



# Competence Framework

## September 2009

The information in this document is confidential and the intellectual property of the EMCC and should not be copied, disclosed or discussed in any way without the express permission of EMCC. All rights reserved.

# EMCC Competence Framework – September 2009

## Four Levels of Coach/Mentoring EQA Level Descriptors

Foundation	Practitioner	Senior Practitioner	Master Practitioner
<p>Appropriate for individuals: who wish to gain an understanding of the practice of coaching/mentoring and to have the core skills of coaching/mentoring</p> <p>likely to be working with others using coaching/mentoring conversations to support and encourage development of skills/performance</p> <p>who wish to use a coaching/mentoring approach within their own field/role and clearly understand how their coach/mentor role integrates with their vocational roles.</p>	<p>Appropriate for individuals: who will either be working as an internal coach/mentor, use coaching/mentoring as part of their main job or starting up as an external coach/mentor</p> <p>who are likely to be working with a small range of clients/contexts and within own area of experience to improve performance, build confidence and stretch capability</p> <p>who will typically be able to apply a limited range of models, tools and processes.</p>	<p>Appropriate for individuals: who will practice as professional coaches/mentors and can draw on a range of models and frameworks</p> <p>who are or wish to work with a range of clients, contexts and organisations</p> <p>whose focus of work will be building capacity for progression, managing complex and challenging relationships, working with ambiguity and change.</p>	<p>Appropriate for individuals: who will practice as professional coaches/mentors and will create their own coherent approach drawing on a wide range of models and frameworks</p> <p>who are or wish to work with a range of clients, contexts and organisations.</p>

## EIA Level Descriptors

Foundation	Practitioner	Senior Practitioner	Master Practitioner
<p>Individuals with an understanding of the practice of coaching/mentoring and having the core skills of coaching/mentoring.</p> <p>Likely to be working with others using coaching/mentoring conversations to support and encourage development of skills/performance.</p> <p>Individuals who use a coaching/mentoring approach within their own field/role and clearly understand how their coach/mentor role integrates with their vocational roles.</p>	<p>Coaches /mentors who may either be working as an internal coach/mentor, use coaching/mentoring as part of their main job or starting up as an external coach/mentor.</p> <p>Likely to be working with a small range of clients or contexts and possibly within own area of experience to improve performance, build confidence and stretch capability.</p> <p>Method of working is typically applying a limited range of models, tools and processes.</p>	<p>Professional coaches and mentors who draw on a range of models and frameworks.</p> <p>They role–model good practice</p> <p>Likely to be working with a range of clients, contexts and organisations.</p> <p>The focus of work is building capacity for progression, managing complex and challenging relationships, working with ambiguity and change.</p> <p>Likely to be working fluidly in the moment, with varied and often complex client issues in demanding contexts.</p>	<p>Professional, experienced and expert coaches /mentors who create their own coherent approach drawing on a wide range of models and frameworks,</p> <p>Likely to work with clients using their skills/ experience flexibly to widen clients perspective beyond the current 'issue/context' and thus stretching their learning and development.</p> <p>Method of working typically involves creating innovative approaches tailored to the requirements of each client</p> <p>Actively contributes to the development and promotion of raising standards in the coach/mentor field. Contributions could include:</p> <ul style="list-style-type: none"> <li>– developing models and tools</li> <li>– publishing about the profession</li> <li>– supervision of peer coaches and mentors</li> <li>– education of other coaches and mentors</li> <li>– developing the work of a recognised coaching /mentoring professional body,</li> </ul>

## Eight Coaching/Mentoring Competence Categories

### 1. Understanding Self

Demonstrate awareness of own values, beliefs and behaviours, recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the client's, and where relevant, the sponsor's objectives

### 2. Commitment to Self-Development

Explore and improve the standard of their practice and maintain the reputation of the profession

### 3. Managing the Contract

Establish and maintains the expectations and boundaries of the coaching/mentoring contract with the client and, where appropriate, with sponsors.

