



European Association for Gestalt Therapy  
Established 1985

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## **TRAINING STANDARDS FOR: INDIVIDUAL GPO MEMBERS, GPO INSTITUTES AND GPO ORGANIZATIONS**

### **1. PREAMBLE**

This document is to clarify how EAGT Gestalt Practitioners in Organizations (GPO) Training Standards are applied for EAGT individual GPO members, EAGT GPO Training Institutes (TI) and other Professional Organizations that join EAGT.

The accreditation is processed by the GPO Committee of EAGT.

Graduates of accredited TI's will be facilitated to obtain the certificate of EAGT, if they want to become an individual member. They can fill in the short version of the EAGT application form for individual members. Graduates from non accredited institutes will have to document all the elements in the grandparenting procedure to become an individual member of EAGT .

Accreditation by EAGT has to be renewed every 5 years. EAGT can give an accreditation with some conditions and required time limits. If these measures are not met, accreditation can be withdrawn.

### **2. TRAINING INSTITUTES**

- 2.1. A Training Institution (TI) is an organization that has the goal of promoting Gestalt therapy, coaching and OD consultancy to teach and educate Gestalt Therapists, Gestalt Coaches and Organisational Developmetns (OD) consultants.
- 2.2. An institute is an organization with functions within the legal and formal rules of the country. There has to be legal grounds for the Institute for instance a Foundation, a Society, or other legal forms of organization. The Institute as organization is legally responsible for the quality and standard of its training program.
- 2.3. The TI has an address, a place to meet and a good working administration.
- 2.4. The TI has a form of organization that allows for internal consultation concerning the ongoing training program. There is a procedure describing how trainees can organize themselves to represent their interests. There are regular meetings of the staff members. There is written documentation about the proceedings of these meetings.
- 2.5. The TI brings out a yearly report about its activity, functioning and financial situation.
- 2.6. The Institution works within the code of Ethics of the EAGT.
- 2.7. All the trainers and trainees of the program have to comply to this code, it is part of the program.
- 2.8. There are written documents about the history of the Institute.
- 2.9. There are documents about the connectedness to the Gestalt world on an international basis.
- 2.10. There is a yearly overview of the activities of the TI.
- 2.11. The TI has formal contracts with its of trainers and supervisors.
- 2.12. There is a list of recommended Gestalt coaches, Gestalt therapists and gestalt supervisors for personal therapy, coaching and supervision.
- 2.13. The TI has a system which shows that the students follow up.
- 2.14. To become accredited, the TI must have existed for a minimum of 5 years and have completed at least one 4-year training program with a first group and has started at least one other training group.

### **3. ABOUT THE TRAINING PROGRAM**

- 3.1. The Institute will have a written description of the training program. This is called the manual.
- 3.2. In this manual is written what is required in each workshop/seminar.
- 3.3. The manual is known to the members of the training groups.
- 3.4. The manual gives the Gestalt approach literature, which connects with the themes of the meetings. There must be room to include new developments.
- 3.5. The manual is clear about how and when the knowledge is evaluated.
- 3.6. One of the trainers is the coordinating trainer for the training program; he or she can be called the Senior Trainer. Each group has its own senior trainer or mentor or training director. It is possible that two persons are together fulfilling this function.
- 3.7. The program has to have yearly examinations or other equivalent evaluations.
- 3.8. The program has to finish with a presentation at the end of the program, such as a final paper or thesis.
- 3.9. Part of the program is the code of ethics included with a complaints and appeal procedure, which have to be known by all the participants. The Code, complaints and appeals procedure will be checked by the Ethical Committee of EAGT, if they are at the level of the EAGT code and regulations.
- 3.10. There has to be at least one external evaluator, whose name is normally known to the trainee. S/He must have the power to say that the candidate has to do extra work to get certified. This external evaluator can be a colleague from another institute, someone from a nearby university or any other qualified person to confirm that the correct procedures are followed. The purpose of this procedure is to guarantee a fair and transparent system of evaluation for the trainee's. The external evaluator makes a written report about the evaluation. This report must be accessible to the GPO committee of EAGT.

### **4. THE TRAINERS**

- 4.1. A trainer is a GPO with at least 5 years of experience as a GPO. S/He is holder of the EAGT-certificate. He or she will have worked for at least two years under the supervision of a Senior Trainer. S/He has proved his or her qualities as a Trainer by exam of by other criteria such as lectures, publications, or by following a program of training the trainer. It is recommended that a trainer continues to contribute to the development of Gestalt through writing, conference presentations, research etc.
- 4.2. The course has to be given by at least 4 core trainers. They are together responsible for the quality of their program.
- 4.3. One of the trainers functions as a coordinator for that program and functions as the Coordinating Trainer for the whole program. It is possible that two persons fulfil this function. This trainer can be called Senior Trainer. It is possible that two persons are together fulfilling this function in partnership.
- 4.4. A senior trainer has at least ten years of experience as a gestalt practitioner and is extra qualified as a Trainer.
- 4.5. The group of Trainers meet regularly, and one presides over these meetings. The minutes of these meetings are on file in the office of the Institute. One of the tasks is to form a yearly assessment board to discuss the process of the trainees. It is recommended that an outside evaluator participates in this process from time to time.
- 4.6. The Senior Trainer is the one who signs of all the forms regarding the program such as:
  - Declaration of success for written exams
  - Declaration of successful completion of the final paper
  - The completion of supervision (satisfactory)
  - Declaration of sufficient practice
  - The completion of personal therapy

### **5. ADMISSION TO THE PROGRAM (ELIGIBILITY)**

Entry to the training program should be:

- At postgraduate level as follows: A degree in human science or equivalent. Equivalence of qualification is to be thought of as three years post-secondary education or other qualifications which would stand as equivalent.
- Open for applicants with work experience in the field of organisations in coaching, OD work, human resources, management, leadership functions etc.

