EMCC GLOBAL TEAM COACHING ASSESSMENT AND ACCREDITATION FRAMEWORK

PURPOSE STATEMENT

The purpose of the EMCC Global Framework for Team Coaching is to provide a description of a Team Coach at four distinct 'indicative' levels of professional expertise, linked directly to **learning outcomes**[1], incorporating knowledge, understanding, skills, behaviours and experience. This enables team coaches, education and training providers and organisations to fully understand and respond to the breadth, depth, development and progression of the role. Learning outcomes, secured via accredited education and training OR equivalent validated prior learning and experience, provide an important instrument for planning, **determining indicative levels**[2], for internal and external professional dialogue, and transferrable learning credit value across sector and geographical borders. ECTS is the credit system for higher education used in the European Higher Education Area, involving all countries engaged in the Bologna Process. Learning Outcomes are defined in terms of knowledge, skills, responsibility and autonomy aligned to the European Qualifications Framework, European Higher Education Area and the Frameworks for Higher Education in the UK[3].

EMCC GLOBAL ALIGNMENT TO EUROPEAN AND INTERNATIONAL QUALIFICATION FRAMEWORKS

EMCC Global as a Professional Body, for Mentoring, Coaching, Team Coaching, Supervision and Programme Management, aligns its portfolio of Quality Award Accreditations to the following:

- Qualifications Framework of the European Higher Education Area (QF-EHEA) - LEVELS 5 AND 7

- European Qualifications Framework for Lifelong Learning of the EU (EQF-LLL) - LEVELS 3, 5 AND 7

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[1] Learning Outcomes: *Statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning (ECTS Users' Guide, 2009):* http://www.ehea.info/media.ehea.info/file/ECTS_Guide/77/4/ects-guide_en_595774.pdf

[2] *EQF 8 levels – Learning Outcomes are defined in terms of knowledge, skills, responsibility and autonomy – these are compatible to the levels in the* Framework for Qualifications of the European Higher Education Area - description of the eight EQF levels - https://europa.eu/europass/en/description-eight-eqf-levels LINK

[3] https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf 2014 - Descriptor for a higher education qualification at level 5 on the FHEQ: foundation degree page 23; level 7 page 28

- International Standard Classification of Education (ISCED) - statistical framework for organising information on education maintained by the United Nations Educational, Scientific and Cultural Organisation (UNESCO)

- Apprentice Standard for COACHING PROFESSIONAL UK *Government Reference: ST0809, Approved for delivery: 13 May 2020*

SKILLS AGENDA POLICY NOTE

EMCC Global Accreditations enable organisations to build a culture of continuous learning and skills development to meet business, education and volunteer sector needs. Ongoing skills development is crucial to achieve the UNESCO 2030 Agenda for Sustainable Development and the EU Pacts for Skills[4] - EMCC Global Position Paper on the EU Skills Agenda.

SELF REGULATION

In a joint-initiative aimed at self-regulation, EMCC Global together with seven other professional organisations have co-signed the "*Professional Charter for Coaching, Mentoring, and Supervision of Coaches, Mentors and Supervisors*" PRESS RELEASE. The Professional Charter reflects the mission of these professional bodies to promote and ensure good practice in coaching, mentoring and supervision. It establishes a benchmark for ethics and professional conduct for these professions and is the basis for the development of self-regulation.

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[4] EU Pact for Skills 2020 – EU Pact for Skills the PACT is the first of the flagship actions under the European Skills Agenda and is firmly anchored in the European Pillar of Social Rights – EMCC Global Commitment to the Pact for Skills November 2020 in the context of the UNESCO Agenda for Sustainable Development – confirmed at the launch of the EMCC Global Provider Summit - GPS 2020.

DEFINING TEAM COACHING

Team coaching focuses on helping the team collectively achieve the team's work in terms of both task work and team work through sustained professional dialogue that raises the individual and collective level of reflection and self-awareness, and challenges the team's thinking and behaviours as they develop their own sustainable solutions and practices.