### 4. Building the Relationship

Skilfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor.

### 5. Enabling Insight and Learning

Work with the client and sponsor to bring about insight and learning

### 6. Outcome and Action Orientation

Demonstrate approach, and use the skills, in supporting the client to make desired changes

### 7. Use of Models and Techniques

Apply models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning

### 8. Evaluation

Gather information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes

## Capability Indicators

The table below sets out Capability Indicators (CIs) for each of the Eight Competence Categories across the Four Levels of Coaching/Mentoring.

The progression principles used are: at each 'higher' level, the CIs should describe greater breadth and depth of knowledge; greater synthesis of ideas; ability to evoke more significant insights; working effectively with increasingly complex issues and contexts, and, at the higher levels, the creation of a coherent personal approach to coach/mentoring

Competence Category	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p><b>Understanding Self</b></p> <p>Demonstrate awareness of own values, beliefs and behaviours, recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the client's, and where relevant, the sponsor's objectives</p>	<ul style="list-style-type: none"> <li>behaves in a manner that facilitates the coaching/mentoring process (1)</li> <li>manages issues of diversity in their coaching/mentoring practice (2)</li> <li>describes their own values, beliefs and attitudes that guide their coaching/mentoring practice (3)</li> <li>behaves in alignment with their values and beliefs (4)</li> </ul>	<ul style="list-style-type: none"> <li>builds self-understanding based on an established model of human behaviour and rigorous reflection on practice (34)</li> <li>identifies when their internal process is interfering with client work and adapts behaviour appropriately (35)</li> <li>responds to client's emotions without becoming personally involved (36)</li> </ul>	<ul style="list-style-type: none"> <li>builds self-understanding based on a range of theoretical models and structured input from external sources with rigorous reflection on experience and practice (73)</li> <li>proactively manages own 'state of mind' to suit the needs of the client (74)</li> </ul>	<ul style="list-style-type: none"> <li>synthesises insights derived from extensive exploration of theoretical models and personal evidence (96)</li> <li>accounts for moment by moment decisions during their practice (97)</li> <li>critically reflects on practitioner paradigms and their impact on clients and client systems (98)</li> </ul>
<p><b>Commitment to Self-Development</b></p> <p>Explore and improve the standard of their practice and maintain the reputation of the profession</p>	<ul style="list-style-type: none"> <li>practises and evaluates their coaching/mentoring skills (5)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates commitment to personal development through deliberate action and reflection (37)</li> <li>participates in regular supervision in order to develop their practice (38)</li> <li>evaluates the effectiveness of supervision (39)</li> </ul>	<ul style="list-style-type: none"> <li>continuously reviews, reflects on and updates personal beliefs, attitudes and skills to improve their coaching/mentoring (75)</li> <li>proactively identifies gaps in skills, knowledge and attitudes and uses a structured process to meet learning needs (76)</li> <li>selects relevant themes, ideas and models to explore and develop their practice (77)</li> <li>translates new learning into practice and evaluates (78)</li> </ul>	<ul style="list-style-type: none"> <li>keeps up to date with and evaluates research and thinking on coaching/mentoring (99)</li> <li>invites feedback from peers by demonstrating their practice before them (100)</li> </ul>

