 2.6.1.2. External Evaluation of ECVision Glossary and Competence Framework of Supervision and Coaching”

According to the approved workplan we also retained an external opinion regarding to Scientific Validity, Relevance for Practice and Meaning for Professionalization of both the ECVision Glossary and the Competence Framework of Supervision and Coaching”.

This evaluation was provided by Univ. Prof. i. R. Dr. Joachim Sauer, Salzburg, Austria.

#### Key statements:

**Scientific Validity:** The highly reflected outcomes of the Glossary and the framework of competences are a solid and valid ground for further research with regard to close the gap between practice and theory of supervision and coaching.

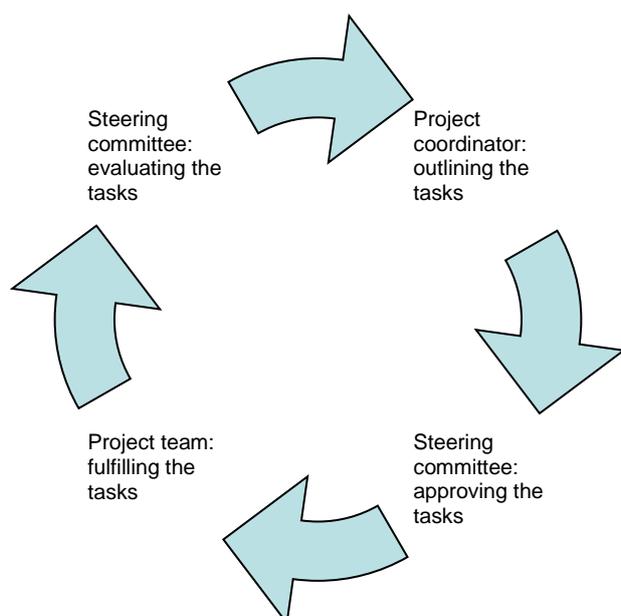
**Relevance for Practice:** The ECVision project group – with the support of international experts – has defined a set of specific skills for supervision and coaching. This provides an excellent basis for further education in supervision and coaching and for the comparability of different curricula in different European countries.

**Meaning for Professionalization:** ECVision Glossary and Competence Framework are important steps forward in the professionalization of supervision and coaching based on a theoretical framework.

The whole evaluation please see attachment 18.

### 2.6.2. Evaluation of management process

The evaluation circle:



The steering committee had eight meetings and two Skype meetings. Minutes and recommendations’ list please see attachments 29-38.

The project coordinator was invited to all meetings. Usually the steering committee members had their discussions first and then questioned the project coordinator, who attended the meeting later.

Open questions were clarified, problems named and a strategy committed. If indicated, the steering committee gave written recommendations.

The project team members discussed the recommendations and considered them for further action.

Most important activities, resp. decisions:

- Monitoring the timeline according to the revised timetable
- Monitoring the dissemination, especially according to ANSE member associations.
- Monitoring and recommending on the two conferences.
- Decisions according to the necessity of an amendment due to mistakes in the application:
  1. VHS is appointing a new formal project evaluator (Herbert)
  2. Proposals to the Executive Agency: monthly reports to re-establish trust, and employment of Ms Madai (withdrawn as a partner) at VHS GmbH.
- Postponing the translations, because of the need of facilitating the discussion and feedbacks from the customers and national associations. This gave the project as much space as possible for continuous development/work-in-progress.

Furthermore, the steering committee ran two opinion surveys with the project team members:

- one mid-term evaluation on the Glossary in summer 2014 and
- one final evaluation on the Competence Framework of Supervision and Coaching”, the ECVET-ECTS Reference Table and the Evaluation Model in October 2015.

#### Outcomes:

The results were consistently positive according questions about rating the Project overall, the quality and usability of the outcomes and the knowledge acquired within creating them.

The biggest differences are showing up when asking for the practical impact of the products upon the national professional communities:

“The professional community discusses the outcomes profoundly and will use it sustainably” covers the full range from applies fully: 1, applies mainly: 4, applies partly: 1, and applies marginally: 1.

According to the process aspects of ECVision, the project team members assessed them of the same tenor: working process, management architecture, cooperation in the group, own participation in the activities and the distribution of tasks scored between very positive and mainly positive.

The whole evaluation please see attachments 16-17.

## 2.7. Dissemination and exploitation strategy

### 2.7.1 Dissemination

Dissemination took place mainly by the following activities:

Project activities:

- Website
- Two conferences

Activities by staff members:

- Presentations
- Lectures
- Workshops
- Publications

Website: <http://www.anse.eu/ecvision/start.html>

#### Conferences

##### 1. **“Getting involved! A Common Terminology for Supervision and Coaching in Europe“**

The conference presented the Glossary, the first main product, to a professional audience. The conference took place from 2014-02-13 to 2014.02.14 at the Conference Centre in the European Trade Union House in Brussels, Boulevard du Roi Albert II, 5, B-1210 Bruxelles, and it was organized by the project partner EUROCADRES, the European trade union for managerial staff.

58 participants attended the conference: experts, steering committee members, project team members, participants of organizations of the consortium, board members of national associations, organizations for training of coaches and supervisors.

All participants received the printed Glossary. The conference approach aimed at enlarging the involvement of the participants in order to make them active multipliers of the Glossary.

The main feedback from the participants:

Main feedback from the participants:

- The Glossary mirrors the diversity within the European perspective: you can't satisfy all the specific stakeholders in the different countries completely.
- A compromise on main points is ok.
- Keep the customers and the organizations that we work for in mind.
- Bring some more life to the product(s) with cases, stories, interviews.
- Some proposals for sharpening terms and descriptions.
- Good atmosphere, positive and important discussion.
- High usability, we will distribute it within our fields of influence. a common language for our profession, and they appreciated this development.

We consider the conference a full success, especially from a strategic point of view: nearly all participants fully agreed with the objectives and agreed upon disseminating and exploiting the Glossary. The participants “got involved”, proposed minor adaptations – which we partly took over – and so the Glossary became a common product of the professional community.

