



2010 - 2020
The Decade of Change
at the C.G. Jung Institute Zürich

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A. FOREWORD

Democracy is demanding. It requires the responsibility of each individual and can only be sustained if the actors are aware of their role. Each is required to keep common goals in mind and to contribute in his or her own way to the realization of those goals.

The framework of a Democratic system allows each member to know and understand how his or her group or society is developing, what the general situation is, and where problems are likely to arise. All should have their views heard and everyone's ideas should be considered.

Democracy is a call for courage, loyalty, tolerance, determination, transparency, fairness, and solidarity. The texts in this brochure reflect these qualities and allow readers to understand the process that has taken place at the C.G. Jung Institute Zurich. This process was initiated by the Clarification Group with determination and energy, but also under enormous pressure. The resulting fundamental changes, above all the possibility of co-determination for all accredited analysts, have created a new vessel from which the Institute has been able to develop into a contemporary training center in Analytical Psychology.

It is our concern to let the new vessel continue to be animated by the spirit of the Jungian tradition and thus to build a bridge between spirituality and meaning, on the one hand, and the demands of the modern psychotherapeutic environment on the other; an institute, then, that has a special connection to the values and roots of C.G. Jung's thought and is well positioned in today's world of depth psychology.

Evy Tausky

President CGJIZ

B. THE PAST 10 YEARS AT THE C.G. JUNG- INSTITUTE

1. Sketch of Our Impressions

Today I enjoy going to the Institute, meeting colleagues, exchanging ideas with the administrative staff, hearing news from the Curatorium, the Board of the Training Sector. During the English block periods, the Institute hums like a beehive - a diversity of languages is audible. Actually, everything is too crowded, but full of energy, very lively, vital.

This is roughly how I have always imagined a well-functioning institute: colleagues who enjoy working together to create quality training that attracts people from all over the world; a training program that is also accepted by the State, by the Federal Office of Public Health. This cannot be taken for granted and requires the cooperation and commitment of all. A private institute like ours is sustained by all those who identify with it and its contents, who consider it important that such a training program exists, and who therefore also contribute to it with their work and their specific skills. The climate at the Institute today is largely one of loyalty, appreciation, and dialogue: this is what we resolved on creating at the time of the crisis, what we wished for for the future, and we have made a good deal of it come true. We have as well to remind ourselves of this resolution again and again. But the good climate is a reality: what pleasant meetings the accredited analysts have, despite the problems, which of course are always there! Most of the time, I go home satisfied – analysts feeling that it was nice to meet. Gone are the days when, full of anger, we had to "cool off" in the "Hotel Sonne".

Solid cooperation makes creativity possible: the Picture Archive has awakened to new life, treasures from the Institute are being exhibited, becoming visible. The Research Committee is in a process of discovery and is willing to play an important role in the future. There are just two areas (there are many more) where new things are being created.

There is a sense of togetherness that is also evident in the Institute's direct membership in the IAAP (the International association of Jungians) which also connects the Institute's graduates around the world. Many of these achievements at the Institute-- worked out after the crisis and through the associated restructuring seem self-evident to us today but they are not. There is a lot of work behind them, a lot of exchange, a lot of working with one another. When I experience the Institute today, I feel satisfaction and also pride over what we have created together out of such a threatening crisis that brought the Institute to the brink of the abyss! Knowing that we can only do such work together is something we must not forget. It is important as well that in this spirit of togetherness, we treat our young colleagues with gratitude. They are our future.

Especially during times of difficulty, such as the current Corona pandemic, we experience the strong sense of unity at the Institute. We solve problems together. Of course, the newly created structures help but require the support of all with an attitude that does not simply complain about difficulties but actively seeks to solve them. There will always be difficulties, of course, but we will let them challenge us. That is what we have learned in the crisis.

Verena Kast

2. „The Soft-Blue Canopy“

In order to describe my attitude to life before and after the restructuring of the C.G. Jung Institute, I use a comparison with the atmosphere in "my" working rooms, by which I mean the rooms of the Picture Archive before their reconstruction and after.

The basic structures of the rooms in the Jung Institute attic are strong, impressive, good. The massive beams and purlins are joined together in wonderful, old-world craftsmanship without a metal nail. They can withstand strong storms.

This was my experience of the Jung Institute for quite a long time after I received my diploma in 1979. However, over the years, one saw less and less of this strong roof construction, because the light became dull in the rooms, encrusted dust accumulated on the lights. The feeling of confinement became more and more obvious; the confinement triggered unpleasant feelings and aggression. There had to be tidying, rearranging, cleaning. New light had to be installed; order, clarity, and freedom of movement created for the necessary work.

All this has happened. A new, clear, "clean" attitude to life has flowed in. Especially the beautiful light and the freedom of movement in the newly designed rooms make working today a pleasure. People like to go there; they feel good there.

And perhaps a bit more. Where there used to be confinement, there is now room for a soft-blue, feminine canopy that invites you to relax and contemplate the wonderful, masculine roof structure. It is a friendly place for a little time of leisure. There, one can think back to the past, one can fantasize about the future. One has freedom. The strong roof structure protects the freedom in the whole

building of the Jung Institute down to the supporting foundations.

Ruth Amman (current curator of the Picture Archive)

3. How I have experienced the change

I've led a dreamwork seminar at the C. G. Jung Institute regularly since 1989 and have thus seen and felt how the atmosphere at the Institute has changed over the years since then. Back in the "old days" (i.e., pre 2011), there was -- at least in my view -- a palpable fear among the teaching staff as well as among the students (to some extent) which led to the 2004 split as many of the teachers felt they had to leave in order to preserve their soul, as they put it. The Curatorium was viewed and experienced as remote and autocratic. It had all the reins, so to speak, in its hands.

With 2011, a new era dawned in which the Curatorium willingly relinquished its tight grip on the day to day functioning and faculty meetings were initiated in which faculty members had a lot more say in how the lectures and courses were organized as the Institute had to adjust to the new public health regulations in order to achieve accreditation as a psychotherapy training institution. In keeping with modern management practices, the regime became much more democratic and far less "top down".

Faculty meetings, held twice a year, are now far more participatory and I believe the increasing numbers of those who attend these meetings attest to this. In my view, the meetings have become livelier with ideas and suggestions being presented in a much freer atmosphere. Those who instruct have conversely gotten to know more firsthand about the myriad of factors that must be considered and all the decisions that must be made in order to keep things

running smoothly. Transparency has increased and the former adversarial feelings have all but disappeared.

To my way of thinking, the administration has bent over backwards to make all this possible and it has obviously caused them a lot of extra work in organizing, preparing and setting up the faculty meetings. I have found myself actually looking forward to the collegial atmosphere of the faculty gatherings and the sense of empowerment I feel there. I have the impression my say has real influence and, when important matters are to be decided, I feel free to cast my vote in the direction I believe to be best, best for the operation of the Institute but also best for the students and for advancing the cause of analytical psychology in the wider world.

Art Funkhouser

C. THE DEMOCRATIZATION PROCESS AT THE C.G. JUNG INSTITUTE ZURICH

1. Initial Situation

The initial situation before the restructuring processes at the Institute was quite critical. The then Curatorium, under the leadership of Brigitte Spielmann, was severely hampered by financial difficulties caused, among other things, by losses on the stock exchange and a decline in the number of students around the turn of the millennium. The worsening of this situation prompted the Curatorium to appeal to the analysts for donations. The analysts were additionally asked to waive their fees for lectures and to pay a new membership fee to the Institute. In view of such demands for financial participation, the long-standing concern among the analysts for co-determination and for a transparent flow of information about the financial situation became all the more urgent. In addition, analysts called for the Curatorium to be elected by the analysts (rather than appointed internally) in the future. Referencing the statutes of the Foundation (which prohibit elections), this demand was flatly rejected by the Curatorium. The displeasure among the analysts increased when the Curatorium formulated the intention to make the membership and cooperation of the analysts at the Institute-- whether as lecturers, training analysts or supervisors--dependent on a membership fee that was perceived as quite high.

2. Escalation of the Conflict

In the years 2001-2007, the disputes continued. Several meetings between the Curatorium and representatives of the analysts remained inconclusive. In 2004, almost half of the accredited analysts of the Institute withdrew from the

Institute and founded of a new training institute, ISAP (International School of Analytical Psychology). The fact that the colleagues who left took their training analysts, analysts, and supervisees with them resulted in a painful loss of many students for the Institute (especially from the International program). In order to compensate for the loss of International students, the English “block program” was first introduced at the Institute in 2006. The block program enabled international students to maintain their center of life at their place of residence and to complete their theoretical training at the Institute during two three-week intensive periods. Both financially and personally, this meant a more practical form of study at the Institute for many International students. However, the block program attracted criticism as a kind of slimmed-down narrow-track program. In response, the program was successively expanded in both scope and content. Today it comprises nine weeks of full-time theoretical instruction per year and is one of the most comprehensive programs for training in Jungian psychology in the world.

Against the background of the problematic financial scenario during the years 2002 to 2006, the concern for democratic participation of the members remaining at the Institute became more explosive. Increasingly vehemently, these concerns were brought to the attention of the Curatorium; however, a corresponding effect failed to materialize. The stagnation of this period caused strong dissatisfaction and resentment among the analysts as well as increasing tension within the Curatorium.

In December 2008, disagreement within the Curatorium was so great that three members resigned. Under the Presidency of Daniel Baumann, with only four Curatorium members, the Curatorium no longer had a quorum. In this situation, the President felt compelled to call in an external mediator to deal with the existing conflicts.