EMCC Global Team Coaching Quality Award

Balance of Learning *(via an EMCC Global Quality Award <u>or equivalent</u> informal or formal work-based practice and applied learning)*

ENTRY REQUIREMENTS for all EMCC Global Team Coaching Quality Award Programmes:

- *1 to 1 Coaching EMCC Global EIA <u>or equivalent</u>, at least equal to the Team Coaching Quality Award Programme Level*
- *Working with a team, or number of teams **as required** across the TCQA Levels eg Practitioner 2 or more teams, Senior Practitioner 3 or more teams*

Category	Total Qualification time	Skills practice	Reflection review	Theory Models	Plan Process *setting up of learning platforms, resources etc*
Qualification Level determined by Learning Outcomes – planned and 'unplanned'	Programme delivery, and *including all pre work, assessments, reading, research, reflectiions and client skills practice hours*	*% given are a guide – not prescriptive*			
TCQA Practitioner (aligned to Undergraduate Degree Level Learning Outcomes)	Min. 150 *(or any proportion of the total hours eg 50 hours Bespoke Programme at Practitioner level) ie a short course/module – a 'micro credential/credit value'*	40% 60 hours	25% 37.5 hrs	25% 37.5 hrs	10% 15 hours
TCQA Senior Practitioner (aligned to Post Graduate Degree Level Learning Outcomes)	Min. 500 *(or any proportion of the total hours eg 100 hours Bespoke Programme at Practitioner level) ie a short course/module – a 'micro credential/credit value'*	30% 150 hrs	30% 150 hrs	30% 150 hrs	10% 50 hrs

Skills Practice Hours *(via an EMCC Global Quality Award <u>or equivalent</u> informal or formal work-based practice and applied learning)*

EMCC EQA LEVEL	TOTAL SKILLS PRACTICE HOURS	Skills practice hours WITHIN THE TAUGHT PROGRAMME (eg in pairs/trios) 40% of the total skills practice hours	Skills Practice Hours with 'clients' PRO BONO OR PAID WORK 60% of the total skills practice hours
Practitioner	60 hours 40% of the total qualification/quality award time	24 hours	36 hours
Senior Practitioner	150 hours 30% of the total qualification/quality award time	60 hours	90 hours

The professional core standards and performance indicators at the four distinct levels (*determined by the learning outcomes gained via informal and formal education and training***) enable Team Coaches to:**

1. Categorise the level of Team Coach education and training (TCQA Level Descriptors).
2. Evaluate the level currently operating at (ITCA Level Descriptors).
3. Create a development plan which aligns to the professional core standards and Performance Indicators to support career progression.

The professional core standards and performance indicators at the four distinct levels (*determined by the learning outcomes gained via informal and formal education and training***) enable Education and Training Providers to:**

1. Design, deliver and evaluate training programmes which are appropriate for different Team Coach level/s of expertise.
2. Develop training opportunities which provide appropriate progression routes.
3. Continually raise the standards of team coaching practice.

The professional core standards and performance indicators at the four distinct levels (*determined by the learning outcomes gained via informal and formal education and training***) enable Organisations to:**

1. Understand the level of Team Coach required to support the design, delivery and evaluation of a programme.
2. Develop training opportunities which provide appropriate progression routes.
3. Continually raise the standards of team coaching practice.

Team Coaching Professional Core Standards Overview

1.	**Multi-Stakeholder contracting and relationship management**	
	Identifies, establishes and maintains alignment on purpose, outcomes, roles and confidentiality with client, including team leaders, team members, sponsors and key team stakeholders	
2.	**Multi-Stakeholder diagnostics**	
	Develops and implements a team diagnostic that includes input from key team stakeholders in order to generate a systems understanding of how the team is currently performing	
3.	**Evidence-based methods of team effectiveness**	
	Understands and applies an evidence-based model of team effectiveness at both diagnostic and intervention phases of the team coaching engagement	
4.	**Systems thinking and group dynamics**	
	Understands models and thinking on group dynamics and the impact of systems on behaviour, and appropriately intervenes to highlight and raise curiosity within the team about such dynamics and behaviours and their impact on the team's performance	
5.	**Team coaching models and approaches**	
	Makes use of an appropriate team coaching model that facilitates and focuses the team coaching process throughout the engagement and includes contracting, diagnostics, interventions and evaluation	
6.	**Managing the team coaching process**	
	Identifies and manages risks and issues, making timely adjustments to the team coaching process as appropriate	
7.	**Experimentation and adaptability**	
	Demonstrates the awareness and ability to work in the here and now with team, and to adapt and experiment in order to support the team to maximise awareness and insight	
8.	**Partnering with other coaches and facilitators**	
	Shows an awareness of the benefits of partnering with other team coaches and/or team facilitators and/or 1 to 1 coaches, in service of the teams collective and individual coaching needs	
9.	**Developing your own team coaching practice**	
	Develops and implements their own signature team coaching presence, and demonstrates continual development and refining of their practice	
10.	**Supervision and reflective practice**	
	Develops and implements an appropriate team coaching focused supervision and reflective practice plan for own development	
11.	**Understanding self and self-development**	
	Invests in continuing personal development and supervision in order to improve their identity and presence as a Team Coach	
12.	**Self-care and resilience**	
	Develops and implements an appropriate process to maintain resilience and self-care and the active management of one's own needs	

REFLECTIVE PRACTICE NOTE:

The **Indicative Profile and Performance Indicators** listed below are not intended to be used in a critical, evaluative tick–box manner; they are not a checklist or a set of expectations or prescriptive actions that must be taken by a Team Coach before they can move to the next 'level'.