## **2. “Recognizing Competences. ECVision: Comparability and Validation of Supervisory and Coaching Competences”**

The second conference in Vienna presented the Competence Framework to a professional audience. The conference took place from 2015-09-24 to 2015-09-25 at Urania Wien, Uraniastraße 1, 1010 Wien, organized by the project coordinator VHS GmbH.

81 participants attended the conference: experts, steering committee members, project team members, participants of organizations of the consortium, board members of national associations, organizations for training of coaches and supervisors and individual coaches and supervisors.

All participants received the printed manual “ECVision. Supervision and Coaching in Europe: Concepts and Competences”. The conference approach aimed at ensuring the sustainability of the ECVision outcomes by stimulating the participant’s ideas about using them.

The main feedback from the participants:

Main feedback:

Positive:

- Very usable, performance criteria are helpful
- I got clear ideas of how we can use the ECVision products in our professional community.
- High usability, we will distribute it within our fields of influence.
- The customers perspective (Evaluation model, HRM-checklist) is finally in.
- High adaptability to different needs and focusses
- Great job,
- Good atmosphere, important discussion.

Negative:

- Too elaborated
- Differentiation between coaching and supervision in the Competence Framework is missing.

We consider the second conference a full success, too. Again, most participants fully agreed with the objectives and agreed upon disseminating and exploiting the ECVision outcomes.

Dissemination activities by staff members:

Lectures (L), Workshops (W), Presentations (P), Input for Discussion (D)

Products: G = Glossary; CFW = Competence Framework

Feedback: +++: high usability; ++: good usability; +: partial usability

Date / Place	Type of Dissemination	Content	Use of ECVision Products	Target group	Number of participants	Feedback
<b>Marina Ajdukovic</b>						
Instruction workshop, Department of social Work Univ. of Zagreb, 2015-10-28	W	The project outcomes	Manual	Members of faculty counsel	86	++
Meeting, 2015-09-28, Zagreb	P, D	Application of outcomes related to Competence Framework	CFW	Head of the Chair for Organization psychology	1	++
Department of social Work University of Zagreb, 2014-12-12 Zagreb	P	Project goals and outcomes related to Glossary	G	Graduates of IVth generation of supervisors at the Department of social Work University of Zagreb	35	+++
Meeting of the Croatian Association of Supervisors (HDSOR) 2014-12-11, Zagreb	L, P	Project goals and outcomes related to Glossary	G	Members of Croatian Association of Supervisors (HDSOR)	21	+++
Tenth International Interdisciplinary Conference on Clinical Supervision, 2014-06-11, Adelphi University, Long Island, USA	Poster presentation	Project goals and outcomes related to Glossary	G	USA supervisors	120	+++
<b>Lilja Cajvert</b>						
Meeting of Meta Supervisors, 2014-02-17, Gothenburg	P	Supervision's Education	G	Meta Supervisors	6	+
Formal Meeting Swedish national association 2014-03-20, Kungälv	P	Presenting the Glossary	G	Supervisors from Sweden	25	+
Verksamhetsförlagut-bildning/VFU (Workplace training), 2014-05-15, Gothenburg	L	Education	ALL Project	VFU supervisors	20	++
Local Meeting Swedish national association 2014-09-26, Gothenburg	D	Workshops	G, CFW	Supervisors	4	+

Staff meeting, 2014-10-09, University of Gothenburg	D	Meeting	CFW	Staff members of supervisions courses	5	++
VFU staff, 2015-01-12, Gothenburg	P	VFU supervisors education	About the project	VFU supervisors	60	++
Seminar, 2015-01-19, University of Gothenburg	P	Social work's students	G, CFW	Students	105	++
Instruction workshop: VFU staff,, 2015-08-26, University Gothenburg	P	VFU supervisors education	G, CFW	VFU supervisors Education	80	++
<b>EUROCADRES (Slavica Uzelac &amp; Gerald Musger)</b>						
Eurocadres General Assembly, 2015/10, Brussels	P	Project results and final conference	Concepts and CFW	Eurocadres delegates	90	+
Eurocadres Executive Committee 2015/2 & 2015/4, Brussels	D	Invitation to the final conference	Conference agenda	Members of the Executive Committee	25	+
Eurocadres General Assembly, 2014/11, Brussels	P, D	Short report on the project development	G	Eurocadres delegates	90	+
Eurocadres Executive Committee 2014/4, Brussels	P	Dissemination of the Glossary	G	Members of the Executive Committee	25	+
<b>Barbara Gogala</b>						
Study days of the social chamber of supervisors, 2015-06-22, Ljubljana,	P; W	Project goals and outcomes	G; CFW	Supervisors	30	+++
Board meeting of Association for Psychologists in Slovenia, 2015-07-02, Ljubljana,	P	Forming the supervision system for newly graduated psychologist	G; CFW	Executive board	6	+++
<b>Michaela Judy</b>						
Instruction workshop, 2015-30-10, ASYS/ Vienna	W	CFW within the ASYS training for SVC	CFW	Meta-supervisors of ASYS	8	+++
Instruction workshop, 2015-04-29, ÖVS (Austrian Ass. f.SVC); Vienna	W	Revising the standards of ÖVS according to the CFW	CFW	Employees and board members of ÖVS	6	+++
Meeting of Training Providers, 2015-03-01, ÖVS/Salzburg	P (with W. Knopf)	Presentation of CFW, policy	CFW	Board of Training Providers within ÖVS	18	++
Kongress "Coaching heute: Zwischen Vertraulichkeit u. Firmen-interessen", 26/03. -27/03/15 Erding	W	Der Kontrakt als Beratungs-leistung	CFW	Coaches and HR managers from German-speaking countries	33	++