Competence Category	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p><b>Managing the contract</b></p> <p>Establish and maintains the expectations and boundaries of the coaching/mentoring contract with the client and, where appropriate, with sponsors.</p>	<ul style="list-style-type: none"> <li>explains their role in relation to the client (6)</li> <li>explains the benefits of coaching/mentoring both for the client and in relation to the client's context (7)</li> <li>agrees appropriate levels of both confidentiality and communication to others (8)</li> <li>manages the conclusion of the conversation (9)</li> </ul>	<ul style="list-style-type: none"> <li>follows the EMCC professional code of ethics or an equivalent (40)</li> <li>establishes and manages a clear contract for the coaching/mentoring with the client and, where relevant, with other stakeholders (41)</li> <li>agrees a framework for scheduling when, where and how often the sessions will take place (42)</li> <li>describes own coaching/mentoring process and style to client so that client is empowered to make an informed decision to go ahead with coaching/mentoring (43)</li> <li>recognises boundaries of own competence and advises the need to refer on and possibly conclude contract (44)</li> <li>recognises when client is unable to engage in coaching/mentoring work and takes appropriate action (45)</li> <li>works effectively with client preferences and, where relevant, policies and procedures of the sponsoring organisation (46)</li> <li>manages the conclusion of the contract (47)</li> </ul>	<ul style="list-style-type: none"> <li>establishes an ethically based coaching/mentoring contract in ambiguous and / or conflicted circumstances with the client (and with sponsors where relevant) (79)</li> </ul>	<ul style="list-style-type: none"> <li>identifies clients who may have an emotional or therapeutic need which is beyond their professional capability to work with safely (101)</li> <li>supports client in self-referring to specialised agencies /sources when needed (102)</li> <li>recognises when clients have a need outside of safe and contracted boundaries and takes appropriate action (103)</li> </ul>
<p><b>Building the relationship</b></p> <p>Skilfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor.</p>	<ul style="list-style-type: none"> <li>explains how own behaviours can affect the coaching/mentoring process (10)</li> <li>treats all people with respect and maintains client's dignity (11)</li> <li>describes and applies at least one method of building rapport (12)</li> <li>uses language appropriate to the client (13)</li> <li>develops trust through keeping commitments and being non-judgemental with client (14)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates empathy and genuine support for the client (48)</li> <li>ensures requisite level of trust has been established for effective coaching/mentoring (49)</li> <li>recognises and works effectively with client's emotional state(s) (50)</li> <li>adapts language and behaviour to accommodate client's style while maintaining sense of self (51)</li> <li>ensures client's non dependence of the coach/mentor (52)</li> </ul>	<ul style="list-style-type: none"> <li>attends to and works flexibly with the client's emotions, moods, language, patterns, beliefs and physical expression (80)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a high level of attentiveness and responsiveness to the client in the moment while holding responsibility for working towards outcomes (104)</li> </ul>