Instead, they are a **set of reference points** which a Team Coach is naturally thinking about, reflecting on and practicing in relation to the Team Coaching work they are undertaking with their clients. The objective is **to encourage dialogue, reflective practice, and learning** between all users of this framework, and the framework itself, in order to enhance and enrich professional practice.

Ongoing reflective practice is an essential requirement for all EMCC Global Quality Award Programmes, which embed the requirements for the ITCA recommendation.

NOTE: ITCA Assessment Criteria including Reflective Practice on pages 12 and 13 are mandatory.

INVITATION TO CONTRIBUTE

EMCC Global Team Coaching Assessment and Accreditation Framework has been developed in consultation with a wide range of practitioners and thought leaders over a two year period, including feedback from over 500 survey respondents. However, this edition is still the first version of the framework, and, as such, it remains a working document, informed by ongoing evidence based research, and the application of learning to practice.

EMCC Global invites team coaches, education and training providers and organisations to contribute to its development by testing and applying it in the context of client work, programme delivery and leadership practice. Your feedback will be invaluable in refining its content and structure.

Please feel free to share your comments on any aspect of the framework using the survey link via our website.

EMCC Global is unique in the way we have built into the delivery of the **EMCC Global TCQA** - Team Coach Quality Award, the **EMCC Global ITCA** - Individual Team Coach Accreditation which 'frames' ongoing skills practice, CPD, supervision and reflection. We also respect, value and celebrate validated prior learning and experience across all sectors.

Four levels of Team Coach Accreditation for TCQA and Individual Team Coach Accreditation (ITCA)
(NOTE: Credit value for training <u>and/or experience</u> is determined by validated LEARNING OUTCOMES)

Team Coaching Indicative Profile			
Foundation Level 3	**Practitioner Level 5**	**Senior Practitioner Level 7**	**Master Practitioner Level 7**
NOTE: EMCC Global EIA if not already in place, can be confirmed at the same time as the ITCA at the appropriate level			
Appropriate for individuals:	Appropriate for individuals: Who meet the requirements of Foundation level, **and:**	Appropriate for individuals: Who meet the requirements of Practitioner level, **and:**	Appropriate for individuals: Who meet the requirements of Senior Practitioner level, **and:**
■ who will typically be a practicing mentor/coach, accredited at EIA Foundation level, or equivalent training and/or experience (in the context of mentoring / coaching **and/or** leadership / management / supervision)	■ who will typically be a practicing mentor/coach, accredited at EIA Practitioner level, or equivalent training and/or experience (in the context of mentoring / coaching **and/or** leadership / management / supervision)	■ who will typically be a practicing mentor/coach, accredited at EIA Senior Practitioner level, or equivalent training and/or experience (in the context of mentoring / coaching **and/or** leadership / management / supervision)	■ who will typically have completed a significant project associated with team coaching – theoretical and/or applied - possibly a MA, MSc, DProf; PhD and/or <u>equivalent</u> training and/or <u>work based experience</u>
■ likely to be facilitating workshops for teams including their own team/s and/or facilitating a mentoring/coaching culture	■ facilitating team coaching with multiple teams in a narrow range of contexts	■ facilitating team coaching with multiple teams in a wide range of contexts	■ likely to shape, influence and positively impact on the theory and practice of team coaching and/or supervision in the wider community
■ completed an appropriate TCQA accredited training programme at Foundation higher than ITCA level of application, **or equivalent training/experience**	■ completed an appropriate TCQA accredited training programme at this level or higher than ITCA level of application, **or equivalent training/experience**	■ completed an appropriate TCQA accredited training programme at this level or higher than ITCA level of application, **or equivalent training/experience**	■ likely to have designed and delivered team coaching programmes at Practitioner level or higher and/or undertaken supervision of team coaches

ITCA Mandatory Assessment criteria

A summary of the mandatory assessment criteria is shown below for each of the four accreditation levels.