With a great deal of tension and highly mixed feelings the assembly of accredited analysts was scheduled for May 27, 2009. A colleague consulted the I Ching in this situation and received an encouraging answer: the hexagram 49, Revolution (Molting) with changing lines 2,4 and 5. "Upheaval brings salvation. To change the state order brings salvation" - an answer that was to prove true subsequently!

The selected mediator, Mrs. Elisabeth Ferrari, submitted her proposal to the members in this assembly after prior consultation with the Curatorium: a "Clarification Group" was to be formed with the aim of working out a proposal for solutions to the existing conflicts. The essential condition was that each member of this group should be elected with a ninety percent agreement of the analysts present. Furthermore, decisions within the clarification group were always to be taken only by a majority of ninety percent of those voting. The mediator suggested that equal numbers of representatives from both the Curatorium and the analysts be elected to this clarification group. The Director of Studies and a member from the selection committee, a representative from both the student body and administration should also be involved. In the end, the Clarification Group consisted of thirteen people.

3. The Clarification Process

In the first of two two-day meetings of the Clarification Group, the existing discrepancies between the views of the representatives of the Curatorium and those of the analysts again became clearly apparent. The situation was very tense; the process threatened to fail. The main bone of contention centered on the argument of the Curatorium that the laws on foundations did not allow for a significant co-

determination from the analysts at the Institute: in other words, a democratic participation in the Institute's activities by the analysts was impossible for statutory reasons. This argument coincided with the previous attitude of the old Curatorium. The analysts countered this position with their repeatedly expressed view that the statutes of the C.G. Jung Institute themselves would permit the delegation of all tasks relating to teaching activities.

The meeting of the Clarification Group on November 28, 2009 in the Glockenhof proved to be a culmination and turning point for the developments pending at that time, both in terms of atmosphere and content. The memories of the members of the Clarification Group at this meeting (who shared their experiences from that time at a meeting in the fall of 2020) are still vivid, still very emotionally charged even after 10 years. The atmosphere was very heated. Several members explicitly threatened to leave the process immediately if the discussion of proposed solutions did not change to constructive cooperation in the meeting. The representatives of the analysts could not shake the impression that the Curatorium was using delaying tactics. Unexpectedly for all participants, the tide mysteriously turned after the lunch break. The previously divided mood turned into a desire for unity. This became possible because Georg Elser ad hoc and within two hours outlined a rough concept of a new organizational structure of the Institute. Miraculously, this concept contained all the urgent concerns and solutions. With immense relief, the proposed organizational structure met with the comprehensive acceptance of all Clarification Group members.

An essential change of course was that the analysts were able to move away from their idea of being able to elect the members of the Curatorium themselves. On the other hand, the need for democratic determination of the teaching

activities by the analysts was finally taken up and was to be implemented in accordance with the foundation statutes. The key points were as follows: the area of teaching at the Institute should from that point onward be managed democratically, transparently and with budgetary responsibility. The responsibility for strategy and overall finances of the Institute would remain with the Curatorium. Operational responsibility would rest with the teaching department itself.

In the subsequent implementation phase, Georg Elser profitably incorporated his profound knowledge from his many years of work in public administration for possible structures and processes in the reorganization of the Institute. He trained the Clarification Group in these issues to the best of their ability and drafted all the essential new decrees for the organization of "Teaching" and its relationship to the Curatorium. Various working groups comprised of Clarification Group members worked intensively on the formulation. Finally, the clarification group published its report on May 28, 2010 (see Appendix).

4. The New Structures Comes to Fruition

On May 28, 2010, the Clarification Group presented its report to the faculty. Shortly thereafter, on June 18, 2010, an analysts' assembly followed in which the report was presented and discussed in plenary session. However, approval by the analysts was not necessary as there was unanimity within the Clarification Group.

The envisioned new structures called for the formation of a "search committee." Composed of three members of the Curatorium, three faculty members, one student, the Director of Studies, and one administrative staff member, it advertised two part-time director positions, one for the

Program Director, one for the Director of Studies. The search process dragged on until near the end of the year. The search committee proposed Renate Daniel to the analysts for the position of Program Director, and Annette Jörgens for the position of Director of Studies. At the analysts' meeting on February 2, 2011, both directors were elected and the delegation agreement between the Curatorium and the Board of the Training Sector was approved and signed. Thus, the new structures were put into effect as of April 1, 2011 and have proven very effective since then.

5. Adaptation Process under Heavy Workload

From the beginning of taking up their positions, the two directors were considerably challenged with the urgent task of having the training curriculum recognized by the FSP (Federation of Swiss Psychologists). The amount of work required for this clearly exceeded the workload as it had initially been described. Additionally, the time allowed by the FSP for changes was extremely tight. While the planned workload for all that had to be done under this time pressure was in no way sufficient, the recognition of its training curriculum was of immense importance to the Institute! Only a few months remained for the new Program Director to work out a curriculum in cooperation with the departments that would meet the requirements of the FSP. Georg Elser kept a critical eye on the new concepts during this development process. With his help, it was possible to present the new curriculum on time on August 31, 2011. It was then actually approved in its proposed form.

The legacy of the old Curatorium proved to be very burdensome for the Institute in inadequately meeting the current requirements of professional policy developments.

A "mountain" of urgent tasks had to be worked through. Texts had to be conceptually reworked and adapted to current requirements. The extent of the urgent requirements exceeded expectations.

The major work of developing and setting up the new structures also affected the administration to a considerable extent—challenging it in a completely new way. In a tight financial situation, the administration's expansion was undertaken with great care. In the years that followed, upcoming retirements in the administration allowed for the necessary streamlining of this area without having to make any redundancies. The Director of Studies was responsible for professionalizing and deepening student advising in the new and ever-changing professional situation.

The task of the Program Director was, among other things, to expand the clinical component of the program and at the same time to relate the basic concepts of Jungian psychology to current findings in neuroscience, sociology, and other psychotherapeutic approaches. The new, expanded scope of the program brought with it an additional third, three-week block in the Fall in the English International program.

It became apparent that the new Democratic structures, in which students also contributed their ideas to the program committee and the analysts' assembly (and in some cases had a say in teaching decisions) required more time than before.

6. Liveliness and Creativity Animate the Institute

The working, teaching and learning climate has clearly revived and is now once again collegial and trusting. The new structures promote cooperative interaction. The many resources at the Institute now directly and constructively

benefit precisely defined work areas. The meaningfulness of this cooperation is reflected in the lively and creative atmosphere at the Institute. The image of an orchard in which creative things can sprout and become fruitful is very appropriate for the new mood. This good atmosphere is expressed not only in the growing number of students but also in the number of newly accredited analysts which has doubled to more than 200 members since 2011.

7. New Challenge: The Accreditation of the Institute at the FOPH

After achieving recognition of the curriculum by the FSP in Summer 2013, the Institute was immediately faced with a new task: the work for accreditation by the Federal Office of Public Health. First of all, the training curriculum had to be redesigned and reformulated in 2012/2013 due to legally prescribed requirements. In addition, all of the Institute's procedures and processes had to be precisely examined and described for accreditation. In retrospect, it became clear that the new Institute structures, which had emerged from a democratic impetus, played a decisive role in the accreditation of the Institute by the FOPH. Without this, the accreditation would hardly have been possible. Thus, the efforts of the Clarification Group at that time paid off twice. Additionally, the amount of work that committed colleagues did as preliminary work for the accreditation was also of enormous value.

The end of 2015 brought a major challenge: the evaluation of the Institute by external experts was scheduled for December 2015. The situation was complicated by the fact that Annette Jörgens had left the Institute at short notice in September 2015 and was therefore no longer available to participate in the evaluation. During the two-day external evaluation by three external experts, all areas of the

Institute were closely scrutinized and numerous people were interviewed. However, the commitment of all the bodies, the administration, and students paid off: the external evaluators recommended that the FOPH impose only three conditions which have since been met. The final accreditation by the FOPH took place in October 2016.

8. Expansion of Course Offerings and Creation of New Formats

After a scheduled search and election procedure, Wolf-Jürgen Cramm was appointed as the new Director of Studies on April 1, 2016.

The profile of the Institute shows a continued differentiation of its further education and advanced training practice. While Jungian analysts have been trained at the Jung Institute since 1948, training to become a federally recognized psychotherapist has now been added since the accreditation by the BAG. We are pleased that numerous federally recognized psychotherapists are additionally qualifying themselves as psychoanalysts.

In the German program, the CAS course was added after the successful accreditation. This is a one-year continuing education course for people who work in social or therapeutic professions. The highly motivated participants come from a wide variety of educational backgrounds. The interdisciplinary exchange that is revived through this course is a great enrichment for all students and produces five to six graduates each year in the German program and ten to fifteen students in the Antenne Romande program. Through them, Jungian psychology is brought into different fields of work.

Since the accreditation by the FOPH, the overall program structure has changed. Of particular importance are the so-

called "theme weekends" which focus on, for example, dreams, fairy tales, active imagination. In a compact time frame (from Thursday to Sunday) it is possible to approach the respective topics from different perspectives and thus generate a deeper, multi-faceted understanding and knowledge. This kind of concentrated examination of a topic is also a kind of "antidote" to the often lamented fast pace of our times. Sophisticated topics require calmness if one wants to do justice to their complexity. These theme weekends are very popular.

The newly conceived workshop seminars should also be mentioned in which a specific applied, therapeutic Jungian method is intensively taught in relation to dreams, fairy tales, picture interpretation, active imagination or sand play. As the name of the event suggests, the focus in this category is on practical craftsmanship. For the training at the Institute, we want to ensure that students gain the relevant practical experience in addition to the theory of analytical psychology as a basis for later fruitful therapeutic work with patients.