## 6. THE TRAINING PROGRAM – IN TOTAL

The GPO training is a part time training spread over 4 years and will be given by at least 4 different trainers.

– The training is organized in two modules:

1. Coaching (year one and two);
2. Gestalt organisational development (OD) consultancy (year three and four).

The first two years lies the focus on individual supervision and is concluded with an exam. The two last years lies the focus on Gestalt coaching/supervision and/or Gestalt OD consultancy progressively placed in wider fields, as groups, teams and more complex fields as large and or international organizations, and is also concluded with an exam

– The teaching form is experiential learning. Experiential learning does the teaching and is discriminated in four areas.

These areas are:

1. Group teaching, **core curriculum**
2. Personal coaching, **coaching**
3. Coaching OD practice, practice, **practice**
4. Supervision of coaching and OD work, **supervision**

The Standards are formulated in terms of Core Curriculum, Coaching, Practise, Supervision, Outcome and Assessment.

## THEORY AND METHODOLOGY

### 7. CORE CURRICULUM OF THE GROUP TEACHING:

The core curriculum is formulated in topics and the different training institute can organise their training as they wish according to the topics, and outcomes for the different years.

<b>TOPIC 1:</b>	HISTORY AND ROOTS OF GESTALT THERAPY, COACHING AND ORGANIZATIONAL DEVELOPMENT WORK: Philosophy; anthropology; psychoanalysis; existentialism; phenomenology; Gestalt theory; Eastern philosophies
<b>TOPIC 2:</b>	THEORY OF GESTALT THERAPY: Organism/environment field; figure/ground resolution; creative adjustment; model of change; contact-withdrawal experience; theory of self; awareness/consciousness; polarities; resistances and other contact forms; process.
<b>TOPIC 3:</b>	FIELDS IN FIELDS: Person in society; organisation in society; groups, teams in their context; 'Self'-organisation as a function of field and its sub-functions: 'ID'-'Ego'- and Personality-function; awareness of fields in fields.
<b>TOPIC 4:</b>	TECHNIQUES OF GESTALT APPROACH: Experiment; amplification, polarization,
<b>TOPIC 5:</b>	DIAGNOSIS: Gestalt diagnosis; persons, organizations, teams, groups in decline and growth in their environment; type of organizations, culture, organizational theories.
<b>TOPIC 6:</b>	DIFFERENT APPROACHES IN PRACTICE: Approach of: an individual, small- and large- groups.
<b>TOPIC 7:</b>	FIELDS AND STRATEGIES OF APPLICATION: Individual; pairs; groups; team and team building; organizations.

**TOPIC 8:** THE GESTALT COACH, GESTALT ORGANISATIONAL DEVELOPMENT (OD) CONSULENT IN RELATIONSHIPS:  
Expectations, projections, dialogue; contacting (as part of creative adjustment).

**TOPIC 9:** PRINCIPLES AND APPLICATIONS OF ETHICS.

## **8. COACHING**

The student will receive individual coaching in the first two years.

## **9. SUPERVISION**

Supervision never takes place in a vacuum, supervision is time bound, society bound, linked to vision and principles of as well the supervisor as the supervisee as of the work field.

If we want to speak of supervision the following characteristics have to be present in connection with each other

- There will be series of ten to twenty meetings;
- With well considered regularity;
- With one, two, three or at the most 4 supervisees;
- Involved in the work implementation;
- Focus on personal learning from a profession in a specific work situation;
- In an asymmetrical relation;
- Based on questions of the supervisee;
- Primarily through reflection;
- With the help of (also) written material.

In the second, third and fourth year is the student supervised in active coaching and OD consultancy in groups. Coaching, Practise and Supervision are essential parts, besides the teaching, for the learning process.

## **10. PRACTISE**

In the second year starts the student with active individual Gestalt coaching, besides and or in the work the students does already.

In the third and fourth year can the practise be more or less the same, however is the focus gradually more on groups, teams and larger, wider fields

## **11. CONTINUOUS EDUCATION AND EUROPEAN GESTALT CERTIFICATES**

11.1. A GPO education does not finish with the ending of the training program. There has to be further development as a professional. So GPO's need to continue their development. Also TI's and NOGT's will change and develop, as long they are evolving Organizations.

11.2. Certification of TI's programs needs to be renewed every 5 years.

11.3. Certification of GPO's also needs to be renewed each 5 years.

11.4. In these 5 years EAGT members have to participate in 100 hours of continuous education normally divided as follows:

- a series of 10 hours of supervision;
- 30 hours of congresses, seminars, courses, workshops
- 12 session of intervision in the last two years of re-registration with registered GPO's.