Team Coach Level and Assessment Criteria				
Area of Assessment	**Foundation**	**Practitioner**	**Senior Practitioner**	**Master Practitioner**
Practice				
Length of experience	1 year in a role associated with team development **and** up to at least 1 year 1 to 1 coaching and / or mentoring.	18 months - 2 years practicing as a team coach (team development / mentoring / coaching) and 3 years as a 1 to 1 coach/mentor.	3 years practicing as a team coach and 5 years as a 1 to 1 coach/mentor.	5 years practicing as a team coach and 7 years as a 1 to 1 coach/mentor.
Breadth and depth of role	Practicing 1-2-1 mentor/coach, EMCC Global EIA accredited at Foundation level; utilises some team concepts, theories and models to inform practice within their own team or with other teams	Practicing 1-2-1 mentor/coach, EMCC Global accredited at Practitioner level; utilises a variety of concepts, theories and models to inform team coaching practice	Practicing 1-2-1 mentor/coach, EMCC Global EIA accredited at Senior Practitioner level; utilises a variety of concepts, theories and models to inform team coaching practice	Practicing 1-2-1 mentor/coach, EMCC Global EIA accredited at Master Practitioner level; utilises a wide variety of concepts, theories and models to inform team coaching practice
Number of teams	Minimum of 1 or more	Minimum of 2 or more	Minimum of 3 or more	Minimum of 7 or more
Contextual setting	Single context or more	A range of contexts	A range of contexts	A wide range of contexts

Team Coach Level and Assessment Criteria				
Area of Assessment	**Foundation**	**Practitioner**	**Senior Practitioner**	**Master Practitioner**
Client/colleague /participant feedback	Minimum of 2 within the last 12 months	Minimum of 3 within the last 12 months	Minimum of 4 within the last 2 years	Minimum of 5 within the last 2 years
Professional development				
Continuous professional development	6 hrs per year	18 hours per year	24 hours per year	36 hours per year
Supervision/action learning	1 hr per quarter (1-2-1 reflection min)	1 hr per quarter (1-2-1 reflection min)	1 hr per 35 hrs of Practice (1-2-1 reflection min)	1 hr per 35 hrs of practice (1-2-1 reflection min)
Reflection on practice	2 or more examples within the last 12 months	3 or more examples within the last 12 months	4 or more examples within the last 12 months	5 or more examples within the last 12 months
Contribution to the profession	Membership of a professional body e.g. EMCC Global and Affiliate Country/Region if applicable; volunteer role;	Membership of a professional body e.g. EMCC Global and Affiliate Country/Region if applicable; volunteer role; research	Membership of EMCC Global and Affiliate Country/Region if applicable; volunteer role; research	Membership of EMCC Global; contributes to the development of team coaching as a profession
Evidence of professional standards, learning and performance criteria				
Qualification/Award and or equivalent validated work-based learning and experience.	Foundation level EIA and TCQA accredited training programme, or equivalent training and/or experience at this level or higher than ITCA level of application	Practitioner level EIA and TCQA accredited training programme, or equivalent training and/or experience at this level or higher than ITCA level of application	Senior Practitioner level EIA and TCQA accredited training programme, or equivalent training and/or experience at this level or higher than ITCA level of application	Master Practitioner level EIA and TCQA accredited training programme, or equivalent education and training and/or experience at Master Practitioner level

Team Coaching Quality Award (TCQA) and Individual Team Coaching (ITCA)
Mapping to the **EMCC Global International Standards for Mentoring and Coaching Programmes (ISMCP)** in organisations ie a Benchmarking Framework

TCQA, ITCA and ISMCP Mapping (for organisations)												
ISMCP Core Standard (CS)	TCQA ITCA CS 1	TCQA ITCA CS 2	TCQA ITCA CS 3	TCQA ITCA CS 4	TCQA ITCA CS 5	TCQA ITCA CS 6	TCQA ITCA CS 7	TCQA ITCA CS 8	TCQA ITCA CS 9	TCQA ITCA CS 10	TCQA ITCA CS 11	TCQA ITCA CS 12
1. Clarity of purpose	x	x	x	x	x		x		x			
2. Stakeholder training and briefing		x	x			x			x	x	x	x
3. Process for selection and matching	x				x							
4. Process for measurement and review	x							x		x		
5. Maintains high standards of ethics	x	x	x	x	x	x	x	x	x	x	x	x
6. Administration and support	x	x	x	x	x	x	x	x	x	x	x	x

ISMCP Process Note

The International Standards for Mentoring and Coaching Programmes (ISMCP) is an independent accreditation awarded to organisations designing, delivering and evaluating mentoring and/or coaching programmes **either 'in-house' or externally**:

Performance Indicators

The tables in this EMCC Global Framework for Team Coaching document set out the Assessment Criteria, for each of the twelve professional standards across the 'indicative' four levels of Team Coaching.