With a three-day pass under the motto "Get to know us," a new offer was introduced to give interested individuals the opportunity to "get a taste" of our courses. Both the CAS and these "taster" days always bring new students to the Institute. In addition, we do not want to limit our offers to professionals alone. It is our intent to be a place of exchange, deepening, and inspiration for those interested in the ideas of analytical psychology.

All these efforts have resulted in a gratifying increase in student numbers to 219 by the end of 2020. In addition to the CAS in German, there is now also a CAS in French-speaking Switzerland as well as FMH training in French-speaking Switzerland and Ticino. All these are

opportunities to make Jungian psychology known in wider circles.

A significant innovation was brought about by the changed legal situation in Switzerland as a result of the Federal Therapy Act in which only physicians and psychologists can obtain a license to practice psychotherapy in Switzerland. Adapting to the new accreditation requirements therefore forced us to demonstrate that Jungian concepts are clinically relevant, which we succeeded in doing. There are also more clinically active physicians, psychologists, and therapists enrolled in the International analyst program today than ten years ago. Therefore, more clinical seminars and theme days are now being introduced in the English program as well.

9. C.G. Jung Outpatient Clinic

An earlier weak point in our training has now also been remedied after some initial difficulties. The problem was that while our training curriculum required practical clinical experience, there were significant difficulties for students in finding clinical jobs/internships. In the clinics, the waiting lists for these coveted jobs were reserved for University psychologists. And so it came to pass that the shortage of positions for clinical work often made training at the Institute excessively protracted.

Previously in 2001, an outpatient clinic (CarePoint) had been founded by the former Curatorium. However, the project failed after a short time because no psychiatrist could be found in order for the delegated work of the students to be paid for by the basic health insurance. The problem of clinical jobs was then accentuated in 2013 since an accreditation of our training program by the FOPH required that we support students in finding clinical work. In

particular, the situation for students was complicated by the fact that the Federal Law on Therapy requires two years of clinical activity for recognition as a federally recognized psychotherapist.

Under these circumstances, the Curatorium decided in 2015 to again initiate the Outpatient Clinic project but this time through the prospect of a start-up loan. The association C.G. Jung-Ambulatorium was quickly founded. Finding the necessary manager and number of psychiatrists for the new institution, however, proved to be a long and difficult process. Without staffing these positions, it was not possible to submit an application for a license to operate an outpatient clinic. A senior psychiatrist was found in the Winter of 2016 but withdrew on the eve of the planned submission of the carefully prepared application to the Health Directorate. Meanwhile, the lease for the premises of the outpatient clinic had already been signed. Fortunately, in this dramatic situation, our colleague Dr. Dorothea Müller spontaneously made herself available as the overall manager of the clinic; Dr. Kalibasi was acquired for the medical management of the clinic. These appointments made it possible to submit the application to the Health Directorate on July 4, 2016 which was approved on August 19, 2016. The operation of the C.G. Jung Outpatient Clinic started on November 1, 2016. Initially, we were able to offer our students eight positions with a workload of 50 percent each. Since the expansion of the premises to include a small apartment in the same building, ten students can now complete their clinical work in our outpatient clinic.

The team, which by its nature is in constant fluctuation, functions very well. Almost from the beginning there were enough patients (children and adults) to allow the financial situation of the clinic to gratifyingly develop. In the

meantime, it has already been possible to repay part of the loan made available by the C.G. Jung Institute to the C.G. Jung Ambulatorium Association. (see the Prospectus of the C.G. Jung-Ambulatorium in the enclosure).

10. Festive Events in the Institute's 70th Anniversary Year

A number of events were planned for the celebration of the anniversary "70 Years of the C.G. Jung Institute" in 2018: a wonderful summer Jubilee celebration at the Institute in June; public lectures in the Volkshaus in November 2018. A lasting highlight of the celebrations was an exhibition of images from the Picture Archive shown at the Museum Lagerhaus in St. Gallen. Verena Kast's good relations with the museum director, on the one hand, and with Patmos Verlag, on the other, made it possible to make carefully selected images and series of images from the Jung Institute's Picture Archive accessible to a broad public in an appealing illustrated book. The source material for this illustrated volume (attractively designed by Patmos Verlag) were accompanied by profound essays by some of our Institute's colleagues that accompanied the pictures in the exhibition.

11. Redesign of Picture Archive, Lecturer's Room and Student Room

The attic of the Seehof property had been waiting for an urgent renovation for quite some time. In cooperation with the responsible gentlemen of the municipality of Küssnacht (as owner of the property), a renovation of the rooms and corridor in the attic could be carried out in 2018/19. These renovations enabled us to reorganize the premises. For decades, the Picture Archive had been perceived as

cramped, impractical, and somewhat gloomy. So it was decided to move the archive to a spacious, higher roofed space (with the exception of the two heavy safes which had to remain in their previous location for structural reasons). The student room that had previously been there had also been in need of an overhaul for some time. To the great satisfaction of the students, the student room was moved to a beautiful attic room with a view of the lake in the course of the renovation. The former Picture Archive space was redesigned into a lecturer's room--allowing out-of-town lecturers to retreat before or between their classes. The freshly painted walls, friendly carpet, and excellent lighting in the newly designed rooms met with great enthusiasm by all. Our curator Ruth Ammann, who had been involved in the redesign of the archive, finds the new working environment very gratifying. The new Picture Archive now has much more space, air, and natural light. It has a more inviting and attractive effect on visitors and enables pleasant working conditions. In the same year (2019) new procedural rules for the Picture Archive were approved which describe in more detail the curator's tasks and formulate the archive's terms of use for outsiders. The project of digitizing the Picture Archive has already been started and will be continued.

12. Impact of the Corona Virus on the C.G. Jung Institute

The worldwide epidemic with COVID-19 with the short-term imposed lockdown from March 16, 2020 in Switzerland had drastic consequences for the program offerings at the Institute. Suddenly, face-to-face teaching was no longer possible! Only a few days remained before the already scheduled FMH course and only three weeks until the start of the German semester program to convert the face-to-

face program to online teaching. The summer semester program-- a months-long effort which had long been completed -- had become practically worthless from one day to the next. In addition, the sudden closure of the border between Germany and Switzerland made commuting difficult for Renate Daniel, the Program Director, who lives in Germany. Nevertheless, thanks to the help of her assistant Donatella Panetta, she managed to convert the semester program to online teaching on schedule. All lecturers had to be asked whether they would embark on the "adventure of online teaching" without knowing how it would work technically and how this format would affect the quality of teaching. It was a jump into the deep end for everyone involved. The administration team and faculty were briefed on how to use Zoom. It was clear that any seminars involving painting, sand play, bodywork, or other hands-on elements could not be conducted online. The cancellation of these courses was a great loss. Finally, all the FMH and other courses in the program were set up to be conducted smoothly online. Because everyone involved had entered completely new territory, the events were evaluated weekly by students and lecturers so that potential problems could be identified quickly and remedied promptly. Thanks to a task force group consisting of the two Directors, members of the Curatorium and the administration, it was possible to quickly make "readjustments" and work out solutions to problems. To our delight, the students were very satisfied with the services offered.

In re-planning the International English program, it was necessary to consider first and foremost that students live in a wide variety of time zones. In response, seminars were offered in the morning for students from countries East of Switzerland and in the afternoon for those from countries West of Switzerland.

Whether or not the 2020/21 winter semester would allow face-to-face classes was unclear for a long time. The English Fall block was planned as online instruction; for the Winter semester, hybrid forms of face-to-face instruction with recording and broadcasting of the courses were considered. In the end, in view of the development of the Corona pandemic, it was again necessary to switch completely to online teaching. The necessity to constantly react flexibly to new situations was mastered fabulously by the Institute's "Teaching" management team, but at the cost of partly cancelled vacations, great exhaustion, and a pent-up need for recuperation.

Importantly for the future of the Institute, the experience of dealing with the Corona virus has resulted in an innovative push in program design. Inevitably, live Zoom lessons had to be offered, which met with a good response from the students. This is evidenced by the fact that student enrollment has grown positively despite Corona. Hybrid events with in person and online transmission are planned for 2021.

13. Outlook

It is likely that classes will continue to be held both online and live in the future after the Corona pandemic has subsided. Hybrid forms seem to be particularly successful as they save International students travel and accommodation costs.

In 2023, the institute is due to be re-accredited by the FOPH, which is likely to be a major challenge—requiring an immense amount of additional work.

The issue of "research" has been with us for a long time. Until now, we have had little capacity to devote ourselves more intensively to the topic given our heavy workload and

the Corona pandemic. However, this topic is becoming more relevant in the context of the 2023 re-accreditation since the statutes of the FOPH require accredited institutes to play an active role in current research. In response, a recently established research commission is in the process of being set up.

The complete digitization of the Picture Archive and the library are further projects that will be tackled in the near future.

In 2023, for the 75th anniversary of the C.G. Jung Institute, we want to celebrate again! Various ideas are under consideration with lectures at the Adult Education Center already planned.

Renate Daniel / Regula Stieger

D. REPORT OF THE CLARIFICATION GROUP of May 28, 2010

1. Summary

During the eventful 62-year history of the C.G. Jung Institute of Zurich, Küsnacht¹, there have been generations of analysts who contributed their knowledge, experience, and commitment to the global impact of this teaching, training, continuing education and research center. But, as in any organization, the Jung Institute has also experienced quite a few conflicts and differences among the analysts involved – for instance, those which led to the founding of new related institutes: the Institute for Process-Oriented Psychology, the Center for Complex Psychology according to C.G. Jung and Marie-Louise von Franz, and the International Seminar for Analytical Psychology in Zurich. Particularly this last departure of colleagues has subjected the Jung Institute to a real test. During the last year it has led to a significant number of analysts holding that a restructuring of the Jung Institute is essential.

