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# 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

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>

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<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>

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<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>	

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<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>