Twelve professional team coaching core standards are identified by EMCC Global, following extensive consultation and evidence based research.

The EMCC Global Accreditation Standards and Assessment Criteria, to celebrate and regulate practice, are supported by a range of performance indicators, recognising the strength of the **EMCC Global Accreditation 'holistic' and 'dynamic inquiry' approach to assessment and lifelong learning**.

Informed by the process of dynamic inquiry, assessment 'for' and 'in' learning research, and supported by well-established EMCC Global Accreditation Governance processes to celebrate and regulate practice, the performance indicators identified below are designed, most importantly, to take full account of team coaching and leadership requirements to meet the demands of our 'fast-changing' world. Flexibility to accommodate changing needs is recognised as an essential pre-requisite to enhance and enrich learning potential.

It should also be noted that the Performance Indicators in this context are intended ONLY as guidance ie *as a set of reference points to encourage ongoing dialogue and learning*. It is not considered appropriate to address every Performance Indicator for the initial team coaching professional designation; a 'holistic overview' using the Performance Indicators as a guide and a prompt, however, is to be considered and positively encouraged. Alternative, equally valid indicators, as learning progresses, are also to be encouraged to illustrate the significant impact of creativity and reflective practice on learning for individuals and teams. The ability to self-evaluate and critically analyse to support the learning of others, provides opportunities to establish a wide range of pathways for ongoing secure learning.

The progression principles used are: at each 'higher' level, the performance indicators should act as a 'backdrop' and a guide to help describe greater breadth and depth of knowledge, understanding, skills, behaviours and experience linked to potential learning outcomes, assessment criteria and assessment tasks, working effectively and increasingly with greater complexity, and, at the higher level contributing to the mentoring and coaching wider community.

Professional core standard 1: Multi-stakeholder contracting and relationship management

Professional Core Standard	Description	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Multi - stakeholder contracting and relationship management	Identifies, establishes and maintains alignment on purpose, outcomes, roles and confidentiality with client, including team leaders, team members, sponsors and key team stakeholders.	▪ Applies the principles of contracting regarding purpose, outcomes and role clarity with team leader/line manager. (PI:1) ▪ Agrees appropriate levels of both confidentiality and communication to others. (PI: 2)	▪ Applies the principles of contracting regarding purpose, outcomes and role clarity including **sponsor**, team leader, team **and key team stakeholders,** where applicable. (PI:28) ▪ Applies and agrees principles of ethical practice and confidentiality to own work with team and openly explores the concept of ethics confidentiality with the sponsor, the team and the team leader. (PI:29)	▪ Applies and **adapts** the principles of contracting in complex and ambiguous contexts, regarding purpose, outcomes and role clarity with sponsor, team leader, the team **and key team stakeholders,** taking account of different stakeholder interests. (PI:56) ▪ Applies **and adapts** principles of ethical practice and confidentiality to own work with team and openly explores and agrees the concept of ethics and confidentiality with the sponsor, the team and the team leader. (PI:57)	▪ Called upon by others in the profession to provide guidance and advice on the complexities of the contracting process. (PI: 89) ▪ Recognises potential unintended consequences; takes appropriate action to manage such risks ethically. (PI: 90)

Professional core standard 2: Multi-stakeholder diagnostics

Professional Core Standard	Description	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Multi-stakeholder diagnostics	Develops and implements a team diagnostic that includes input from key team stakeholders in order to generate systems understanding of how the team is currently performing.	▪ Understands the purpose of multi-stakeholder diagnostics and has **some** awareness of the range of tools available for use in the team coaching context. (PI:3) ▪ Gathers information from the team leader/line manager. (PI:4) ▪ Utilises the information to develop a planned and structured approach to the team coaching intervention. (PI:5)	▪ Gathers information from the sponsor, team leader and **team**, using a **structured approach**. (PI:30) ▪ Generates an understanding of **system within which the team operates** to inform and **shape the engagement** and to develop an awareness of the system within the team. (PI:31) ▪ Recognising the importance of enabling the team to collaborate in the selection and application of diagnostics. (PI:32)	▪ Gathers information from the sponsor, team leader and team and **team stakeholders, using a variety** of **structured approaches as appropriate**, to inform and shape the engagement (PI: 58) ▪ Generates an understanding of **system within which the team operates and shares this with the team** (PI:59) ▪ Enabling the team to collaborate in the selection and application of diagnostics. (PI:60)	▪ Called upon by others in the profession to provide guidance and advice on the appropriate use of diagnostics when working with clients in the team coaching context. (PI:91)