From these activities written declarations are needed.

## **OUTCOME AND ASSESSMENT**

Outcome and assessment are described per year.

## **OUTCOME**

Is formulated respectively:

The Student shall have knowledge of,

The Student shall understand,

The Student shall be capable of,

## **ASSESSMENT**

Assessment shall be done by:

- Yearly evaluations in the teaching groups according to formulated objective and subjective criteria;
- Written tasks;
- Case studies;

After two years the assessment is:

- Oral exam where the student has to show her/his capacity to reflect on case work done and focussed on Gestalt coaching work in front of two sensors;
- Two sensors assess a written article where the student shows how s/he has integrated the Gestalt coaching.

After four years the assessment is:

- Oral exam where the student has to show her/his capacity to reflect on case work done and focussed on Gestalt OD work in front of two sensors;
- A written article where the student shows how s/he has integrated the Gestalt OD consultancy assessed by two sensors.
- Oral presentation of the article by the student for a public.

## **OUTCOME 1ST YEAR:**

The Student shall have knowledge of:

Field Theory;

The Formation of Gestalts;

Awareness;

Contact: Contact Functions, Contact boundaries and Contact forms;

Polarities;

Impasse;

The Curve of Experience and Creative adjustment;

The Self-Organizing Principle;

The History of Gestalt Therapy;

Historical concepts of change dynamics;

Paradoxical theory of change and the role of a change agents.

The Student shall understand:

- How to mobilize energy by working with polarities;
- How figures are formed;
- How to use the contact functions and expressing his/herself congruently in a dialogue;
- How to noticing unfinished Gestalts;
- A coaching process.

The Student shall be capable of:

- Contact Functions;
- Awareness of what is happening with him/herself, with other and between self and other;
- To give/receive, reflect upon and manage feedback;
- The ability to express personal process both verbally and in writing.

## **ASSESSMENT 1ST YEAR:**

The student's written assignment shall contain a description of his/her learning process during the first year and a description of a Gestalt Theoretic Model. The assignment shall consist of a maximum of three pages with single line

spacing and a size 12-type face. There should be a minimum of five references to the literature. The examination should fulfil the following criteria:

- Demonstrate that the student has become aware of his/her own ways of contacting his/her surroundings;
- Demonstrate that the student has become aware of his/her own pattern of reacting;
- Demonstrate that he/she is knowledgeable of basic Gestalt theory by relating the theory to his/her own; personal development during the first year.

The student's personal oral evaluation shall comprise of a presentation of parts of the written dissertation in a form the student themselves choose. This presentation can be carried out with the use of role-play, pantomime, other creative forms and dialogue. Fellow students and teachers can pose questions.

The student shall in this oral presentation fulfil the following criteria:

- Demonstrate that s/he can use the contact functions, in other words, to see and speak clearly, hear what others say and display congruence in his/her method of expression;
- Have developed 'awareness' of what is happening with self, with the other and between those two;
- Demonstrate that s/he can give and receive constructive feedback, can reflect upon it and manage it;
- Demonstrate that s/he can evaluate his own process in relation to Gestalt theory.

The teacher along with the student assesses whether or not s/he can go on to the following year and/or which requirements the student must fulfil in order to continue.

A student can be asked to take leave of absence or to leave the Study Programme permanently following evaluation, if he/she has not fulfilled the objective and/or the subjective criteria at the end of the school year. In the case of a student being asked to take leave of absence for a year the Institute may insist that the student takes extra tuition in the form of e.g. individual or group coaching/therapy, supervision or supplementary tuition.

The student must apply on her/his own initiative for permission to begin the next year when such tasks are fulfilled. The applicant must attend an new interview at the Institute for a new

## **OUTCOME 2<sup>ND</sup> YEAR:**

Contents and objectives for the second year:

Introduction of the Gestalt principles applied to coaching. Emphasis is placed on a more intensive and broader study of the Theory of Gestalt, which was begun the first year. The focus is aimed at the student as a participant in a group as well as his/her personal development. The Group Process is also emphasised.

The Student shall attain knowledge of:

- The dialogue;
- The steps in a coaching process;
- Phenomenological methods;
- The coaching function in a field;
- Working with polarities and paradoxes;
- To make and grade experiments;
- To bring the 'there and then' to the 'here and now';
- To work with the different contact forms;
- Verbal and non-verbal communication;
- The wholeness principle in psyche and body and in dialogue;
- Conflicts, ethics;
- Leaderships-styles, Group phenomenon and dynamics, Teams and team building;
- Knowledge of own values.

The Student shall understand:

- How the student is affected and affects other(s) in the field;
- The steps in a coaching process;
- The difference between interpreting and seeing phenomena (explaining and describing);
- The difference between understanding through cause and effect, phenomenology and experimenting;
- The connection between body, feelings and thoughts;
- The difference between contents and process;
- The connection between ethics, professionalism and parallel processes in coaching.