„Coaching meets Research“, 3. Int. Coaching-Fachkongress, 17./18. 6 2014, Olten, FH NW-Schweiz	P (with W. Knopf)	ECVision: Ein Projektteam erkundet die eur. Landschaft von Supervision & Coaching	G	Coaches and HR managers from German-speaking countries	12	++
Meeting of Training Providers, 2014-12-01, ÖVS/Vienna	P	Presentation of Glossary, outlooks to CFW	G	Board of Training Providers within ÖVS	18	++
Meeting of Training Providers, 2013-03-10, ÖVS/ Salzburg	P	Presentation of ECVision	ECVision	Board of Training Providers within ÖVS	18	++
General Assembly ASYS, 2013-02-12	P	Presentation of ECVision and benefit for ASYS	G	Board members of ASYS	16	+++
Vienna, ÖAGG, 24.11.2012:	P	Der NQR und ECVision	ECVision	Consultants and trainers for group dynamics	14	+++
<b>Wolfgang Knopf</b>						
ANSE Summer University 19/08/2015 Zadar (HR)	P	G; CFW; Policy	ANSE Homepage	Supervisors / Coaches	ca 80	++
DGSv-Meeting, 26/07/2015 Berlin (D)	W	CFW	CFW	Experts DGSv	10	+++
Conference „Meta-Supervision“, ÖVS 04/06/2015 Bregenz (A)	D	CFW	CFW	Meta - Supervisors	ca 60	++
Instruction workshop, 12/05/2015 Fulda (D)	L & W	CFW; Policy	CFW	Providers DGSv	ca 60	++
ANSE research conference, 25/05/2015 Budapest(H)	L	CFW; Policy	CFW	Supervisors Researcher	ca 80	++
BSO Meeting 28/03/2015 Basel (CH)	D	CFW; Policy	CFW	Supervisors BSO	ca 70	++
DGSv-Meeting, 05/02/2015 Berlin (D)	L & W	G; CFW; Policy	Glossary, CFW	Experts DGSv	10	+++
ANSE Board meeting, 03/10/2014, Vienna (A)	P	G, CFW; Policy	Glossary, CFW	ANSE Board	20	+++
General Assembly DGSv, 27/09/2014 Kassel (D)	D	ECVision Project	ECVision-ppt	DGSv members	ca 80	+
Meeting BiH supervisors 02/09/2014 Neum (BiH)	L	ECVision Project	ECVision-ppt	BiH Supervisors, Social workers	50	++

DGSv-Meeting, 16/07/2014 Berlin (D)	D	ECVision Project	ECVision- ppt	Experts DGSv	10	+++
Meeting BiH supervisors 08/07/2014 Neum (BiH)	L	ECVision Project	ECVision- ppt	BiH Super- visors, Social workers	50	++
Triangel Conference 28/06/2014 Berlin (D)	D	CFW	CFW	Supervisors, coaches	25	+
General assembly ÖVS 16/05/2014 St.Pölten (A)	D	ECVision Project; G	G	ÖVS members	60	++
BSC Meeting 25/04/2014 Verona (I)	L	G; Policy	G	Supervisors BSC/ASC	24	++
12/02/2014 Brussels (B)	W	G; Policy	G	Supervisors Coaches Providers	60	++
ISVO meeting, 01/02/2014 Vienna (A)	L	G	G	Supervisors, Coaches ISVO	12	+++
ÖVS Conference, 31/01/2014 Vienna (A)	D	G; Policy	G	Supervisors, Coaches,	50	+
Austrian Federal Institute for Adult Education, Strobl (A), 06/12/2013,	L	ECVision Project	ECVision- ppt	Meta – Super- visors	15	++
General assembly EUROCADRES 28/11/2013 Brussels (B)	L	ECVision Project	ECVision- ppt	EUROCADRES members	80	+
General assembly DGSv, 23/11/2013 Bonn (D)	D	ECVision Project	ECVision- ppt	DGSv members	ca 60	++
MSZCT meeting 13/09/2013 Budapest (H)	L	CFW	CFW	VET providers	ca. 35	++
MSZCT meeting 14/09/2013 Bratislava (SK)	L	CFW	CFW	VET providers	ca. 35	++
ANSE Summer University 20/08/2013; Kaunas (Lit)	L	ECVision Project	ECVision- ppt	ANSE members	ca 70	++
General assembly ÖVS, 25/05/2013 St.Pölten (A)	D	ECVision Project	ECVision- ppt	ÖVS members	ca 40	++
TOPS Tage , 09/03/2013 Berlin (D)	D	ECVision Project	ECVision- ppt	Supervisors, coaches, trainer	ca 50	++
29/10/2012 Brussels (B)	L	ECVision Project	ECVision- ppt			

<b>Hubert Kuhn</b>						
TOPS staff conference, 19/5/2014 Munich	P,D	G	G	Meta-Supervisors, training providers	14	++
Instruction Workshop, 9/10/2015 Munich	P, D	CFW	CFW	Meta-Supervisors, Coaches training providers	10	+++
Instruction Workshop, 24/7/2015 Munich	D	CFW	CFW	Meta-Supervisors	12	+++
Instruction Workshop, 22/7/201, Munich	P, D	CFW	CFW	Meta-Supervisors, Coaches	9	+++
DGSv conference, 12/5/2015 Fulda	L, W	CFW	CFW	Training providers DGSv	Ca. 60	++
TOPS coaching staff, 11/5/2015 Munich	P,D	CFW	CFW	Training providers	5	+++
TOPS staff conference, 20/4/2015 Munich	P,D	CFW	CFW	Meta-Supervisors, Coaches	14	+++
TOPS conference, 14/3/2015 Berlin	P,D	CFW	CFW	Meta-Supervisors, Coaches training providers	Ca. 40	++
TOPS meeting, 16/11/2014 Munich	P,D	G	G	Meta-Supervisors, Coaches training providers	10	+++
Meta supervisors meeting, 11/09/2014 Munich	D	G	G	Meta-Supervisors	12	++
Intervision group, 2/4/2014 Munich	P, D	G	G, Website	Supervisors, coaches	8	+++
<b>Krisztina Madai</b>						
Instruction workshop, Karoli gaspar University, Budapest, 2015-07-11	W	Introducing the ECVision main products	G, CFW	Lecturers of the Postgraduate Supervision course	10	+++
Instruction workshop, Karoli gaspar University, Budapest, 2015-07-11	W	Introducing the ECVision main products	G, CFW	Lecturers of the Postgraduate Supervision course	11	+++
CoachAcademy coach training program 2014/2015	D	Using ECVision Products for the coach training program / self-reflection	G, CFW	Coaches in their training program	approx. 40/year	+++
ICF coaching conference on coaching supervision, Budapest, 2014-05-22	W	Introducing the Glossary	G	Hungarian supervisors and coaches	25	++