As a result, the Curatorium engaged an outside moderator and set a clarifying process in motion that has subjected the development, organization, and structure of the Jung Institute to an intensive examination. In a first step, the clarifying group² approved by a large majority of the analyst community and confirmed by the Curatorium concluded that the Curatorium can make use of its statutory right of delegation in order to strengthen the efficiency of the teaching, training, continuing education, and research operations within the Institute. In a second step, the clarifying group – led by a member of the Curatorium, Georg Elser – analyzed the strengths and weaknesses of the Jung Institute's existing form of operation. With the intent of retaining the Institute's proven essence but

¹ Hereafter the Jung Institute

² See Appendix 1: List of the Clarifying Group's participants

removing its bottlenecks, the clarifying group proposed an organizational model clearly based on differentiation of strategic and operational leadership tasks.

It created three sectors: research, teaching, and administration. Within the teaching sector, a board will take over responsibility for operational leadership of the teaching, training, and continuing education areas, building constructively on the authority of collaborating analysts in specialized fields and committees. Responsibility for the strategic direction of research and teaching remains in the hands of the Curatorium. Based on equal representation, the Coordinative Council stands available to advance cooperation wherever necessary on a case-by-case basis if it does not occur automatically. The same organizational model will apply to the research sector still to be created.

Strengthening performance in all Jung Institute sectors calls for optimal integration of all involved. This will occur through careful information, communication, and participation, co-determination and joint responsibility. In this sense, the analyst community will elect the future boards to oversee teaching and research as well as leadership of specialized fields and committee members.

This restructuring process will be supported by a culture of goal-oriented, objective dialogs that focus on fairness and a mutual bond to create trustworthy collaboration, which also contributes ultimately to identification with the Jung Institute. It will obviously take time for the negotiating and decision-making processes of this future organizational model to take form. This also applies to the envisioned relaxation of the financial situation.

The clarifying group has unanimously approved the results of its work made public in the following report. Thus it has laid down the fundamentals for the process of restructuring the Jung Institute that can now enter the implementation phase.

Amendment end of July 2010

At the analysts' assembly of June 18, 2010 this report was presented by the clarifying group to all accredited analysts of the Jung Institute. It was discussed at length and a large consensus within the analyst was established.

In its meeting of July 2010 the Curatorium decided to start the implementation of the proposed restructuring of the C.G. Jung Institute of Zurich, Küsnacht.

2. The Clarifying Process

27.05.09 **Analysts' Assembly:** A **clarifying group** formed with the task of "initiating a process that should examine jointly the future direction of the Institute as well its development, organization, and structure". A consensus exists between the Curatorium and the board of the faculty that Institute structures may be altered.

06.07.09 **Constituting meeting of the clarifying group:** Basic issues of collaboration and central questions from the organizational perspective were discussed and five small groups formed that occupy themselves with finances, property, strategy, and two structural models (with and without analysts belonging to the Jung Institute).

28./29.08.09 **Second meeting of the clarifying group:** Building on results from the small groups, the current status of the Jung Institute was analyzed in detail and described. Strengths and weaknesses of the existing organizational model were assessed, initial development lines were sketched in the sense of the task-authority-responsibility triangle, and proposed of four structural models in newly composed small groups for the Jung Institute's future organization. Marc Baumann departed from the clarifying

group, since he can no longer reconcile the group's work with his newly assumed professional tasks.

- 15.09.09 **Discussion** involving two members of the clarifying group (Daniel Baumann and Regula Stieger) **with Canton Zurich's authority for monitoring foundations.**
- 24.09.09 **Analysts' Assembly** at which a relatively spontaneous attempt was made to engage the analyst community in the clarifying group's earlier and ongoing process. However, this only succeeded to a limited degree. This experience is important for the clarifying group members, to the extent that they will need to prepare their reports for the analysts' assembly more carefully.
- 21.10.09 The two who attended the discussion with Canton Zurich's authority for monitoring foundations met with four other members of the clarifying group (Ursula Brasch, Renate Daniel, Dominique Lepori, and Ingrid Riedel). The results of the talks were evaluated and will be worked into a proposal for the flow and content of the clarifying group's next meeting..
- 27./28.11.09 **Third meeting of the clarifying group: Written version of decisions (made with minimum 90% agreement, mostly unanimous).** The clarifying group bid goodbye to Ms Ferrari, who had moderated the clarifying process superbly to date and enriched through her focus on a variety of issues.
- 10.12.09 Delivery by email of clarifying group decisions to all accredited analysts.
- 18.12.09 **Constituting meeting of the project group** at which two members of the clarifying group (Arthur Leutwiler and Petra von Bechtolsheim) preferred

not to serve in the project group: The refined arrangement of the Jung Institute's new organizational model into five subproject groups was decided – procedures, organizational structure, research, administration, and finance³.

- 08.01.10 **Fourth Meeting of the clarifying group:** Review and discussion of the written questions and comments received from the analyst community by 07 January 2010.
- 15.01.10 **Analysts' Assembly.** The decisions approved by the clarifying group were explained in summary to the analysts – based on their feedback – and then sent to them in written form. The clarifying group understood the analysts' response as a mandate to continue its work.
- 05.03.10 **Second meeting of the project group:** Initial proposals from the subproject groups were discussed. In order to involve all members of the clarifying group in the complex procedures of designing the organizational model, it was decided that all further coordinating meetings would again be allowed to occur in the full committee.
- 09.04.10 **Fifth and sixth meetings of the clarifying group:** Working through and
- 05.05.10 coordinating the subproject groups' proposals.
- 28.05.10 **Seventh meeting of the clarifying group: Unanimous approval of its report**
- 07.06.10 Mailing the report to all accredited analysts with the request for written feedback by 13 June; furthermore, the report was sent to all members of the Patrons' Group, administration staff, and the student representative.

³

See Appendix 1: List of clarifying group participants and subproject groups

- 16.06.10 **Eighth meeting of the clarifying group:** Review of feedback and preparation for the analysts' assembly.
- 18.06.10 Analysts' assembly: final discussion of the clarifying group's report.

3. Results of the Individual Subprojects

3.1. Processes

During the course of the clarifying group's work, our view has become sharper regarding the variety of processes within the Jung Institute. The tasks that occur within the Institute framework are dealt with in certain repeating flows of actions and decisions (processes) in which various resources from the administration and analyst community, the faculty board, and Curatorium become involved. In order for these resources to collaborate ideally, the processes are represented step by step. This allows all involved to visualize the process at any time. Clear recognition of one's own position in the processes appears essential, so that the triangle of task-authority-responsibility harmonize. Moreover, establishing and describing the processes will have a great influence on quality assurance in the future. It will be a premise for federal accreditation of the Jung Institute as a training site according to the anticipated psychotherapy law.

The processes within the Jung Institute always include three levels that apply for research, teaching, and administration:

- Leadership processes at the top level, in specialty areas and committees, in the administration;
- Core processes, corresponding to the core tasks of the Jung Institute as a site for teaching, continuing education, and research;

- Support processes performed essentially by coworkers on the administration staff.

These three process levels can be presented in a process overview that shows how the Jung Institute 'functions'. Tip: a process overview is not an organizational chart and should therefore not be regarded in hierarchic terms.

Appendix 2: Process landscape

Each of these terms refers to one or more processes⁴.

To illustrate this, two processes are picked out: "strategic planning" and "Initial Search for Directors".

Strategic planning within the Jung Institute is reviewed periodically as a rule. The "strategic planning" process can also be initiated by committees or individuals if internal or external circumstances call for review or planning.

Since strategic planning includes processes or content important for the long-term existence and continuing development of the Jung Institute, such a planning process constantly and logically involves various sectors and committees.

Appendix 3: Sample: Strategic Planning Process (Teaching Sector)

During the implementation phase of restructuring the Jung Institute, a search for the two executive leaders in the teaching sector will occur for the first time. Therefore, the process "Initial Search for Directors" is carried out within a phased planning proposal.

Appendix 4: Process Initial Search for Directors

It was envisioned that the existing faculty board would carry out the search process on behalf of the future teaching board during the initial phase of restructuring the Jung Institute. And the board for teaching will then work out

⁴ See Appendix 2: Process overview with glossary

another procedure and realize it, so that analysts will be found who are active in assuming leadership of specialty areas, committees, counseling services, and the Ombuds role. The search process for executive leadership in the research sector will be initiated at a later date.

3.2. Organizational Structure

The following organizational chart of the Jung Institute results from the restructuring

Appendix 5: Organizational Units of the CGJI

The Curatorium remains the supreme body of the Foundation. It consists of seven members and is supplemented by cooptation.

The functions and tasks of the Patrons' Group and Ombuds Office also remain unchanged.

The strategic direction for research and teaching remains the Curatoriums responsibility. It delegates operational leadership to the research and teaching sectors. The administration remains subordinate to the Curatorium.

The coordinating council is an ad-hoc committee that can be summoned in case of disagreement between the Curatorium and the research or teaching units. It also meets to deal with the budget. It is comprised of two or three delegates each from the Curatorium and the board for teaching. Depending on the task topic, other people may be added.

Executive leaders will head the three sectors of research, teaching, and administration.

The teaching board heads the teaching sector and is solely responsible to the Curatorium. It is comprised of two executive leaders employed on a semi-official basis – director of program and director of studies – as well as from

three to five representatives of the accredited analyst community.

The extended board for teaching, an advisory body, is a chain link between the teaching board and the analysts' assembly. It is composed of the teaching board as well as all heads of specialty sectors and standing committees and the director of research. It takes positions on business and proposals related to the analysts' assembly and the Curatorium.