The Student shall be capable of:

- Using the contact functions and expressing his/herself congruently in a dialogue;
- Noticing unfinished Gestalt;
- Noticing which interventions or feedback are functional in relation to which contact mechanisms/figures and unfinished Gestalts;
- Discriminating between separate fields;
- Giving support;
- Differentiating between verbal and non-verbal communication;
- Coaching a client according the above-mentioned capabilities;
- Seeing which coaching methods which are appropriate to which problems and which interventions are appropriate in the different phases of the coaching process;
- How to perform these interventions.

#### **ASSESSMENT 2<sup>ND</sup> YEAR:**

A coaching case wherein the student shows how one or more of the theoretical concepts is applied .The student's written assignment is carried out during the second last group meeting.

The student shall in this assignment demonstrate that s/he understands:

- Basic principles in Gestalt Theory;
- Basic principles in Gestalt coaching methods.

Evaluation of personal process is carried out during the final group meeting as in the first year.

Oral Coaching Examination with two censors present, concluding the first module of two year. The purpose of the oral presentation is

The purpose of the oral coaching examination is that the student shall demonstrate that s/he has coaching knowledge and skills in accordance with the objectives of the coaching training programme and that the student shall show how s/he practises coaching based on the Gestalt principles

We attach an overview of the objectives and contents of the Oral Examination.

- The school finds clients for the oral examination;
- The clients are student volunteers from the first year;
- The candidate should not be familiar with the client or the external censor.

Procedure for the Oral Examination:

- The candidate works for 30 minutes with the client in the presence of both censors. S/He is responsible for keeping time. The client leaves the room when the coaching is over.
- The candidate describes the coaching process in his/her own words.
- The candidate reflects over how the coaching process can be described using Gestalt theoretical concepts. (see below).
- The candidate sums up, and puts his/her reflections in a context, e.g. regarding future coaching work with the client.

The censors are aware of how much s/he needs to lead the candidate through the reflection process (e.g. by asking leading questions).

Requirements for the Candidate:

- The candidate shall be able to reflect upon \_\_\_\_\_ which figures are present in the field;
- The candidate shall be able to describe the work in relation to creative adjustment and or cycle of experience;
- The candidate shall be able to reflect upon how he/she uses him/herself in the field;
  
- The candidate shall be able to describe which awareness zones he/she used in the work;
- The candidate shall be able to reflect upon which choices he/she made during the work, how s/he moved between the 'here and now' and 'there and then' and on the changes in the field;
- The candidate shall be able to describe and reflect upon choice of working hypotheses and connect theoretic models to them;
- The candidate shall be able to describe what can be the next step with the client and give grounds for his/her choice.

#### Assessment of the session and the theory

After the candidate has explained him/herself and given grounds for choices in the coaching session, the censors discuss in the presence of the candidate, what the candidate did well and what s/he can develop further. Both the coaching and theoretical parts are given emphasis. They assess whether the candidate has passed or not and inform him/her of this immediately. If the censors are in disagreement or are uncertain they can discuss their assessments with colleagues and the candidate must then await the result. The censor's decision must be given the same day.

#### **OUTCOME 3<sup>RD</sup> YEAR:**

Objectives for the third year:

The practicing of Gestalt principles in coaching and organisational developmental (OD) skills and methods. The focus is moved from the process of coaching in a 'one to one' field to larger and or wider fields.

The Student shall attain knowledge of:

- Recognizing and intervening on:
  - different levels of system;
  - stages in group processes,
  - conflicts in groups.

The student shall understand:

- The connection between ethics, professionalism and parallel processes in coaching and special OD work.
- Stages and conflicts in group and or team process and the group and or team members function in the group and or team dynamic.
- The difference between 'there and then' and 'here and now' of groups and or teams.
- The connection between the past (history, environment and culture), present and future (creative adjustment and 'the Self Organizing Principle').
- Formation of gestalts, parts and wholes, figure-ground.

The student shall be capable of:

- Seeing what motivates and hinders growth, in individuals, groups and teams;
- Intervening in smaller groups and or teams;
- Leading smaller groups and teams.

#### **ASSESSMENT 3<sup>RD</sup> YEAR:**

The written part should consist of:

An essay describing a case of group and or team in its process over time and applying one or more of the theoretical concepts. This description shall include the following elements:

- Background information about the case;
- A description of what the student does and says in a sequence of work (verbatim);
- Gestalt theory of the interventions and methods the student uses, and a discussion of choice of methods/interventions;
- The report shall be a maximum of four pages of text with a size 12-type face and single line spacing;

- There shall be 10 references to the literature.

The student shall demonstrate in this written work that s/he can:

- Relate Gestalt theory to their own practice
- Think methodically and critically while working as a Gestalt Coach respective OD consultant.

The oral part should consist of:

- A presentation of the same case that is described in writing. The oral presentation can be in the form of role play and/or dialogue
- A description of the students process in becoming a Gestalt Coach respective OD consultant and
- What the student needs to continue this process

The student shall demonstrate that he/she is able to and understands:

- How to support others process.
- How to work ethically and professionally as a Gestalt Coach respective OD consultant.
- How to identify and separate self in therapeutic work.
- How to build up and use working hypotheses in Gestalt Coach respective OD consultant work.
- How s/he takes his/her place in the group.

The written part of the examination is carried out at home and is delivered two weeks before assessment.