<b>Eva Nemes</b>						
Meeting, 20/10/2015 Budapest (H) Karoli University	P D	Introduction of ECVision project	CFW	Lecturers of KRE Faculty of Humanities	62	++
Employ ID Conference 16/10/2015; London (UK)	D	G CFW	G CFW	Representatives of Public Employment Services from 15 countries	ca 65	++
Meeting, 15/10/2015 Budapest (H)	W	G CFW	G CFW	Supervisors	14	+++
Supervision Confe- rence 08/10/2015; Debrecen (H)	L	Introduction of ECVision project	Ppt Website	Social workers, teachers, supervisors	74	++
KRE University 02/10/2015 Budapest (H)	W	G CFW	Ppt, G, CFW	Supervision course 2 <sup>nd</sup> year students	21	+++
Diversity work-shop 22/09/2015 Lillehammer (No)	D	G CFW	Website	Social workers, supervisors	18	++
KRE University , 11/09/215, Budapest (H)	W	G CFW	Ppt, G, CFW, Website	Supervision course 1 <sup>st</sup> year students	17	++
ANSE Summer Univ., 19/08/2015, Zadar (HR)	P	G CFW	Ppt, G, CFW, Website	Supervisors, coaches	ca 80	++
ANSE board 13/06/2015 Aachen (D)	D	G CFW Policy	G, CFW, Website	ANSE board members, DGSv President and Manager	8	+++
KRE meeting, 11/06/2015, Monoszló (H)	W	G CFW	G, CFW, Website	Lecturers of KRE super- vision course	11	+++
MSZCT General Assembly 06/06/2015 Budapest (H)	P	G CFW	Ppt, G, CFW, Website	Supervisors, coaches	52	++
Supervision Conference, 05/06/2015, Budapest (H)	P	G CFW	Ppt, G, CFW, Website	Supervisors, coaches, students, trainers	75	++
IVG meeting 21/05/2015 Stavanger (No)	P	G CFW	G, CFW, Website	Supervisors	4	+++
ANSE Research Conference 25/04/2015 Budapest (H) Karoli University	D	G CFW	G, CFW, Website	Supervisors, researchers, trainers, students from 13 countries	ca 75	++
University of Stavanger 17/03/2015, Stavanger (No)	P	G, CFW	G, CFW, Website	Supervision students	16	++
KRE University 22/01/2015 Budapest (H)	W	ECVision Project, G	Ppt, G, Website	Trainers, lecturers	14	+++

ANSE General Assembly 04/10/2014 Vienna (A)	P	G, CFW	Ppt, G, Website	ANSE delegates from 15 countries	35	+++
ANSE Presidents' Meeting 03/10/2014 Vienna (A)	P	G	Ppt, G, Website	ANSE presidents	20	+++
26/09/2014 Budapest (H) KRE University	W	ECVision Project, G	Ppt, G, Website	Coaching course students	15	++
MSZCT board meeting, 30/06/2014 Magyaród (H)	W	ECVision Project, G	Ppt, G, Website	MSZCT Board Members	5	+++
25/04/2014 Verona (I)	D	ECVision project	G	Supervisors BSC/ASC	24	++
MSZCT General Assembly 25/01/2014 Budapest (H)	P	ECVision Project, G, Policy	Ppt, G, Website	Supervisors, coaches	45	++
Latvian Association for SV 24/10/2013 Riga (Lt)	D	ECVision Project, Policy	Website	Supervisors	25	++
ANSE Summer university 20/08/2013 Kaunas (Lit)	P	ECVision Project	ppt	Supervisors, Coaches, students	ca 70	+++
<b>Mieke Voogd</b>						
Instruction workshop LVSC, 13/11/2015 Utrecht, NL	W	Relevance ECVision project	CFW Glossary	Supervisors, coaches	70	
Training program Groningen, 29/9/2015 Groningen, NL	D	Application ECVision pro- ducts to trainers for supervision	CFW	Supervisors, trainers	6	++
LVSC research committee, 9/9/2015 Zwolle, NL	P,D	Presentation of ECVision and relevance	CFW, evaluation model	Members of research committee	5	++
International coaching super- vision conference, Brookes University, 11/7/2015, Oxford UK	P, W, D (with K. Madai)	Usability ECVision products for coaching supervisors	CFW mainly	Coaching supervisors, training providers	15	++
LVSC meeting, 12/5/2015 Utrecht, NL	P	Progress ECVision	CFW	Supervisors, coaches	40	++
LVSC meeting, 30/10/2014 Utrecht, NL	P, D	ECvision use for policy	G	Policymakers LVSC	10	+++
LVSC meeting, 17/4/2014 Utrecht NL	P	Progress ECVision	G	Supervisors, coaches	40	++