The analysts' assembly is the electoral body for leadership staff in teaching and research as well as members of standing committees and discussion for a concerning content issues. Among other tasks, it approves budget and bookkeeping in the teaching sector. Those entitled to vote include all accredited, ordinary members and two student representatives. Nonvoting members represent the Curatorium, the directors of program and studies, lecturers, corresponding analysts, analysts abroad, and two representatives of the administration.

Appendix 6: Organization of Teaching Sector

The two directors head the teaching board. They handle daily operations.

The program director is responsible for organizing teaching events and coordinating four specialty areas:

- Clinical specialties: developmental psychology, neurosis studies, psychopathological psychiatry, and practical FMH cases
- Children's program
- Theory and practice of analytical psychology: fundamentals, associational experimentation/complex studies, myths and fairy tales, dreams, images, the individuation process

- The interdisciplinary specialty sphere: for example, ethnology and study of religions etc.

The specialty areas consist of examiners in these specialties as well as lecturers who have taught at least four semesters in the specialty areas.

The program conference consists of the director of program, the heads of the four specialty areas, and two student representatives.

The director of studies is responsible for accepting and monitoring students, coordinating selection and appointment committees, heading the examining conference, and quality management as well as operative aspects of professional policy.

3.3. Research

Fundamentals and goals

Both the Foundation statute and C.G. Jung's address for the Institute's founding meeting in April 1948 attached high priority on research activity within the Institute. Only a few of the promising approaches could be implemented, so that Jung Institute research activity to date has concentrated almost exclusively on individual research and publication activity. In light of Jung's death about 50 years ago and the fading presence of his works, we are challenged to develop his intellectual legacy and extend it on our own. Aside from the psychotherapeutic aspect of Jung's legacy, the natural science and humanities acceptance of analytical psychology should also be researched.

Consistent development and arrangement of a research concept at the Jung Institute envisions an institutionalized research activity within the sphere of analytical psychology. It aims at long-term promotion of a transdisciplinary approach needed for human understanding. Moreover, we hope to consolidate the Institute and analytical psychology within scientific discussion, to build up a correspondingly

qualified community of researchers and lecturers, and finally to strengthen acceptance of analytically oriented psychology and psychotherapy within social policy.

Declaration of intent

Based on the considerations above, we declare the binding intent to work on a research concept and long-term establishment of research activity at the Jung Institute. The declaration of intent includes the following points:

- Building up the research sector as an independent part of the Institute's organizational structure is a binding goal.
- Among other content, the research concept contains specific comments on organizing the research sector, on planning for its staffing, on creating resources, and on the relationship to the teaching sector as well as setting goals and priorities on research activity.
- Project flow orients itself to the "strategic planning" process
- In scheduling terms, the buildup and establishment of the research sector will take priority after restructuring the teaching and administration sectors.

3.4. Administration

The tasks of the administration were discussed and summarized in practical task areas

- Human Resources
- Finances, bookkeeping, and payroll
- IT (including website)
- Marketing, PR, and outside communication
- Internal communication (Intranet)
- Programs

- Students + archives
- Secretariat + Curatorium archive, catering
- Picture Archive and library

In a first step, „human resources“ was clustered with „finances, bookkeeping, and payroll“ into „finances and personnel“ as well as „marketing, public relations, outside communications“ with „internal communications (Intranet)“ into „communications“.

In another step, „programs“ and „students“ tasks on one hand and „finances + personnel“, „IT“ and „secretariat“ on the other hand were clustered together to result in the following preliminary picture of the administration’s task structure:

- Secretariat, finances, and IT
- Students, programs
- Communications
- Library and picture archives

The following fields of activity then crystallized out of this: IT (data processing); the software can be extended. Given the current Jung Institute structure, the staff seems tightly limited. Many coworkers are employed part-time, which places high demands on internal communications and coordination. A potential improvement is envisioned in organization and flow. Archiving faces tight limitations in regard to the space on hand. During planning the Jung Institute’s new structure and its implementation, the first and most urgent changes will be introduced. In the foreground stands the hiring of an IT technician, perhaps on a 30% job basis. In the future the Curatorium will no longer assume any operational leadership tasks within the administration. The administration will receive its own leadership.

3.5. Finances

Improvement of the profit-and-loss account

On one hand, possibilities were discussed for raising the Institute's revenue, while options were suggested for reducing spending on the other. Additional revenues would be possible by raising student tuition or accreditation fees or by introducing a licensing fee on teaching analyses and supervisory hours. Additional resources could be created through systematic fundraising.

Long-run consideration must be given to how student enrollment can be increased and the number of those attending special events can be raised.

On the spending side, we see development of work efficiency through removing hindrances in the administration (for instance, by setting up binding work flows in all directions and by adapting the most important job tools such as computers and software).

However, the results of potential interventions and adaptations on both the revenue and expenditures side must be examined with extreme care. For example, would raising student fees reduce enrollment at the Institute? Or would reduction in tuition lead to a higher student enrollment? This remains an open question and thus also raises the question if such measures – and, if so, which ones – would ultimately raise more revenue (price elasticity). The issue is firmly coupled with the curriculum and teaching offers and their positioning in the market.

Introduction of marginal return calculations

Our analysis of profit-and-loss accounts in recent years and in developing the scenarios presented below allowed us to

examine approaches for “marginal return calculations”.⁵ These involved cost positions related to teaching and training that could be calculated in these sectors against revenue gained.

In the future, use of marginal return calculations should offer a valuable basis for budget discussion with the Institute due to their transparency. Specifically it concerns determining how revenue and expenditure can be balanced between teaching, research, and administration.

Profitability of various scenarios

The profit-and-loss account was viewed on the basis of the following three scenarios:

- I Continuing the current development trends of student numbers and restructuring the administration based on conservative calculations;
- II Reducing the curriculum and teaching offering to the core program, restructuring and reducing the administration;
- III Optimal student enrollment in the German language program, restructuring the administration

The individual scenarios were also examined with two variables:

A Payment of fees to lecturers and examiners on the current basis

⁵ „Marginal return calculation“ is a term from theory of business management. It offers a process for more precise and transparent determination of factors that contribute to operational results. „Marginal return“ refers to the calculated difference between the profit on sales and the proportional costs of products or services attributable to this profit. Marginal returns provide information on the contribution of products/services for covering fixed costs and serve business management’s need to evaluate product/service success (presentation of Plaut Consulting GmbH, www.plaut.de . /T. Blaguer. *Buchhaltungslehrgang*, p.49 at www.buechhaltig.ch ; translated)

B Marked increases in fees for lecturers and examiners; granting a license fee for teaching analysis and supervisor hours.

Scenario I A will have no marked changes in the current slightly negative profit-and-loss account. But scenario I B as well as both variants of scenario II must reckon with major annual losses.

Only scenario III manages to generate a balanced budget in both variants A and B, even with a profit in a best-case scenario.

We currently foresee taking the following priority measures:

- Intensifying efforts to acquire students, especially in the German program;
- Investment in the quality of teaching;
- Restructuring the administration;
- Systematizing fundraising.
- Introducing marginal return calculation.

4. Authorization of the Delegation Envisioned

One of the fundamentals in restructuring the Jung Institute is that part of the Curatoriums authority in the future teaching and research sectors will be delegated. This raises the question of whether the Foundation statute permits it.

According to clause IX, para. 1, of the statute, the Curatorium leads the Institute and represents it in the outside world. It manages foundation assets and operational resources in the sense of the foundation's purpose in accord with this statute and any necessary regulations. According to the statute's clause IX, para. 6, the Curatorium can delegate individual leadership areas and the work of the Institute to one or more of its members

or to third parties. A majority must decide in favor of delegating its authority.

If the Curatorium can delegate „individual areas of the leadership or the work“ to some of its own members or a third party, this also applies to delegation of organizational units within the Institute. Also supporting these considerations is the delegation of Curatorium authority to the selection committee.

Nevertheless, the option of delegating authority is not unlimited. According to Art. 83a of the Code of Civil Law (ZGB), the supreme body of a foundation attends to the business's bookkeeping in accord with regulations of the General Law of Contracts on commercial bookkeeping. Indeed the supreme body of a foundation may delegate the actual bookkeeping task to a third party. Yet, according to Art. 84 and Art. 84a of the ZGB governing the monitoring of foundations, the foundation must fulfill its purpose by using its resources responsibly.

The proposed delegation is not a total transfer of tasks, authority, and responsibility. Total financial responsibility and influence on strategic issues guarantee that the Curatorium can assume its responsibility as the foundation's supreme body at any time.

5. Implementation

Implementation and establishment of the restructuring presented in the report cannot occur from one day to the next. The individual implementation steps must be planned carefully. The corresponding tasks are to be transferred to a transitional organization that orients itself as closely as possible to the future organization before it can be formally constituted, either because the staff resources are still lacking or decisions of the new committee are still pending.

In accord with the basic decision to restructure of June 2010, it is the intention to offer our hand in implementation

planning and carrying the plan out, so that the future organization is completely ready for action at the outset of the 2011-2012 fiscal year at the beginning of April 2011. Among other tasks also belongs the initial search for two directors to head the teaching sector. The search committee necessary for this should be formed in July 2010, so that the related executive leaders can, if possible, assume their work in the first or second quarter of 2011.