The oral evaluation is carried out during the last meeting of each school year. During the oral evaluation the teacher and fellow students make a statement about the student, expressing an opinion on what they believe the student has learned and what s/he can develop further. The teacher makes a statement regarding whether the student can continue the course, and if the student is required to fulfil special conditions to do so. The teacher and student discuss whether the student can go on to the next year and what he/she may need to do to precede further.

A student can be asked to take leave of absence or to leave the Study Programme permanently following evaluation, if s/he has not fulfilled the objective and/or the subjective criteria. In the case of a student being asked to take leave of absence for a year the Institute may insist that the student takes extra tuition in the form of e.g. individual or group therapy, supervision or supplementary tuition.

The student must apply on their own initiative for permission to begin the next year when such requirements are fulfilled. The applicant must attend a new interview at the Institute for a new assessment.

#### **OUTCOME 4<sup>TH</sup> YEAR:**

Objectives for the fourth year are:

To integrate earlier education, work experience, life experience and ‘way of looking at the world’ with Gestalt philosophy and method.

The Student shall attain knowledge of:

- Own and others “ way of looking at the world” and believe systems.
- What motivates and hinders growth, in large systems.
- Social, cultural, political and religious contexts in processes, in individuals, groups, teams and large systems.
- The coach and OD consultant, working from the Gestalt principles, place in the society in relation to laws and regulations, ethics and professionalism
- How to formulate a problem in coaching and OD work in writing, explain it theoretically, discuss and draw it to a conclusion (written/oral final assessment).

The Student shall understand:

- How to create possibilities for growth and evolution in large systems.
- The connection between the past (history, environment and culture), present and future creative adjustment and ‘the Self Organizing Principle’ of larger systems.
- The formation of gestalts and figure-ground of larger systems.
- The relation between parts and wholes.

The Student shall be capable of:

- Leading processes in different fields.
- Making an assessment based on the Gestalt principles, assessing a prognosis and planning in relation to these assessments.
- Recognizing and handling parallel processes in relation with ethics and professionalism.
- OD work in different phases of OD processes.
  
- Recognizing and intervening in different phases of processes and on different levels of large, and complex system.
- Working with cross-cultural issues.
- Leading and organising large projects as: search conferences, reorganisations and fusions.
- Working as an OD consultancy team in organizations (Site visits where the students learn to under supervision.)

#### **ASSESSMENT 4<sup>TH</sup> YEAR:**

During the fourth year the student shall write an examination assignment at home, present this assignment orally for the public and take an Oral Therapy Examination with two censors present.

The objective of the written home examination is that the student shall integrate earlier experiences and their 'way of looking at the world' with Gestalt philosophy, theory and methods and demonstrate an ability to carry out a simple research project.

#### **Criteria for the written examination assignment in the fourth year.**

During the fourth year the students shall write a home examination assignment. This final assignment is of a self-chosen topic. The subject shall be chosen from their experience in using Gestalt principles in coaching and or OD consultancy. The purpose of writing this assignment is that the student shall integrate his/her life experience, 'way of looking at the world', Gestalt theory, methods and practical Gestalt coaching and or Gestalt OD consultancy work experience.

The object for the examination is:

- a) To demonstrate how the student uses Gestalt coaching and or Gestalt OD consultancy in practical work (case).
- b) To demonstrate the connection between the student's 'way of looking at the world' and the case description.
- c) To demonstrate that the student can describe and discuss Gestalt theory and methods in relation to practice.
- d) To demonstrate that the student has learned critical thinking and can carry out a research project.

The assignment must contain the following points:

Introduction:

- a) Description of a problem;
- b) Reasons for choice of assignment;
- c) Reasons for delimitation.

Contents:

- a) Elaboration of the problem;
- b) Refer to other literature or research within the same area;
- c) Describe personal "way of looking at the world" and how this connects/relates to the problem;
- d) Describe your workplace;
- e) Describe the case;
- f) Show what is done and how it is done (word for word);
- g) Relate this to theory, discuss it and choice of method;
- h) Conclusion;
- i) Discuss the possible consequences the conclusion may lead to.

Conclusion:

- a) Summation;
- b) Conclusion connected to introduction.

The assignment shall be a maximum of 25 pages with a size 12 typefaces and single line spacing. Title page, contents, reference list, illustrations and graphs are additional. There shall be a minimum of 20 references to the literature with references to pages. At least 15 of these must be from the Study Programme's literature list.

The purpose of the oral presentation of this assignment is that the student shall show how s/he practises Gestalt OD consultancy. In this way the student demonstrates that he/she can hold a dialogue with an audience and can be clear and open in relation to their own working methods. The student is considered as having passed when s/he completes the presentation. The presentation will be commented upon but the student will not be assessed on its contents.

The purpose of the oral examination is that the student shall demonstrate that s/he has knowledge and skills in accordance with the outcome of the Training Programme. We attach an overview of the objectives and contents of the Oral Examination.

#### **Criteria for the oral examination in the fourth year.**

The oral exam after four year has the same structure as the exam after the first two year concluding the coaching module. The focus of the examination is now Gestalt OD consultancy.

The school finds clients for the oral examination. The clients are student volunteers from the first and second years. The candidate should not be familiar with the client or the external censor.