*Publications*

Author	Type of Publication	Medium	Scope	Key Words
Barbara Gogala, Eva Nemes	Website	<a href="http://szupervizork.hu/ECVision-project">http://szupervizork.hu/ECVision-project</a>	Website	Basic assumptions, competences, supervision, coaching, validation
Barbara Gogala	Journal	ODMEVI (Slovenian HRM magazine); 2014-04	3000	ECVision project, scope of activities
Michaela Judy	Journal	Weiterbildung 5/2015	5000 readers, Adult Educators in German speaking countries	G & CFW – Learning outcome orientation – transparency of Supervision
Krisztina Madai	Hungarian online coaching journal 'Magyar CoachSzemle'	'Magyar Coach Szemle', 2/2013 <a href="http://coachszemle.hu/kutatasok/230-felhivas-eu-altal-tamogatott-coaching-kutatasban-valoreszvetelre">http://coachszemle.hu/kutatasok/230-felhivas-eu-altal-tamogatott-coaching-kutatasban-valoreszvetelre</a>	Website	Announcing the project; inviting the coaching and supervision community to participate in creating the Glossary
Krisztina Madai	Hungarian online coaching journal 'Magyar CoachSzemle', Research article	'Magyar Coach Szemle', 1/2014 <a href="http://coachszemle.hu/hatter-87/427-a-coaching-tortenete-magyarorszagon">http://coachszemle.hu/hatter-87/427-a-coaching-tortenete-magyarorszagon</a>	Website	Development of coaching in Hungary in the perspective of ECVision Competence Framework.
Krisztina Madai	Blog	<a href="http://www.coachakademia.hu/blog/ecvision-a-coaching-es-a-szupervizio-europai-fogalomtara-es-kompetencia-profilja/">http://www.coachakademia.hu/blog/ecvision-a-coaching-es-a-szupervizio-europai-fogalomtara-es-kompetencia-profilja/</a> 10/9/2015	Website	Introducing G & CFW in Hungarian to the professional community. Opportunities for supervisors coaches, and lecturers
M.C. Voogd	Article	Journal of Coaching Sept. 2015	3000 readers	ECVision, CFW Relevance to the professional community, Training program
S. de Roos M.C. Voogd	Article	Journal of supervision and coaching	3000 readers	ECVision - Policy Introduction of the project to the professional community

### 2.7.2. *Exploitation activities:*

Exploitation took place mainly by:

1. Instruction workshops
2. The Evaluation Model

#### Ad 1. Instruction workshops

Originally planned as 1-day-workshops with more or less fixed agenda, we soon found out that this approach would not meet the needs of different stakeholders. Therefore, we designed the ECVision-Instruction-Workshops as modules that can be flexibly adapted to different situations, interests and timeframes.

The main goal is supporting players in the professional community to work with the ECVision products: The Glossary and the Competence Framework for Supervision and Coaching.

The particular focus depends on the users' interests. The players in the professional community addressed by the products are:

- National associations for Supervision and Coaching
- VET providers for Supervision and Coaching
- Clients in Human Resource Management
- Supervisors and coaches.

Furthermore, the following tools are ready for download on the website (<http://www.anse.eu/ecvision/offers.html>):

- Instruction Workshops - The Modules
- Checklist for HMR-Managers
- ECVision Poster session

Instruction Workshops held:

1. Department of Social Work University of Zagreb, 2015-10-28 (Marina Ajdukovic)
2. VFU-staff, 2015-08-26, University of Gothenburg (Lilja Cajvert)
3. ASYS staff, 2015-30-10, / Vienna (Michaela Judy)
4. ÖVS, 2015-04-29, ÖVS (Austrian Ass. f.SVC); Vienna (Michaela Judy)
5. DGSv, 12/05/2015, Fulda (D) (Wolfgang Knopf)
6. TOPS staff, 9/10/2015, Munich (Hubert Kuhn)
7. TOPS staff, 24/7/2015, Munich (Hubert Kuhn)
8. TOPS staff , 22/7/201 Munich(Hubert Kuhn)
9. Karoli Gaspar University, Budapest, 2015-07-11 (Krisztina Madai)
10. Karoli Gaspar University, Budapest, 2015-07-11 (Krisztina Madai)
11. LVSC, 13/11/2015 Utrecht (Mieke Voogd)

At the final conference, the project team members held four Instruction workshops (in pairs)

## Ad 2. Evaluation Model

The questionnaires for supervisees/ coachees and department managers worked out by Mr. Knopf, Ms Madai and Ms Voogd were discussed by Mr Knopf with the HR manager of Wiener VHS and adjusted slightly to meet the needs of the client organization.

After that the questionnaires were sent to all the employees that had received coaching or supervision, either individually or with the team, in the preceding year. Additionally it was sent to the department managers who decide about the indication of supervision/coaching.

In total 19 respondents - 4 (3 female / 1 male) department managers and 15 (9 female / 6 male) supervisees/coachees - filled in the questionnaires.

The results were summarised by the team, Mr. Knopf additionally produced a report for VHS GmbH.

In December 2015 the outcomes of the evaluation were discussed with a focus group of supervisors.

### 3. Project Outcomes & Results

#### Description of the main outcomes

##### **ECVision. A European Glossary of Supervision and Coaching**

The ECVision glossary aims at providing orientation and a mainstream description of how today's professional discourses in Europe use both terms. In addition, it offers descriptions of related terms and explains the different ways of comprehension and the perspectives available in the field.

It provides a structure to be continued as permanent work in progress. In the Glossary, we deliberately did not refer to specific counselling theories, or methods, but to a structure appropriate to the project's generic approach.

The structure contains:

- Stakeholders (persons and bodies involved in and responsible for the process of supervision or coaching)
- Core qualities (the necessary basic characteristics of professional work in supervision and coaching)
- Types (indicating the various reasons for undergoing a supervision and / or coaching process within an organizational frame)
- Settings (describing the number of participants, the ways the participants are organized, the frequency and the media in use)
- Methods (specific techniques to facilitate the process)
- Outcomes (the effects of supervision / coaching on the supervisees / coachees)

##### **ECVision. A European Competence Framework of Supervision and Coaching**

Almost all relevant research on Supervision & Coaching refers to the working relationship as the main active factor. Therefore, we did not merely characterize personal skills, but also competences characterizing professional relationships.

We therefore gave the Competence Framework a two-fold structure:

- Professional Identity assumes that a supervisor/ coach has a professional self-concept at hand and shows a professional attitude relating to it. Competences relating to Professional Identity are Professional Attitude (Reflectivity, Integrating Theory and Practice, Ambiguity Tolerance), Ethics and Quality Development.
- Professional Conduct: means the repertoire of viable interventions and extensive knowledge about the dynamics of professional relationships. It contains Building a Professional Relationship, Facilitating Outcomes, Performing Advanced Communication, Handling Diversity and Mastering Settings, Techniques and Methods.