Competence Category	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p><b>Enabling insight and learning</b></p> <p>Work with the client and sponsor to bring about insight and learning</p>	<ul style="list-style-type: none"> <li>demonstrates belief in helping others to develop (15)</li> <li>believes that others learn best for themselves (16)</li> <li>checks thoroughly for understanding (17)</li> <li>uses an active listening style (18)</li> <li>explains the principles of questioning and at least one framework (19)</li> <li>offers feedback in an appropriate style (20)</li> <li>offers advice and ideas only when appropriate (21)</li> </ul>	<ul style="list-style-type: none"> <li>explains potential blocks to effective listening (53)</li> <li>is alert to tone and modularity as well as to explicit content of communication (54)</li> <li>identifies patterns of client thinking and actions (55)</li> <li>enables client to make connections between feelings, behaviours and their performance (56)</li> <li>uses a range of questioning techniques to raise awareness (57)</li> <li>enables client to create new ideas (58)</li> <li>uses feedback and challenge at appropriate times to help client gain different perspectives, while maintaining rapport (59)</li> <li>remains impartial when encouraging the client to consider alternatives (60)</li> <li>uses reviews to deepen understanding and commitment to action (61)</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of techniques to raise awareness, encourage exploration and deepen insight (81)</li> <li>uses feedback and challenge effectively to increase awareness, insight and responsibility for action (82)</li> <li>listens at a deeper level (83)</li> <li>flexible in applying a wide range of questions to facilitate insight (84)</li> <li>uses language to help client reframe or challenge current thinking/ understanding (85)</li> <li>applies a systems perspective to building understanding and insight (86)</li> <li>recognises the uncertainties, possibilities and constraints of the client's situational context and helps client to appreciate their impact (87)</li> </ul>	<ul style="list-style-type: none"> <li>supports clients effectively with their increasingly complex range of needs (105)</li> <li>enables significant and fundamental shifts in thinking and behaviour (106)</li> <li>adapts approach / technique in the moment in response to client information, while also holding a focus on outcomes (107)</li> </ul>
<p><b>Outcome and Action Orientation</b></p> <p>Demonstrate approach, and use the skills, in supporting the client to make desired changes</p>	<ul style="list-style-type: none"> <li>assists client to clarify and review their desired outcomes and to set appropriate goals (22)</li> <li>ensures congruence between client's goals and the context they are in (23)</li> <li>explores a range of options for achieving the goals (24)</li> <li>ensures the client chooses solutions (25)</li> <li>keeps appropriate notes (26)</li> <li>reviews progress and learning (27)</li> <li>ensures the client leaves the session enabled to use new ideas and learning (28)</li> </ul>	<ul style="list-style-type: none"> <li>assists clients to effectively plan their actions including appropriate: support, resourcing and contingencies (62)</li> <li>helps client to develop and identify actions that best suit their personal preferences (63)</li> <li>ensures client is taking responsibility for their own decisions, actions and learning approach (64)</li> <li>helps client identify potential barriers to applying actions (65)</li> <li>describes and applies at least one method of building commitment to outcomes, goals and actions (66)</li> <li>reviews progress and achievement of outcomes and goals and revises as appropriate (67)</li> </ul>	<ul style="list-style-type: none"> <li>encourages client to explore wider context and impact of desired outcomes (88)</li> <li>draws on a range of diverse techniques and methods to facilitate achievement of outcomes (89)</li> <li>describes and applies a range of methods for building commitment to outcomes, goals and actions (90)</li> <li>helps client explore their approach to change (91)</li> <li>works effectively with resistance to change (92)</li> </ul>	

Competence Category	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p><b>Use of Models and Techniques</b></p> <p>Apply models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning</p>	<ul style="list-style-type: none"> <li>• bases approach on a model or framework of coach-mentoring (29)</li> </ul>	<ul style="list-style-type: none"> <li>• develops a coherent model of coaching/mentoring based on one or more established models (68)</li> <li>• uses several established tools and techniques to help the client work towards outcomes (69)</li> <li>• explains and works with models from client's context (70)</li> </ul>	<ul style="list-style-type: none"> <li>• connects various models and new ideas into their own model (93)</li> <li>• applies in depth knowledge and experience of models, tools and techniques to help the client deal with specific challenges as well as the overall outcome (94)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates own unique approach to coaching/mentoring based on critical evaluation of accepted models and learning from own practice and supervision (108)</li> <li>• formulates own tools and systems to improve effectiveness (109)</li> </ul>
<p><b>Evaluating</b></p> <p>Gather information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes</p>	<ul style="list-style-type: none"> <li>• evaluates outcomes with client (and stakeholders if relevant) (30)</li> <li>• monitors and reflects on the effectiveness of the whole process (31)</li> <li>• requests feedback from client on coaching/mentoring (32)</li> <li>• receives and accepts feedback appropriately (33)</li> </ul>	<ul style="list-style-type: none"> <li>• uses a formal feedback process from the client (71)</li> <li>• has own processes for evaluating effectiveness as a coach/mentor (72)</li> </ul>	<ul style="list-style-type: none"> <li>• establishes rigorous evaluation processes with clients and stakeholders (95)</li> </ul>	<ul style="list-style-type: none"> <li>• critiques diverse approaches to evaluation of coaching/mentoring (110)</li> <li>• participates in building knowledge on evaluating coaching/mentoring (111)</li> <li>• uses knowledge gained to comment on themes, trends and ideas related to evaluation processes, coaching/mentoring processes and client themes (112)</li> </ul>