Procedure for the Oral Examination:

- The candidate works for 30 minutes with the client in the presence of both censors. S/He is responsible for keeping time. The client leaves the room when the session is over.
- The candidate describes the Gestalt OD consultancy process in his/her own words.
- The candidate reflects over how the Gestalt OD consultancy process can be described using Gestalt theoretical concepts.
- The candidate reflects on the wider field aspects of the process presented by the client as: leadership, group and or team processes.
- The candidate sums up, and puts his/her reflections in a context, e.g. regarding future Gestalt OD consultancy work with the client, or the system the client is part of.

The censors are aware of how much s/he needs to lead the candidate through the reflection process and special focus on Gestalt OD consultancy (e.g. by asking leading questions).

Requirements for the Candidate:

- The Candidate shall be able to reflect upon which figures present in which field and how.
- Creative adjustment/cycle of experience
- The candidate shall be able to describe the work in relation to one of these models.
- Further how the different field functions are or are not in phase.

#### *Awareness*

- The candidate shall be able to reflect upon how s/he and the other field functions/participants use him/herself and themselves in the field.
- The candidate shall be able to describe which awareness zones he/she and the others used in the work.
- The candidate shall be able to reflect upon which choices s/he made during the work, how s/he moved between the 'here and now' and 'there and then' and on the changes in the field.

#### *Developing working hypotheses*

- The candidate shall be able to describe and reflect upon choice of working hypotheses and connect theoretic models to them.
- The candidate shall be able to describe what can be the next step with the client, the systems the client is part of and give grounds for his/her choice.

#### *Assessment of the session and the theory*

After the candidate has explained him/herself and given grounds for choices in the Gestalt coaching and or Gestalt OD consultancy session, the censors discuss in the presence of the candidate, what the candidate did well and what s/he can develop further. Both the Gestalt coaching and or Gestalt OD consultancy and theoretical parts are given emphasis.

They assess whether the candidate has passed or not and inform him/her of this immediately. If the censors are in disagreement or are uncertain they can discuss their assessments with colleagues and the candidate must then await the result. The censor's decision must be given the same day.

The examination is assessed with pass or fail.

## **APPENDIX I**

### **The factual accreditation process for GPO Training Institutes**

1. EAGT-accreditation of educational programs in Gestalt Organizational Developments can only occur under the responsibility of the EAGT<sup>1</sup>
2. The final accreditation is a decision of the EAGT GPO Training Standards Committee (EGTSC)
3. The EGTSC decides on the written advise of the NOGT, if there is one.
4. In the case of a conflict, the Executive Committee of the EAGT decides.
5. The GPO Training Standard Committee is appointed by the meeting of Members of the EAGT.
6. The NOGT can form a committee for accreditation of institutes. The EGTSC will be involved this committee into the accreditation process of TI's. If there is no such committee, the Board of the NOGT will be consulted.
7. The TI asks for accreditation by sending the documentation and answers to the questionnaire (see appendix 2) to the EAGT-office in 4 copies. From there, this will be forwarded to the Chair of the EGTSC and to the 2 members of the Visiting Committee (VC). All written information must be in English<sup>1</sup>.
8. There has to be a formal face to face visitation of the Institution. This visitation has to be done by two experts. One appointed by the NOGT and one appointed by the EGTSC and in case the NOGT has no expert two experts will be appointed by EGTSC. This visitation committee (VC) discusses the material, asks for explanation and clarification. This committee speaks with the director of the Institution, the trainers and the trainees.
9. The VC makes a formal report. This report contains the evaluation of the materials and the face-to-face dialogue by the Trainees, Training staff and Director of the Institute. The VC can propose conditions, make recommendations and offer suggestions. The report is to be sent to the NOGT if there is one. They send it to the TSC, which will decide on the accreditation.  
EAGT eventually can give an accreditation under certain conditions. Conditions will be described and have to be fulfilled within a defined time limit. If not, the accreditation can be withdrawn.
10. Accreditation when given is valid for 5 years. After 5 years the accreditation has to be renewed.
11. The final document of accreditation will be sent by the office manager of the EAGT.
12. All the documents of the accreditation process will be stored in the Archive of Training Institutes at the EAGT Office.
13. A TI that asks for accreditation and is not yet member of the EAGT immediately can become an associate member of EAGT.
14. Only Institutes that are accredited, become ordinary members of EAGT. TI's that are in the process of accreditation can ask for associate membership. TI's that do not intend to get accreditation, but want to be in a cooperative relation with EAGT can ask for cooperative membership.

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<sup>1</sup> The EAGT is using English as a meta-language. So all written material must be in English. It is impossible to handle other languages. (We have to deal with 28 countries).

## **APPENDIX II**

### **The QUESTIONNAIRE for Training Institutes**

Each questionnaire needs to have an EAGT Number plus: year, month, country, plus following number. This number is the reference number for all material relevant to the accreditation process. The office manager of the EAGT gives this number.

#### **1. The information about each institute will be gathered through:**

- 1.1. A written questionnaire
- 1.2. A set of documentation
- 1.3. A visit to the institute

#### **2. Guidelines for the questionnaire**

- 2.1. This questionnaire can be downloaded from the EAGT website. Questionnaires will be numbered. The number will be given by the office manager of EAGT as soon as the application reaches her. This number can be used in correspondence. This number is needed for the Archive of the EAGT.