The competences themselves are referring to the EQF structure:

- "Competence" means the indispensable, fundamental characteristics of supervision and coaching.
- "Knowledge" describes facts, principles, theories and practical knowledge that any supervisory work is based on.
- "Skills" describe the cognitive and practical ability to apply this knowledge.
- "Performance" focusses on observable behaviour of supervisors /coaches.

### **The ECVision Reference Table ECTS-ECVET. A Model for Accreditation and Validation of Learning Outcomes in Education and Training of Supervision & Coaching in Europe**

ECVision used the two European credit systems ECTS and ECVET for introducing the ECVision competence framework as practicable validation instrument.

Training programs for Supervision & Coaching in Europe are provided by Universities (which refer to ECTS) as well as by private companies and job-oriented adult education centres (which until now have no consented validation instruments).

For introducing the ECVision Competence Framework as a validation instrument, it took four steps:

1. We decided upon using the two European credit systems ECTS and ECVET.
2. The VET curricula of the consortium members TOPS, Univ. of Gothenburg, Univ. of Zagreb and ASYS (Partner of VHS GmbH were described using the Competence Framework.
3. We referred both the TOPS and ASYS curriculum exemplarily to the Learning Units according to the Competence Framework, and to ECVET.
4. We referred the TOPS curriculum to that of University of Zagreb, already accredited in ECTS. For doing so, we used the Be-TWIN-Matrix to provide valid correspondence between academic and private VET for supervision.

Outcomes & Results – An Overview	Available since	Download
Website	Jan.2013	<a href="http://www.anse.eu/ecvision.html">http://www.anse.eu/ecvision.html</a>
ECVision. A European Glossary of Supervision and Coaching, including a History of Supervision and Coaching.	Jan. 2014	<a href="http://www.anse.eu/ecvision.html">http://www.anse.eu/ecvision.html</a>
Rechtliche Rahmenbedingungen & Reglementierung von Supervision & Coaching in Europa. Translation into English: „Legal Framework of Supervision & Coaching in Europe”. Annexes	Jan. 2014	<a href="http://www.anse.eu/ecvision/products.html">http://www.anse.eu/ecvision/products.html</a>
First Project Conference in Brussels: “Getting involved! A Common Terminology for Supervision and Coaching in Europe”, Conference Centre of the European Trade Union House.58 participants	13 <sup>th</sup> -14 <sup>th</sup> of Feb.2014	<a href="http://www.anse.eu/ecvision/events.html">http://www.anse.eu/ecvision/events.html</a>
The ECVision Competence Framework for Supervision and Coaching Annex: The ECVision Competence Matrix for Supervision and Coaching	March 2015	<a href="http://www.anse.eu/ecvision/products.html">http://www.anse.eu/ecvision/products.html</a>
Das ECVision Kompetenzprofil für Supervision und Coaching. Anhang: Die ECVision Kompetenzmatrix für Supervision und Coaching	April 2015	<a href="http://www.anse.eu/ecvision/products.html">http://www.anse.eu/ecvision/products.html</a>
ECVision. Europski pojmovnik supervizije i stručnog vođenja ECVision. Europski kompetencijski okvir u području supervizije i coaching	April 2015	<a href="http://www.anse.eu/ecvision/products.html">http://www.anse.eu/ecvision/products.html</a>
ECVision. Een Europese begrippenlijst voor Supervisie en Coaching. ECVision – Competentieraamwerk	May 2015	<a href="http://www.anse.eu/ecvision/products.html">http://www.anse.eu/ecvision/products.html</a>
ECVision. En europeisk ordlista för handledning och coaching ECVision. En europeisk referensram för kompetenser inom handledning och coaching	June 2015	<a href="http://www.anse.eu/ecvision/products.html">http://www.anse.eu/ecvision/products.html</a>
ECVision. A szupervízió és coaching európai fogalomtára ECVision. A szupervízió és a coaching európai kompetenciaprofilja	Aug. 2015	<a href="http://www.anse.eu/ecvision/products.html">http://www.anse.eu/ecvision/products.html</a>
Validating Competences. The ECVision Reference Table ECTS-ECVET. VET curricula for supervision & coaching of the consortium members TOPS, Univ. of Gothenburg, Univ. of Zagreb and ASYS (Partner of VHS GmbH)	June 2015 June 2015	<a href="http://www.anse.eu/ecvision/products.html">http://www.anse.eu/ecvision/products.html</a>
Instruction Workshop, including modules for different target groups, checklists for HMR-Managers and an ECVision poster session	March 2015	<a href="http://www.anse.eu/ecvision/offers.html">http://www.anse.eu/ecvision/offers.html</a>
Evaluation Model, applied at Die Wiener Volkshochschulen GmbH in June 2015	June 2015	<a href="http://www.anse.eu/ecvision/offers.html">http://www.anse.eu/ecvision/offers.html</a>

ECVision. Supervision and Coaching in Europe: Concepts and Competences. A Manual	Sept. 2015	<a href="http://www.anse.eu/ecvision/products.html">http://www.anse.eu/ecvision/products.html</a>
Second Project Conference in Vienna, "Recognizing Competences. ECVision: Comparability and Validation of Supervisory and Coaching Competences", Urania Wien, 81 participants	24 <sup>th</sup> -25 <sup>th</sup> of Sept.2015	<a href="http://www.anse.eu/ecvision/events.html">http://www.anse.eu/ecvision/events.html</a>

### *Impact of the products*

So far - till October 30, 2015 - the following national organizations published the ECVision Products on their website, or offered information about the project:

- Hungary (MSZCT) > <http://szupervizorok.hu/ECVision-project>
- Croatia (HDSOR): <http://www.hdsor.hr/?s=ECVision>
- Switzerland (BSO) > <http://www.bso.ch/network-europe/documents.html>. All documents directly downloadable
- Latvia (LSA) > <http://www.supervizija.lv/lv/pasakumi/ecvision-konference-vine-24-25092015/>
- Austria (OVS) > <http://www.oevs.or.at/die-oevs/downloads/> All documents downloadable, most of them in German translation. The ECVision project is mentioned in an interview with Wolfgang Knopf (under "Ausbildungen", click through to "abstracts").
- Germany (DGsv) <http://www.dgsv.de/2015/06/ecvision-in-europa-tut-sich-was/>
- Italy (BSC/ASC) <http://www.supervision-coaching.it/> Link provided. Glossary directly downloadable
- Spain (ISPA) [www.ispa-supervision.org](http://www.ispa-supervision.org) Link provided. Glossary downloadable (in English and Spanish)
- Slovenia (DS) <http://www.drustvozasupervizijo.si/> Glossary on website, Framework will follow
- Netherlands (LVSC) > <https://www.lvsc.eu>. All documents directly downloadable, both in English and Dutch.