Professional core standard 3: Evidence-based methods of team effectiveness

Professional Core Standard	Description	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Evidence-based methods of team effectiveness	Understands and applies an evidence-based model of team effectiveness at both diagnostic and intervention phases of the team coaching engagement	• Understands at least **one** model of team effectiveness to inform their work with the team. (PI:6) • Explain how the model works in practice and what the client can expect in the team coaching process. (PI:7)	• Understands and **applies** at least one model of team effectiveness to their work with the team. (PI:33) • Has own awareness of model to inform their work and **raises awareness of the model of team effectiveness with the team.** (PI:34)	• Understands and applies a **range** of modelsl of team effectiveness and **adapts their use** to the needs of the team engagement. (PI:61) • Understands the existing research base about team effectiveness and is able to review own work in the light of that research. (PI:62)	• Has created own evidence-based method of team effectiveness or (PI:92) • Has contributed as a subject expert in evidence-based methods of team effectiveness by developing knowledge and practice in this area. (PI:93) • Called upon by others in the profession to provide guidance and advice on evidence-based methods of team effectiveness. (PI:94)

Professional core standard 4: Systems thinking and group dynamics

Professional Core Standard	Description	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Systems thinking and group dynamics	Understands models and thinking on group dynamics and the impact of systems on behaviour and appropriately intervenes to highlight and raise curiosity within the team about such dynamics and behaviours and their impact on the team's performance	▪ Explains the relevance of systems thinking to the team coaching context; explain some of the difference between 1-2-1 and team coaching. (PI:8) ▪ Invites the client to observe and reflect on their wider social system, forces in the system and discuss the resulting implications. (PI:9)	▪ Develop awareness of the unconscious effects of systems on the team's group dynamics (avoidance etc), especially when they are under pressure. (PI:35) ▪ Challenges the client to re–frame their thinking in light of a deeper insight into their system. (PI:36)	▪ Raises the client–system's awareness of the group dynamics they are demonstrating. (PI:63) ▪ Offers the client–system considered hypotheses as to the flow of the system dynamics on the client's situation and planned actions. (PI:64)	▪ Understands and interprets how dynamics in the client and consulting systems might be contributing to successful outcomes and challenges accordingly. (PI:95) ▪ Called upon by others in the profession to provide guidance and advice on the complexity of systems thinking and group dynamics. (PI:96)

Professional core standard 5: Team coaching models and approaches

Professional Core Standard	Description	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Team coaching models and approaches	Makes use of an appropriate team coaching model that facilitates and focuses the team coaching process throughout the engagement and includes contracting, diagnostics, interventions and evaluation.	▪ Understands the purpose and practicalities of a range of models and approaches. (PI:10) ▪ Explains, without selling, how a particular model may be able to address the client–system's issues. (PI:11)	▪ Supports the client to select a model, if one is needed bearing in mind its upsides and downsides. (PI:37) ▪ Challenges the client if debate about the model is used as issue avoidance. (PI:38)	▪ Helps the client–system to reflect on the value of their chosen model (if any) and to make in–flight alterations if needed. (PI:65) ▪ Enables the client–system to experiment with the desired outcomes (i.e. as the model would indicate). (PI:66) ▪ Is able to review own work as a team coach coherently and clearly in the light of their own chosen philosophies, approaches and models. (PI:67)	▪ Enables the client–system to embed functional practice and learning (PI:97) ▪ To be able to share, based on team coaching experience and expertise, the effective application of models in use. (PI: 98)

Professional core standard 6: Managing the team coaching process

Professional Core Standard	Description	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Managing the team coaching process	Coaching the team around its developmental process, Identifying and managing risks and issues, making timely adjustments to the team coaching process as appropriate	• Understands the purpose and practicalities of cyclical developmental processes. (PI:12) • Explains to the team their 'observe, plan, do, review' nature. (PI:13)	• Supports the team to think about the themselves within the wider (*stakeholder* & *client*)–system they are in more deeply about each of the 'observe, plan, do, review' stages to gain more insight and momentum. (PI:39) • Openly explores the potential for risks and issues with the sponsor, the team and the team leader and consider how the risks and issues may be addressed in the team coaching process. (PI 40)	• Through observation, planning, doing & reviewing and working with the wider system the coach. (PI:68) • Enables the client–system to embed the routines of the coaching process and structure their TC practice. (PI:69) • Supports the team to engage some key players from the wider system to shape the purpose of the team's development process. (PI:70) • Invites challenge/s to ensure the team focuses on developmental activities that address the real need (i.e. to prevent avoidance). (PI:71)	• Has knowledge & experience of whole systems complexity & ambiguity. PI:99) • Has intuitive insight & can offer hypothesis about development suggestions for the whole system (PI:100) • Support the client face up to the issues and challenges they face (PI:101) • Coaching the whole system to change and evolve and challenging and nudging the system forward (PI:102) • To offer interventions that are informed by intuition and depth of experience (PI:103) • To offer more elegant solutions that address greater complexity and ambiguity in the