#### **3. Name of the Institute:**

- 3.1. Full name and abbreviated name (acronym)
- 3.2. Address; phone numbers; fax; e-mail; website
- 3.3. Contact person

#### **4. Printed documents**

- 4.1. Advertising
- 4.2. Program/Curriculum
- 4.3. Manual for students
- 4.4. Fees for students (per year, in Euro)
- 4.5. Representation of the trainees in the structure of the TI
- 4.6. Annual report of activities and financial situation
- 4.7. Report from an outside evaluator
- 4.8. Other

#### **5. Some figures about the Institute**

- 5.1. Date of foundation and legal form (add documents)
- 5.2. History of the institute (add documents)
- 5.3. How many trainees are registered at the moment in your institute (including different levels)?
- 5.4. How many trainees have obtained a certification as GPO, since the opening of your institute?

#### **6. Faculty (staff)**

- 6.1. How many trainers are involved in your Institute (full time and/or part time)?  
(A minimum of 4 is required). Add list and CV
- 6.2. Which of the trainers are holders of the EAGT certificate? (for EAGT accreditation all the trainers need to be EAGT members)
- 6.3. Describe the training and experience of the trainers of the Institute  
How did they become trainers?
- 6.4. Did they follow a program of training the trainers?
- 6.5. Did your supervisors follow an extra program for becoming supervisor (please describe)? If not: What is your criteria to appoint supervisors?
- 6.6. What educational programs followed the trainers and supervisors in the last 4 years?

- 6.7. Send some samples of articles or publications by trainers and supervisors from the last 5 years. Add list of all publications of your trainers and supervisors.
- 6.8. Add list of coaches, supervisors and OD consultants including CV and description of their professional and ongoing education. (All coaches, supervisors and OD consultants need to be members of EAGT or the NOGT).
- 6.9. Send samples of contracts with your trainers, supervisors, coaches and OD consultants.

## **7. Training program**

- 7.1. Admission level and admitting programma (Minimum: bachelor in the field or equivalent).
- 7.2. The training programma of the first year, including (practise)assingments and method of working. The furnishing of the education (organization). Literaturelist.
- 7.3. The training programma of the second year, including (practise)assingments and method of working. The furnishing of the education (organization). Literaturelist.
- 7.4. The training programma of third year, including (practise)assingments and method of working. The furnishing of the education (organization). Literaturelist.
- 7.5. The training programma of the fourth year, including (practise)assingments and method of working. The furnishing of the education (organization). Literaturelist.
- 7.6. Coaching with a minimum of 20 sessions.
- 7.7. Supervision, series of 10 to 20 sessions.

## **8. Assessment**

- 8.1. Describe your annual assessment procedure.
- 8.2. Describe the final certification procedure.
- 8.3. The Board of certification must include at least one expert who is not a trainer of your institute. Who is it and how is s/he involved?
- 8.4. Send some samples of final written work of your trainees.

## **9. Ethical Guideline**

The Institute and its trainers must adhere to the EAGT Ethical Guideline and the National Ethics Code. There must also be a clear complaints and appeals procedure. Add documents. The Ethical Code and procedures will be checked by the Ethical Committee of EAGT. Add an example of a contract between staff members, supervisors and personal therapists figuring on the list of the Institute and the Institute that shows that all staff members are obliged to these guidelines and procedures.

## **10. Professional Involvement**

Membership (institute and/or staff) in different Organizations  
 List of associations, scientific committees, boards of journals, etc.  
 Contacts to in the (international) gestalt community and health care system of your country.  
 Describe the form of involvement.  
 Add documents

## **11. Facilities**

Give a short description of meeting rooms, offices, reception, canteen or kitchen area etc.

## **12. Visit of the site**

- 12.1. The site will be visited by two independent experts. They will prepare the visit with a letter sent in advance.
- 12.2. Questions will be asked concerning:
  - brochures and flyers
  - training Program
  - individual files of trainees
  - regular coordination meetings of the training staff
  - library
  - budget/balance
  - any other questions arising from the delivered documents
- 12.3. All other points mentioned above.
- 12.4. There will be separate meetings with:

- The director of the Institute
- The Training Staff (trainers/supervisors/coaches and OD consultants)
- The Trainees and Graduates

### **13. Fees**

13.1 The fee to be paid is: € 1.200,- divided as follows:

- € 300,- for each visiting expert
- € 500,- for EAGT
- € 100 for National Organization

TI's from Eastern Europe countries and small Institutes from Western European countries pay a fee of € 900,- as following divided:

- € 300,- for each visiting expert
- € 250,- for EAGT
- € 50,- for National Organization.

#### **Note:**

This amount does not include the travel expenses and lodging of the visiting committee

Less than 50 persons is a small Organization (€ 900,-), more than 50 persons is a large Organization (€ 1.200,-) excluded is first annual fee.

We count the size of an Organization as follows:

The amount of the board and staff members, trainers, teachers, supervisors and the actual numbers of students (when postgraduates are members they count too), excluded are staff members like honorary members, administrators and secretaries.