At least seven training courses for supervision and coaching are using both Glossary and Competence Framework within their training programs (TOPS; University of Gothenburg, University Zagreb, ASYS/VHS GmbH, Training program Groningen, NL, one Lithuanian and one Latvian training program).

## 4. Partnerships

The partnership structure consisted of three main bodies:

- The project team (VHS GmbH, ANSE, TOPS, Univ. Gothenburg, Univ. Zagreb, Coachkwadraat) developed the products.
- The steering committee (VHS GmbH, ANSE, EUROCADRES) evaluated the management process, the fulfilment of tasks and the timeline.
- The expert's committee evaluated the Glossary and the Competence Framework.

EUROCADRES (Brussels 2014) and VHS GmbH (Sept. 2015) each organized one conference.

### The project team

Members: Marina Ajdukovic (Croatia), Lilja Cajvert (Sweden), Michaela Judy (Austria), Wolfgang Knopf (EU/ Austria), Hubert Kuhn (Germany), Krisztina Madai (Hungary/Austria), and Mieke Voogd (The Netherlands) The project team represented a purposeful sample of competent members, chosen according to the criteria:

- Experience as a supervisor/ coach
- Research / publications on supervision/coaching
- Institutional integration into European and national professional politics and policy
- Methodological and societal diversity by two private and two university training providers – two small coaching enterprises – one professional policy organization.

Due to misunderstandings in the application one partner – CoachAcademia - was excluded because of the nature of the organization (a company of limited liability would have had to employ the staff member), and because of low liability.

We were very happy that the Hungarian project team member could go on working with us as an employee of VHS GmbH, so we could continue our work within the initial project team. This support from the Executive Agency enabled us to fulfil – even extend - all due tasks properly within the planned period.

It was crucial because the composite of the project team turned out to work very well, even though it was not always easy. The divers focusses, interests and competences of the members opened up a wide range of issues to be integrated. So f.e. there always was at least one member reminding the others if we were in danger to neglect research, policy or practical aspects. We had keen discussions about supervision and coaching. We struggled for a clear, nevertheless open-minded understanding of our domain “counselling the interaction between person, work and organization”.

We discovered the opportunities and restrictions for/of supervision and coaching in our countries. The result was that we decided to fulfil an additional task: brief historical overviews of the development of supervision and coaching in Austria, Germany, Sweden, Croatia, Hungary and The Netherlands.

### **The steering committee**

Members: Gerald Musger, Slavica Uzelac, Andreas Paula, Eva Nemes and Barbara Gogala.

The tasks of the steering committee were:

1. Follow up the procedure of the project team.

The methods:

- Regular meetings of the SC (Eight during the project period)
- Regular meetings with project coordinator, usually at the end of a steering committee meeting
- Regular questions to the project team members.
- Creating and running two internal evaluations for the project team members
- Personal meetings with PT members (three during the project period)
- Following the discussion on the project website
- Receiving the minutes of the project team
- Assessing the timetable and following the milestones

2. Coordinating the preparation and contributing to the design of the conferences

Minutes and Recommendations' list see attachments 15 and 29-37.

As Mr. Musger retired as a vice president of EUROCADRES soon after the project start, Ms. Uzelac replaced him as EUROCADRES staff and steering committee member. Mr. Musger nevertheless continued attending the steering committee activities, but without any costs for the project.

### **The expert's committee**

Experts: Guido Baumgartner, Hans Björkman, Elisabeth Brugger, Susanne Ehmer, Erik de Haan, Tone Haugs, Louis van Kessel, Helga Messel, Heidi Möller, Heidemarie Müller-Riedlhuber

Ten experts, working in seven different European countries, represented a purposeful sample of expertise both in the fields of theory, research and practise of supervision and coaching.

They had been chosen for covering at least partly the diversity of European approaches.

Their contributions were vital for keeping a wider European range of perspectives throughout a 3-years-period of working – a task the project team members could not have achieved without support. Furthermore, the experts provided the all-important quality assurance by their critical remarks.

## 4. Plans for the Future

### **ANSE**

ANSE will take on the main responsibility for dissemination in the future.

First, the products are available on the ANSE website. All member and affiliate national organizations are linked to it. That also works the other way round; all websites of national organizations offer a link to the ANSE website. Of course, ANSE will take over the ECVision products and their further dissemination after the ECVision website is no longer supplied.

ANSE will take care of revising the products regularly, and if necessary, of developing them further.

Currently the ANSE Board is working hard to spread the message, draw attention to the ECVision report and suggesting national organizations how to use it.

To give some examples: the ANSE Board asked DGSv - already in June - to organise a cross border conference for educators of supervisors and coaches to discuss how the framework may be used in their training programs.

Moreover, ANSE board members Barbara Baumann and Miriam Ulrich were quite successful to promote ANSE and ECVision by way of the ANSE Corner at the general assembly of DGSv, at the beginning of October.

The Committee of International Contacts of the LVSC has launched a similar idea for Dutch trainers (but still has to convince the LVSC Board).

ANSE stays connected with the two big coaching associations EMCC and ICF

Until now, ten national organizations (see outcomes) published the ECVision Products on their website, or offer information about the project.

Next to that, the ECVision Project and its outcomes were presented at the 'ANSE Corner' during the DGSv General Assembly, Dresden, at beginning of October 2015. All documents are directly downloadable, including the German version. ANSE has formally asked DGSv to organize a cross border meeting of educators, trainers and representatives of training institutes to discuss the products and implementation policies

Furthermore, the ANSE Board decided to publish a road map for implementation, further development and follow up projects, and make it available to all members and affiliates in January 2016.