				▪ Help the team and the wider system to reflect on their developmental process and evolve it as needed. (PI:72)	organisational system (PI:104) ▪ Called upon by others in the profession to provide guidance and advice on the risks and issues that can emerge in team coaching. (PI:105) ▪ Called upon by others in the profession to provide guidance on appropriate strategies and protocols for managing and mitigating risk. (PI:106)

Professional core standard 7: Experimentation and adaptability

Professional Core Standard	Description	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Experimentation and adaptability	Demonstrates the awareness and ability to work in the here and now with the team in the context of the client system and to adapt and experiment in order to support the team to maximise awareness and insight.	▪ Explains to the team the principles and benefits of maintaining awareness of how the team is working and adapting approaches in the moment. (PI:14) ▪ Understands the need to, and occasionally does adapt planned activities when explicit awareness arises in team coaching sessions. (PI:15)	▪ Notice how the team is working (relational, task process and group dynamics) and applying this awareness in relation to the team interactions in order to adapt and experiment. (PI:41) ▪ Demonstrates the ability to adapt the plan in order to maximise awareness and insight. (PI:42)	▪ Noticing how the team is working, how the system is impacting on the team, and in turn how the team is impacting me (the coach), and applying this multifaceted awareness in relations to team interactions in order to adapt and experiment. (PI:73) ▪ Demonstrating courage and the ability to draw attention to the awareness. (PI:74). ▪ Co-creating with the team experiments and adaptations to maximise awareness and insights. (PI:75)	Applies awareness in relation to inter-related systemic contexts. (PI:107) Adapts and experiments in the moment whilst simultaneously holding multiple perspectives. (PI:108) Called upon by others in the profession to provide guidance and advice on the ability to adapt and experiment in order to support the team to maximise awareness and insight. (PI:109)

Professional core standard 8: Partnering with other coaches and facilitators

Professional Core Standard	Description	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Partnering with other coaches and facilitators	Demonstrates an awareness of the benefits of partnering with other team coaches and/or team facilitators and/or 1 to 1 coaches, in service of the teams collective and individual coaching needs, and where relevant, establishes and maintains an appropriate strategy for such partnership that includes clarity on confidentiality, roles and responsibilities and alignment.	▪ Explains the principles and benefits of partnering. (PI:16) ▪ Applies some of the principles of partnering in the context of the team interactions. (PI:17)	▪ Applies partnering in relation to the internal context of the team interactions. (PI:43) ▪ Applies an appropriate strategy for partnering and aligning with others in relation to the team's collective needs. (PI:44)	▪ Applies partnering in relation to a variety of contexts. (PI:76) ▪ Applies an appropriate strategy for partnering and aligning with others in relation to individual and collective needs within the team. (PI:77)	▪ Applies partnering in relation to inter-related systemic contexts (PI:110) ▪ Applies an appropriate strategy for partnering and aligning with others in relation to the broader inter-related systemic contexts. (PI:111) ▪ Called upon by others in the profession to provide guidance and advice on effective partnering and co-coaching practices within the team context and in and across the wider organisational system. (PI:112)

Professional core standard 9: Developing your own team coaching practice

Professional Core Standard	Description	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Developing your own team coaching practice	Develops and implements their own signature team coaching presence and demonstrates continual development and refining of their practice.	▪ Understands and explains the principles of team coaching practice as defined by EMCC. (PI:18) ▪ Explains the principles and benefits of developing own unique approach. (PI:19) ▪ Applies learned principles (from training) and adapts practice based on experience. (PI:20)	▪ Applies reflective practice to identify internal personal & professional developmental areas. (PI:45) ▪ Seeks to heighten self–awareness during team coaching interactions and adapts and experiments accordingly. (PI:46)	▪ Explains and can demonstrate how own work has developed in a variety of team contexts. (PI:78) ▪ Applies feedback from a variety of contexts to generate awareness of personal & professional developmental areas. (PI:79)	▪ Contributes to the body of knowledge in the Team Coaching community- including what good practice looks like. (PI:113) ▪ Demonstrates correlation and congruence between espoused unique approach and 'being' as a team coach. (PI:114) ▪ Called upon by others in the profession to provide guidance and advice on developing team coaching practice. (PI: 115)