Küsnacht, 28 May 2010

6. Appendices

Appendix 1

List of clarifying group participants and the subproject groups

Clarifying group:

Daniel Baumann, Petra von Bechtolsheim, Ursula Brasch, Renate Daniel, Georg Elser (Leitung Projektgruppe), Margrit Kummrow, Dominique Lepori, Arthur Leutwiler, Ingrid Riedel, Eva-Maria Spiller, Regula Stieger, Ursula Weiss, Barbara Weskamp

Subproject 1: Processes:

Ursula Brasch, Georg Elser (Leitung), Margrit Kummrow, Ingrid Riedel, Eva-Maria Spiller, Ursula Weiss, Barbara Weskamp

Subproject 2: Organizational structure:

Daniel Baumann, Renate Daniel (Leitung), Georg Elser, Regula Stieger

Subproject 3: Research:

Daniel Baumann (Leitung), Ursula Brasch, Dominique Lepori, Ingrid Riedel

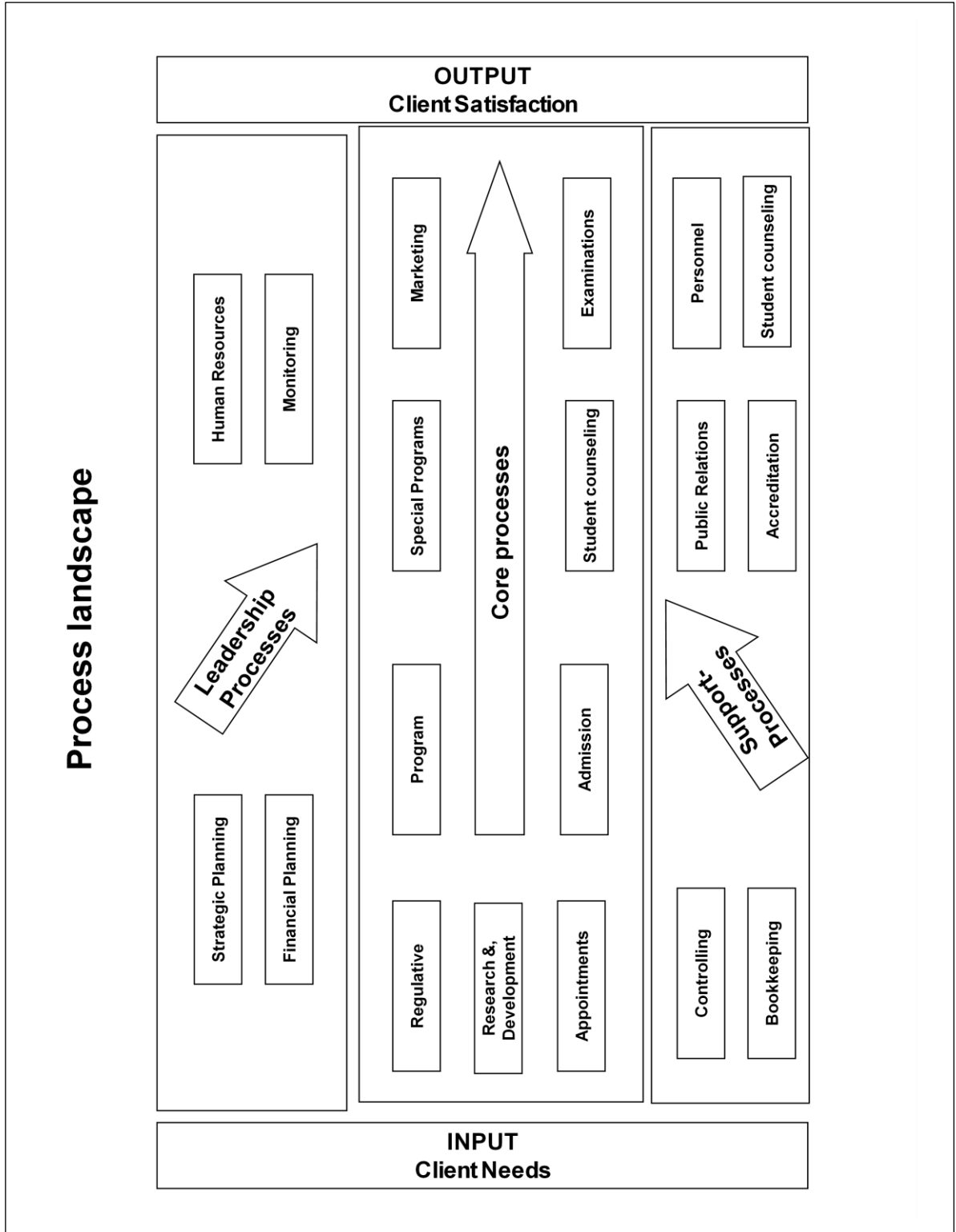
Subproject 4: Administration:

Frau E. Ryser und Frau R. Sanne von der Administration, Georg Elser, Eva-Maria Spiller, Ursula Weiss (Leitung)

Subproject 5: Finances:

Daniel Baumann, Renate Daniel, Georg Elser, Dominique Lepori, Regula Stieger (Leitung),

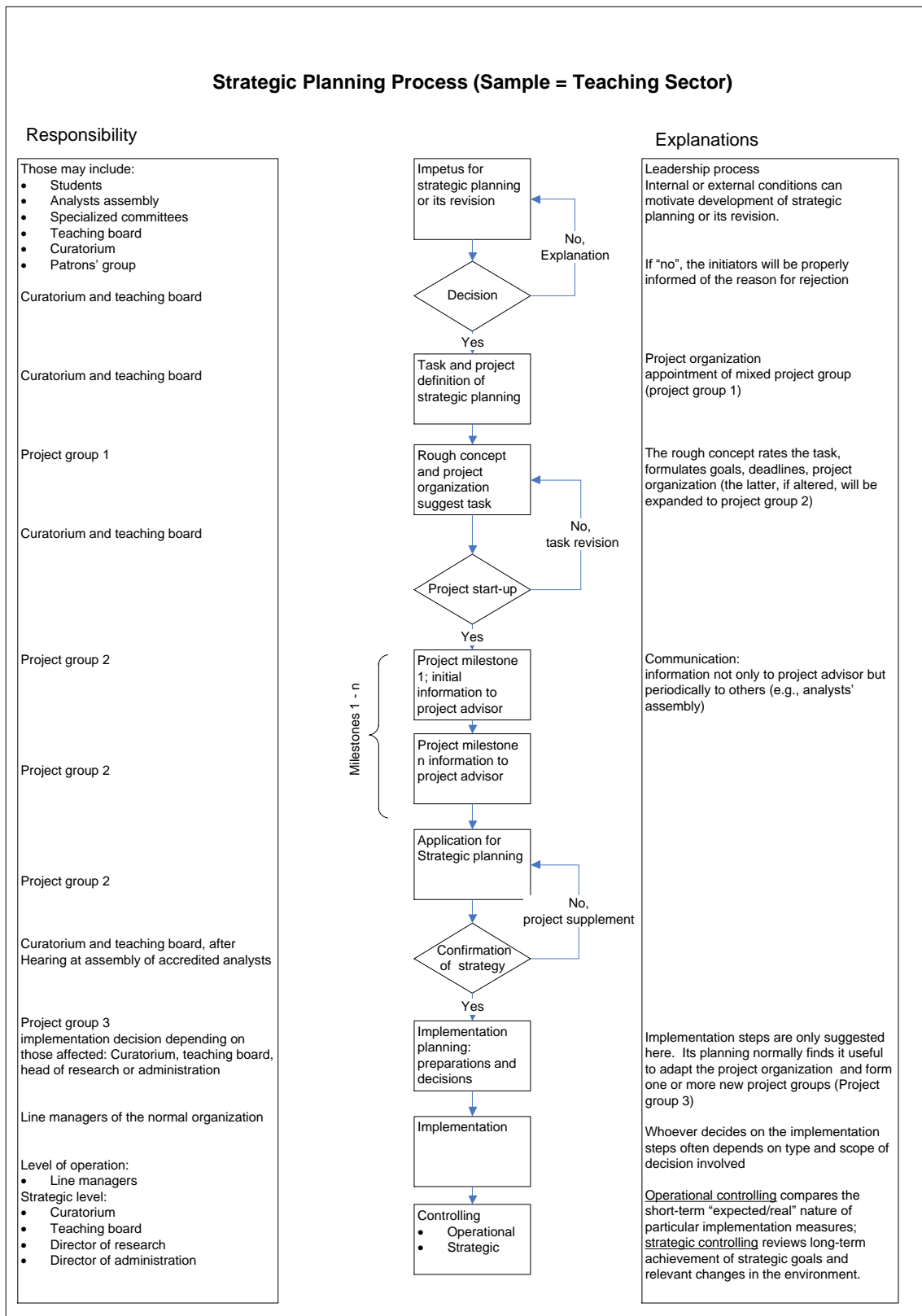
Appendix 2 process landscape with glossary