### **ÖVS (Austrian Association for Supervision & Coaching)**

ÖVS already adapted their standards according to the ECVision Competence Framework: <http://www.oevs.or.at/ausbildungen/ausbildungs-standards-neu/>

### **VHS GmbH:**

In December 2015 the outcomes of the evaluation were presented to supervisors and coaches working for VHS GmbH.

VHS GmbH will repeat the evaluation regularly.

The Manual will be translated into German.

ASYS, associated partner of ECVision and training provider for supervision and coaching collaborating with VHS GmbH has re-formulated its curriculum according to the ECVision Competence Framework. The students will learn to use the ECVision products.

### **CoachKwadraat**

Has published Glossary and Competence Framework on it's website:  
<http://www.coachkwadraat.nl/downloads/>

Furthermore, Ms Voogd plans to adapt the Evaluation Model for different organizational needs and to use it with her customers.

Both Ms Voogd and Mr de Roos (ANSE) are launching an ECVision-presentation at the general assembly of LVSC.

### **University of Zagreb and University of Gothenburg**

Both have a distinct focus on training for Supervisors. Both Glossary and Competence Framework are part and parcel of the training programs, they are presented to and discussed with the students.

### **EUROCADRES**

EUROCADRES still launches the project of developing a European professional card for supervision and coaching. Both Glossary and Competence Framework provide a sound foundation for doing so.

## 5. Contribution to EU policies

ECVision was dedicated to enable recognition and validation of supervisory and coaching skills and qualifications in Europe.

It thereby supports EU transparency, distinctly using the following European tools:

1. the European Qualification Framework (EQF),
2. the European Credit Transfer and Accumulation System (ECTS), and
3. the European Credit System for Vocational Education and Training (ECVET)

### **Ad 1. ECVision. A European Competence Framework of Supervision and Coaching**

The ECVision competence framework with the attached Competence Matrix defines learning outcomes in accordance with EQF criteria as a prerequisite for students' acquired knowledge, understanding, and skills by the end of a learning process. (Cf. CEDEFOP: USING LEARNING OUTCOMES; European Qualifications Framework Series: Note 4). A focus on performance criteria allows for a comprehensible description of related behaviour of supervisors and coaches. Thus, the ECVision performance criteria correspond with the CEDEFOP definition of assessment criteria based on learning outcomes statements, too.

The attached Competence Matrix allocates the learning outcomes to the levels 6 - 8 of the EQF.

By using the EQF structure, the ECVision Competence Framework supports different players in the professional community in various ways:

- National associations for Supervision and Coaching can describe their standards in terms of learning outcomes. In the long term, learning-outcomes-oriented standards facilitate the integration of Supervision and Coaching into the different National Qualification Frameworks (NQF).
- VET providers for Supervision and Coaching are supported when describing their curricula in learning outcomes, too. It provides a grounding for comparison between training programs offered by universities and those offered by private VET-providers.
- On a European level, the Competence Framework provides a sound grounding for creating a European Professional Card for supervisors and coaches.

## **Ad 2. and 3. Validating Competences. The ECVision Reference Table ECTS-ECVET**

The Reference Table fulfils the action specific requirements according to the application: ECVET for transparency and recognition of learning outcomes and qualifications.

ECVision used the two European credit systems ECTS and ECVET for introducing the ECVision competence framework as practicable validation instrument.

The deliverables:

- The VET curricula for supervision of the consortium members TOPS, Univ. of Gothenburg, Univ. of Zagreb and ASYS (Partner of VHS GmbH) were described using the Competence Framework, and are available on the website.
- Both TOPS and ASYS exemplarily referred their curricula to the Learning Units according to the Competence Framework, and to ECVET. A separate reference table between the two training programs gives a first impression of how Learning Units based upon the ECVision Competence Framework could serve a Memorandum of Understanding between VET providers for Supervision & Coaching.
- We referred the TOPS curriculum to that of University of Zagreb, which was already accredited in ECTS. For doing so, we used the Be-TWIN-Matrix to provide valid correspondence between academic and private VET for supervision basing on the curricula of TOPS (ECVET) and University of Zagreb (ECTS).
- The reference table between TOPS (ECVET) and University of Zagreb (ECTS) finally shows how learning outcomes of both credit systems are easily comparable by using the ECVision competence framework.

### **Outlooks:**

In the long run we expect that ECVision will sustainably contribute to EU policies by:

- Contributing to a European terminology of supervision and coaching.
- Contributing to the implementation of the European approach of learning outcomes orientation into the professional community of supervision and coaching.
- Facilitating bilateral agreements on the program level, module level and course level of training for supervision and coaching according to the national legal frameworks.
- Serving as an analytic tool for generic skills of supervisors and coaches

## 6. Extra Heading/Section

This section is optional and can be deleted if not required. If you delete it, please be sure not to delete the section break that immediately follows it as this section break is required to maintain the integrity of the report's back cover.

### **ECVision activities extending the approved workplan at one glance:**

1. **Integrating Coaching:** we started with a focus on supervision and realized in the first meeting that supervision and coaching in nowadays Europe are inseparably intertwined formats, according to terms, competences and customers' expectations. You cannot reliably describe one and leave out the other. Therefore ECVision turned out to develop a European System of Comparability and Validation of Supervisory and Coaching Competences.
2. **Extending the ECVET allocation:** a separate reference table between the two private training providers TOPS and ASYS gives a first impression of how Learning Units based upon the ECVision Competence Framework could serve a Memorandum of Understanding between VET providers for Supervision & Coaching.
3. **Checklist for HRM-Managers:** containing indication and scope of concepts, checklists for choosing a supervisor/ coach as a tool for managers, supervisees and coachees.
4. Adding brief **historical overviews of the development of supervision and coaching** in Austria, Germany, Sweden, Croatia, Hungary and The Netherlands to the Glossary.