Professional core standard 10: Supervision and reflective practice

Professional Core Standard	Description	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Supervision and reflective practice	Develops and implements an appropriate team coaching focused supervision and reflective practice plan for own development.	▪ Is aware of the importance of reflection and supervision to support team coaching practices and engages in supervision –and or peer/group reflective learning, as appropriate to their practice (PI:21) ▪ Has a commitment to developing as a reflective practitioner (PI:22)	▪ Engages in professional supervision and/or peer/group reflective learning (action learning) as appropriate to their practice needs (PI:47) ▪ Engages in a regular process of developing awareness and understanding of one's practice as a team coach (PI:48)	▪ Engages in professional supervision as appropriate to their practice, developing awareness of self and team coaching dynamics in complex adaptive systems (PI:80) ▪ Engages in a continuous process of critical reflection regarding one's own practice as a team coach. (PI:81)	▪ Experienced and Accredited Supervisor (PI: 116) ▪ Called upon by others in the profession to provide guidance and advice on the importance and benefits of supervision to deal with the complexities of team coaching (PI:117) ▪ Promotes and role models the continuous process of critical reflection and ongoing professional development. (PI:118) ▪ Provides insight into reflective practices and supervision by research and publications (PI:119)

Professional core standard 11: Understanding self and self-development

Professional Core Standard	Description	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Understanding self in relation to own practitioner development	Invests in continuing personal development and supervision in order to improve their identity and presence as a Team Coach	• Understands impact of personal presence on working with teams (PI:23) • Understands the personal challenge of working with teams and evolves personal development routines accordingly (PI:24) • Understand the process of personal triggers and the possibility of engaging professional psychological support (PI:25)	• Has emerging insight into own identity, presence and impact as a Team Coach (PI: 49) • Becoming more aware of defensive routines when faced with Team Coaching client's challenges and attacks (PI: 50) • Acknowledges the likely impact of the teams' dynamic on one's self and responds bravely (PI: 51) • Increasingly becoming aware of when to engage professional psychological support to help unravel personal triggers (PI: 52)	• Has deep insight into own identity, presence and impact as a Team Coach (PI: 82) • Evolving practice non–defensively in the light of Team Coaching client's challenges and attacks (PI: 83) • Acknowledges the likely impact of the teams' dynamic on one's self and responds creatively (PI: 84) • Actively seeks professional psychological support to help unravel personal triggers (PI: 85)	• Is at ease, playful and expectant with the personal challenges of team coaching (PI:120) • Promotes and role models the process of continuous personal development in relation to the challenges of team coaching dynamics (PI:121) • Willing to publicly share own journey of personal and professional development and the challenges of becoming and being an effective team coach (PI:122)

Professional core standard 12: Self-care and resilience

Professional Core Standards	Description	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Self-care and resilience	Develops and implements routines to maintain resilience and self-care and the active management of one's own needs.	▪ Works within a growing awareness of current personal and professional limitations and seeks help / support where appropriate (PI:26) ▪ Has some simple routines to look after one's health-care, needs, limitations and capabilities in order to develop resilience in preparation for team coaching engagement. (PI:27)	▪ Has a good understanding of the limits of one's experience and capabilities as a team coach and works with others and engages with reflective practices and supervision to support their professional development (PI: 53) ▪ Understands the importance of self-care and the challenges of working with multiple stakeholders in a team coaching context. (PI:54) ▪ Has some awareness of personal triggers and needs, to enhance capacity for resilience in team coaching practice. (PI:55)	▪ Works with a profound awareness of current personal and professional limitations and readily seeks help / support where appropriate (PI: 86) ▪ Engages in a planned process of health-care in order to be resilient to work effectively in complex adaptive systems in a team coaching context (PI:87) ▪ Recognises the emotional demand of team coaching and has well–developed strategies for responding / adapting effectively (PI: 88)	▪ Called upon by others in the profession to provide guidance and advice on the importance and benefits of self-care to deal with the complexities of team coaching (PI:123) ▪ Promotes and role models the need for self-awareness, reflexivity and the ability to enhance capacity for resilience and team coaching practice (PI:124) ▪ Contributes to writing and research on this topic (PI:125)