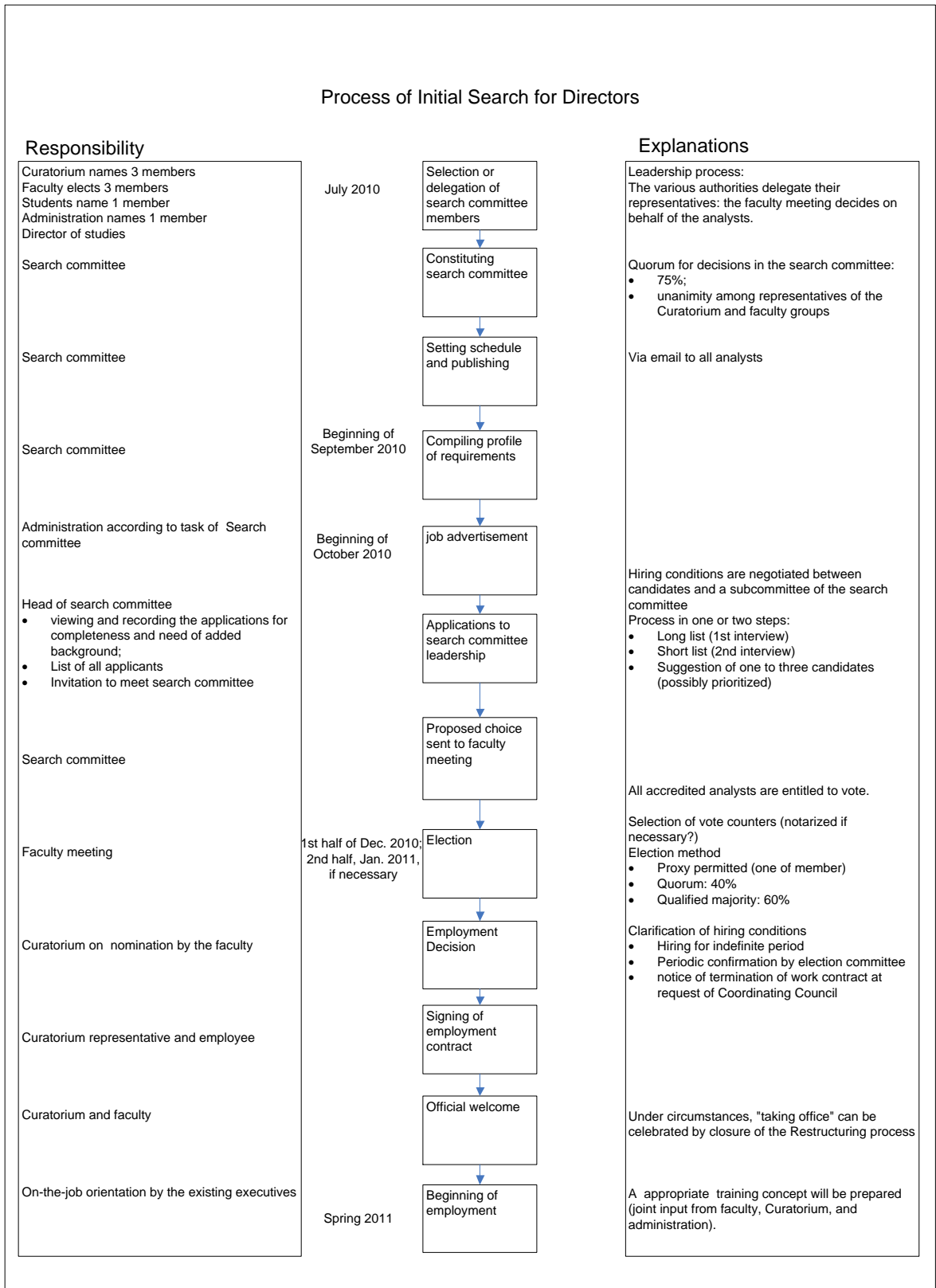
Glossary

- Clients, client needs, client satisfaction. The term “client” should be understood in another sense here. Not only students fall into this group but also other stakeholders such as lecturers or administration coworkers.
- Strategic planning: Subjects are topics that are decisive for the long term and the continuing existence and development of the organization.
- Human resources: A term used to summarize all topics concerning the commitment and promotion of well qualified and motivated coworkers
- Controlling: not “Big Brother”, but the leadership task to guide an organization – among other reasons, in light of target-performance Auditing service: The administration task, given expectation/reality comparisons and reports to provide fundamentals for leadership decision-making
- Public relations: cultivating relations with the public and preserving an image; in contrast to advertising or marketing not directed toward sale of products or services

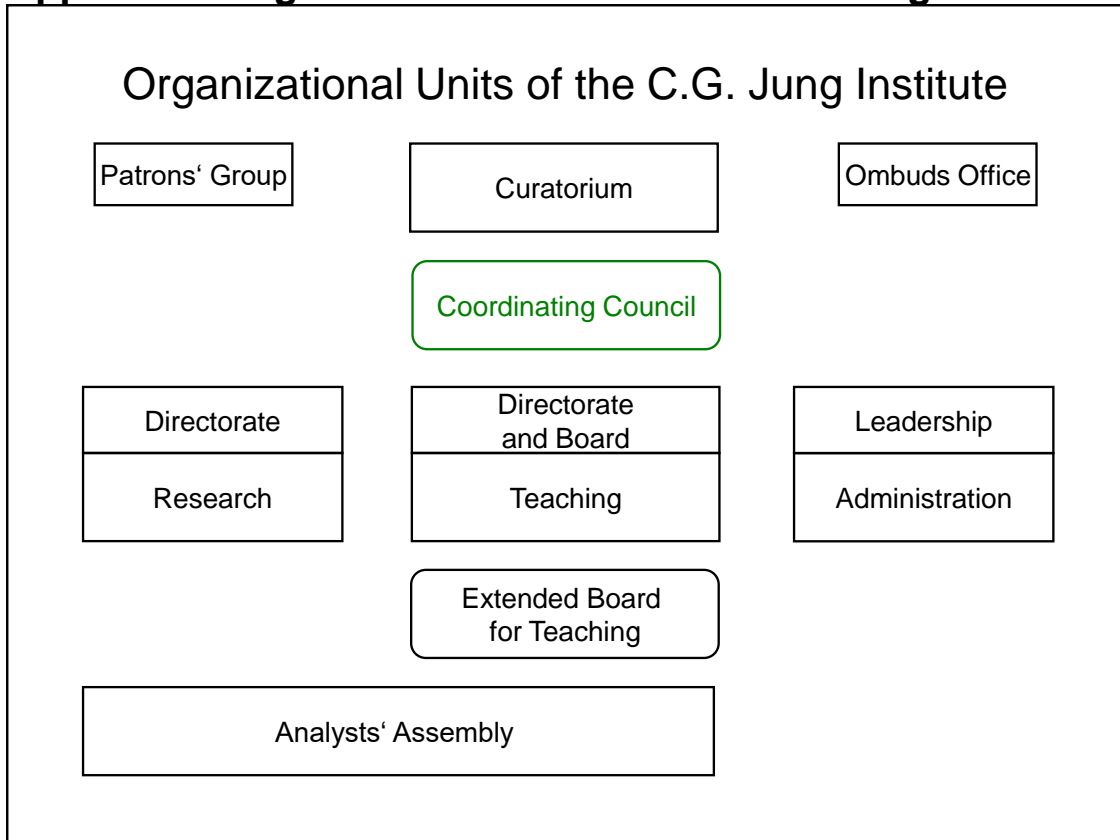
Appendix 3 process strategic planning



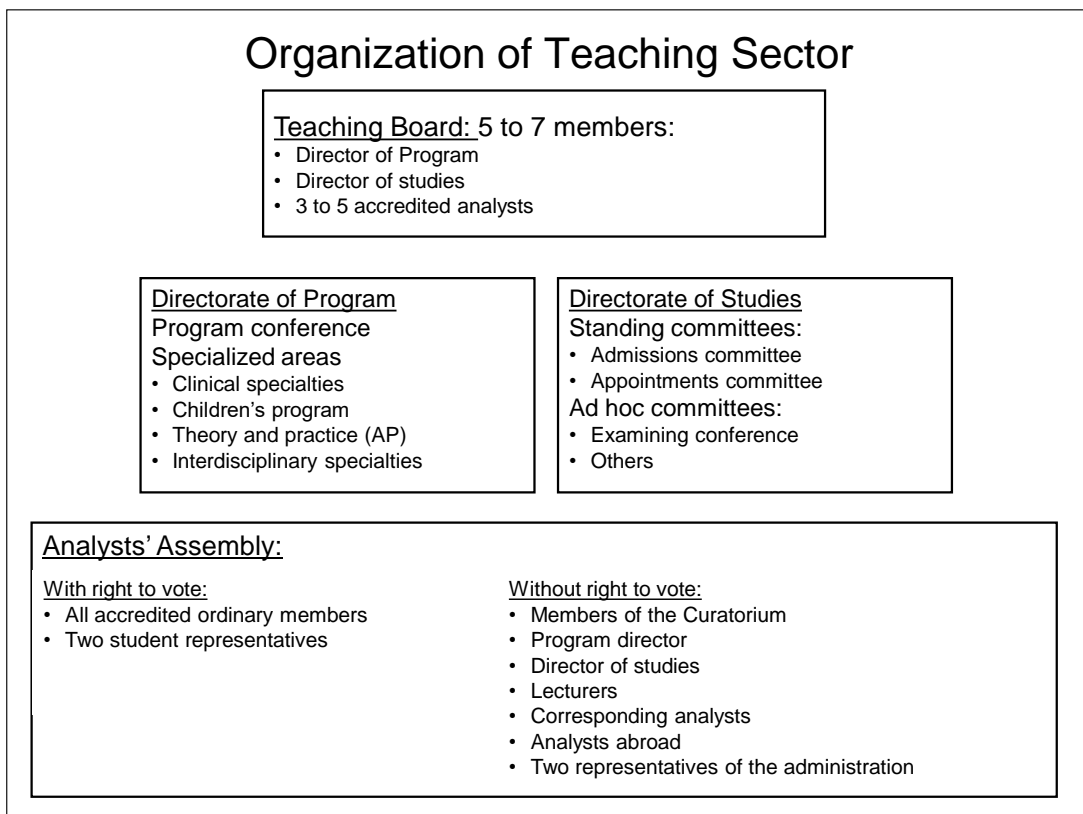
Appendix 4 initial search for Directors



Appendix 5 organizational units of the C.G. Jung Institute



Appendix 6 organisation teaching



E. MINUTES OF THE VOTES AT THE MEETING OF THE FORMER "CLARIFICATION GROUP" 9.9.2020

Members present:

Renate Daniel, Arthur Leutwyler, Dominique Lepori (nur 5 Min. und zum Nachtessen), Eva- Maria Spiller, Daniel Baumann, Georg Elser, Petra von Bechtolsheim, Regula Stieger

Below are excerpts of recollections by the various members of the Clarification Group.