### **14. Procedure**

14.1. After the visit, the visitors make a report that first has to be acknowledged by the Institution, then it goes to the National Organization who sends it to the EGTSC, which will decide.

## **APPENDIX III**

### **Procedure of Visitation of GPO Training Institutes (TI)<sup>2</sup>**

#### **Preamble:**

The purpose of accreditation is to make sure that the quality of Gestalt Training in Europe is about the same in all the participating countries. It is not to bring conformity, but to bring creativity within certain boundaries. By having accreditation on the European level it is made clear that we take ourselves seriously and that we want to belong to a group of GPO's who have the same standard of training.

With the visitation of Institutes we establish a system of peer evaluation.

This process is under continuous change. The EAGT GPO Training Standards Committee has an obligation to overview procedures and renews them when needed.

#### **Responsibility**

The GPO Training Standards Committee is responsible for the accreditation. The meeting of members chooses the chair of the GPO Training Standard Committee and its members. This Committee decides on the final accreditation. In cases of conflict the Executive Committee decides.

#### **The information and workflow**

Much written information and documentation is required from Institutes/Training programs that want to adopt European Training Standards for Gestalt Practitioners in Organizations.

All information must be computerized on the text program Microsoft Word or as PDF, so it can be distributed by e-mail to the members of the EGTSC.

The working language of the EAGT is English, so it is important to give the relevant information in English. It is not possible to handle 28 different languages.

The handling of the information is a complex process.

1. The Institution gathers all necessary information.
2. Four copies of this information, with a request of accreditation, has to be sent to the EAGT office.
3. For EAGT accreditation the NOGT will be asked to appoint one evaluator. The EGTSC appoints the second evaluator. In case the NOGT has no expert two experts will be appointed by EGTSC.
4. The VC makes an appointment with the TI as soon as possible. In principle this is within three months.
5. The report of the visit goes first back to the institute to check if it is correct and then will be sent to the Chair of the EGTSC who will forward it to the NOGT.
6. The NOGT sends it to the Chair of the EGTSC with a comment if they agree to the accreditation, based on the VC's report or if they have objections. Objections will have to be substantiated.
7. The EGTSC will discuss the report and the comment of the NOGT at its next meeting and decide.
8. The Accreditation-Documents will be sent to the office manager of EAGT to keep them in the Archive of Training Institutes.

It is seen as important to have a serious dialogue over all this information. This dialogue is with the involved parties of the Institute. These parties are: director of the program –senior trainers, trainers/teachers– and trainees of the program. The visiting committee will have discussions with these people or with their representatives. The purpose of the visit is to evaluate the Institute and the elements included in the training program.

#### **The evaluators (Visiting Committee – VC)**

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<sup>2</sup> An Institute can have several training programs and very different forms of organization, Central in all this is the Training Program in Gestalt therapy and the way it is embedded in the Organization.

The visit will be done by two evaluators. The Evaluators must be experts on the training of Gestalt practitioners in Organizations. They have at least 10 years of practical experience as GPO and are holder of an EAGT certificate and have at least 5 years experience as supervisors and/or trainers.

One of the evaluators is appointed by the NOGT or by the GPO Training Standards Committee of that Organization, the other one by the EGTSC. Measures will be taken to secure the independency of the Visitation Committee. If there is no NOGT, the EGTSC appoints both experts.

The Visitation Committee is appointed after the relevant written information has reached the chair of the EGTSC and has been checked by him, if any documents have to be added.

Depending on local circumstances the evaluators can be otherwise appointed. This has to have the written support of the EAGT GPO Training Standards Committee (EGTSC).

The Visitation must be so organized that the process can be done within one workday.

The evaluators make a written report which will be sent to the involved parties as described previously.

The EGTSC gives the factual accreditation. These accreditations are given each time for 5 years. The EAGT Office holds a register of accredited Institutes.

The factual accreditation will be on a written report, in the form of a certificate.

It is signed by the president of the EAGT and the Chair of the EGTSC.

This certificate will be sent as soon as it is possible to collect the signatures of these two persons. In general it can be done within a few days after the decision of the EGTSC.

New accredited institutes will be announced in the Newsletter and on the homepage of the EAGT.

### **The visit of the Institute**

The following is a possibility:

1. The visit will be prepared by letter from the evaluators. They will formulate questions and topics that they want to discuss with the institutes leader.
2. The Institute welcomes the visitors/evaluators. The Institute proposes a working schedule for the day. The Institute gives an overview over the program, the particular philosophy, the strong points and the points where work is needed.  
The visitation committee has readon beforehand all the information the Institute has provided.  
The visitation committee will lead the meetings.  
Of course there are questions and discussions about local situation and solutions.  
The Institute takes care of the notes of the meetings.  
They will be included in the final report (2 hours).
3. The evaluators talk with representatives of the trainers, supervisors, coaches and OD consultants. At least three of them (1½ hours).
4. The evaluators talk with the students, at least one from each training group. It is important that the directors of the Institute or the Trainers are not present in this meeting (1½ hours).
5. A concluding meeting with the leaders of the institute where the visitors give feedback to the institute and negotiate recommendations and/or conditions (1 hour).

Including lunch and breaks this is a full working day.