Petra von Bechtolsheim:

As a student, I experienced the preliminary phase of the change process as a phase of confusion that lacked clarity and transparency. The term "Clarification Group" (hereafter CG) thus fit the need for clarification she had as a student. The fact that there were several Jung Institutes (about which she did not get consistent explanations) was confusing. Blind spots wafted around. She entered the CG situation suspicious but found Ms. Ferrari's involvement very good. When the CG became a restructuring group, it was very liberating. The blockades and noticeable resentment among the analysts were defused in the first analysts' meeting (AV) with Ms. Ferrari. Petra found the change process integrative and transparent and experienced how the resentments dissolved. She was able to have more confidence in the analyst community and their competence.

Georg Elser:

He had the same perceptions as Petra. At the Assembly of Analysts (hereafter AA) on May 27, 2009, he felt a great deal of distrust. He thought for himself, at the first reaction

to his election to the Curatorium, "If I see that they don't want me anymore, I'm gone!"

His distrust was soon replaced by trust in the group. But outside of the group--with the analysts and also in the Curatorium--the distrust remained for quite a while. In the CG he was fascinated by the strong "will" for change and resolution. He explained that he did not feel the fear of change that is usually present when a needed change is accompanied by a great deal of pressure from suffering. He remembers that at the epochal Glockenhof meeting on November 28, 2009, he felt initially that time should be taken but heard the clearly expressed impatience--"We want it NOW!"

"In the beginning, I was hesitant. Consultants have the motto, 'As, don't tell.' I had to go against that motto and say what needed to be done. It's to the CG's credit that they accepted that. Normally, that doesn't work so well. But here it succeeded. Congratulations!" The solutions were then worked out in a short time with a great deal of effort. "In my whole professional life, I have only experienced something as amazing once before, that you could work out so much in two hours. That is extraordinary in my experience of change processes." Georg also found it extraordinary that so much of what was envisioned in the CG could then be implemented. For him, the change from a non-transparent attitude to an open culture was difficult. The AA vehemently demanded more transparency but that was not feasible, partly because the accounting was in a desolate state. "We couldn't be transparent even if we wanted to be. Later, also with the help of Gaby Forss, we whipped the accounting system into shape. And we took a step: we were able to increase our equity abruptly by converting the Lisa Meven Fund from being a debt to an equity after convincing the Control Board and the Foundation's Supervisory Board. That turned our finances upside down."

“There were calls to streamline the administration in order to cut costs. We did the opposite: we changed the structures and provided the new bodies with the necessary resources. This was a good decision that has paid off. This is due to the entire CG team. The culture of trust has lasted until today. The whole Institute, everyone involved, has gained self-confidence and pride. This has strengthened us and enabled us to gain more students and become accredited.”

Daniel Baumann

"I have witnessed a lot of change; I actually came to the Curatorium by surprise". In April 2000, Daniel was elected to the Curatorium as a "position of the middle." Due to his descent from Jung (who was experienced in the family as an "over-father" to whom Daniel had previously needed distance), he was none the less interested in the task. The situation at the Institute was challenging, among other things, because of the legal changes in the professional field and its intellectual-historical position. Daniel saw the division of 2004 as an opportunity-- analogous to a cell division, a differentiation which leads to more. Through the emerging dialogue, the hardened views were gradually dissolved in the Clarification Group. The Institute was developed into a "will institution." The great energy felt, which could have been destructive, was turned into a positive--bundled and channeled. From being a "family," the Institute became an "institution" in which the individual and the whole are in a meaningfully tared relationship.

In April 2007, the vacant position of Brigitte Spillmann on the Curatorium was filled by the election of Renate Daniel; that of Irene Lüscher by the election of Christa Henzler. When in the Autumn of 2008 the Curatorium announced the resignation of Ernst Spengler at the end of that year, a

great deal of pressure developed among the analysts to fill the upcoming vacancy. This pressure put a great strain on the work of the Curatorium and led to the resignations of Renate Daniel, Christa Henzler, and Claudine Koch in quick succession in the Spring of 2009. These departures reduced the Curatorium to a "rump" Curatorium with only three members: Daniel, Tess Castleman, Barbara Weskamp. In order not to become fully incapacitated, the Curatorium had to immediately elect at least two additional members. At short notice, Daniel was able to enlist Bob Hinshaw and (on the recommendation of Marc Baumann) Georg Elser who, in not being an analyst, further intensified the displeasure in the analysts' community.

Against this background and because the "presidency" was heavily burdened in the Institute and could therefore not be part of a solution, it was clear to Daniel to get help from outside. For this purpose, he engaged Mrs. Ferrari. At the analysts' meeting following the reconstitution of the Curatorium, she and Daniel developed the proposal to form a group that would decide on steps for change with the approval of 90% of the group. This proposal provoked a heated discussion in the Curatorium but succeeded in securing its support. The outcome is known.

Eva- Maria Spiller:

She graduated in 1998. At the split in 2004, she did not want to join any of the Institutes. So many violations had happened. She was disgusted by what was known. However, she was then approached and decided to join the Institute in 2006. For her, the AA of May 27, 2009 when Ms. Ferrari had taken the wind out of everyone's sails was memorable: instead of fighting, Ms. Ferrari had focused on encounter and dialogue. And since many colleagues saw that changes at the Institute were essential, it was possible

to come together in a joint effort. Eva- Maria also found the 90% approval rule for the CG memorable

The CGJI's new cooperative management concept has proven its worth. There are no longer power claims and hostility that determine the climate but rather appreciation and collegiality. There is a completely different atmosphere than before. For analysts, it is important that a sense of "we," a sense of identity, has been able to develop as a result of this process of change. Eva-Maria sees the orchard--where creativity can sprout and become fruitful--as an image for what emerged through the process of change.

Arthur Leutwyler:

He recalls that the legacy in the Institute goes back a long way. He himself came to the Institute as a student in 1962 and clearly perceived the power problem at that time. For him, it is important to recognize that only the admission of helplessness made the turnaround possible. An impressive group then emerged. It was regrettable for him that the three strongest opponents of restructuring could not be brought on board. However, he welcomes the fact that these three colleagues were allowed to continue to live and work.

Renate Daniel:

Renate Daniel remembers that she was afraid before the meeting on May 27, 2009, not the least of which was because of all the mud-slinging that preceded it. She still has in mind how she threw an I Ching in this situation and received as a result: "The cart comes out of the mud." That gave her courage.

She doesn't remember exactly how the election to the CG went. The CG members were all tough people. As soon as

there was a chance that things would continue, they all joined in and had a solid working attitude that is still there today.

Despite all the stubbornness, there was also an openness. The meeting on November 28, 2009 was memorable. Like a knife's-edge, the situation was highly emotional and came to a head and then an outline on how to proceed followed very quickly. It was an experience of enantiodromia--coming to a head and then tipping over without difficulty.

There was a lot of fear at that time, also in the administration. Today, this fear is totally gone. There is a lot of work but also a good atmosphere, a good team spirit. Without this process of change, it would be hard to imagine that the Institute would have been able to meet all of the challenges it has faced so far, especially the accreditation by the FOPH.

Regula Steiger:

I graduated in 2004. "In the period that followed, during the splitting, I completely distanced myself and did not follow exactly what was going on in the Institute. However, I was once at a faculty meeting where the question was discussed whether, according to the statutes, teaching could not be delegated to a specially created body that was organized democratically. I argued this position soundly--and was aggressively rebuffed. After witnessing other similar expressions of what I perceived as a power move by the then Curatorium, I became angry and began to take an interest in what was going on in the Institute. I became highly skeptical when I learned that the Curatorium had appointed a new member from outside the analyst community after the resignations of our three aforementioned colleagues Renate Daniel, Christa Henzler

and Claudine Koch. We only got to know and appreciate Georg Elser a little later.”

“The AA with Ms. Ferrari on May 27, 2009 shook me to the core in a positive sense. I could hardly believe what this woman had managed to do with this quarreling bunch in this aggressively charged atmosphere. She was able to unite us into a group that undertook to pass resolutions with 90% agreement and to let these changes stand.”

“I then participated in the Clarification Group with energy and great interest. An important meeting at the Foundation Supervision was very frustrating for me and I was angry because I had the impression that the people of the Foundation Supervision had been injected by the opponents of a democratic revision of the Institute Constitution. Shortly after came the meeting of November 28, 2009. The members of the CG who wanted rapid change were very impatient. I had the impression that Georg, whom we did not yet know well, had allowed himself to be instrumentalized by the Curatorium to delay the process, to calm us down by deliberation and let the wish for change slowly peter out - as we are familiar with in politics. Georg emphasizes that this was not at all the case and that he had planned a procedure “lege artis” which he then abandoned in favor of his spontaneous decision to continue in an advisory capacity. Various colleagues, myself included (as I said aloud) were determined to leave the room and the process if we did not now proceed with speed.”

“After the break, the situation was completely turned around. Georg outlined new procedures and structures for the Institute at breakneck speed. We could hardly believe it. The fact that the results of this meeting-- a program for a constructive and committed collaboration-- were then approved by the CG was a huge, highly gratifying surprise.

It was a very exciting experience for me to see how it was possible for a deeply divided society to come together to form a group that then worked together so constructively. Apart from that, I learned an enormous amount about administrative and financial organization, the working out and presenting of processes—a quasi crashcourse in important business management topics. Additionally, I have experienced many beautiful and friendly encounters during this work, for which I am very grateful.”

For the minutes

Regula Stieger, 18.9.2020

