

## EMCC Competence Standards

(these standards are part of a two year consultation process during which time feedback will be welcomed and invited from all coaching and mentoring organisations, purchasers of coaching and mentoring services, developers of coaching and mentoring programmes and individuals practising coaching and mentoring including psychologists and life coaches)

**The following tables provide guidance on:**

1. Categories of coaching and mentoring capability at six levels.
2. A suggested approach to supervision and continuing professional development (cpd) for individuals practising coaching and mentoring. To demonstrate best practice in monitoring ongoing supervision and cpd, developers of coaching and mentoring programmes are encouraged to maintain a register of individuals who are accredited to their organisation through qualification training, equivalency or recognition of APL. There will be an opportunity for organisations to demonstrate their approach to supervision and cpd in their annual report produced as part of the EMCC quality award process.
3. Descriptors of coaching and mentoring capability by category (each level builds on the previous and assumes that the respective skills, knowledge and application can be shown.)

	<b>Foundation 3</b> Equivalent to NVQ 3	<b>Foundation 4</b> Equivalent to NVQ 4	<b>Intermediate</b> Equivalent to UG degree/ NVQ5	<b>Practitioner</b> Equivalent to PG certificate	<b>Advanced Practitioner</b> Equivalent to PG diploma	<b>Master Practitioner</b> Equivalent to masters degree
<b>Who is this level appropriate for?</b>	Line manager focusing on skills and performance improvements within their team.	Internal specialist focusing on career development, competence, skills and performance improvements.	Specialists within an organisation, senior managers and independent professionals working with middle and senior management to develop as leaders.	Specialists working with executives, directors and boards.	Specialists working with boards and in particular chief executives and managing directors.	Specialists using combinations of models and frameworks to create own approaches and who are proactively working to develop the profession/self.
<b>What supervision is appropriate at each level?</b>	Will be aware of when to seek supervision	Will receive supervision on a regular basis and explain how it is used in their development	Will receive supervision on a regular basis.	Will receive supervision on a regular basis and able to provide peer supervision	Will receive supervision and able to lead peer supervision groups.	Will receive supervision and be able to develop others' competence in supervision
<b>What level of CPD is appropriate at this level?</b>	Can describe how they will review their use of coaching and	Can describe their own ongoing development programme	Attends at least 10 hours of cpd events annually	Attends at least a further 10 hours of cpd events annually	Leads or presents at 2 cpd events annually	Can show ongoing learning through their own research activity

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	mentoring					
<p><b>Who we are</b> - the incremental hierarchy of personal attributes for coaching and mentoring</p>	<p><b>Beliefs and attitudes:</b></p> <ul style="list-style-type: none"> <li>demonstrates belief in helping others to develop.</li> <li>advocates that others learn best for themselves</li> <li>explains issues of diversity in coaching and mentoring</li> </ul> <p><b>Self:</b></p> <ul style="list-style-type: none"> <li>explains clearly their role in relation to the learner</li> <li>explains clearly the implications of the coaching and mentoring relationship.</li> <li>demonstrates self-management and self-awareness.</li> </ul>	<p><b>Beliefs and attitudes:</b></p> <ul style="list-style-type: none"> <li>describes clearly their own values, beliefs and attitudes that guide their coaching and mentoring practice.</li> <li>demonstrates empathy in their coach-mentoring relationship.</li> </ul> <p><b>Self:</b></p> <ul style="list-style-type: none"> <li>receives and accepts feedback appropriately</li> <li>uses a formal feedback process to assist their coaching and mentoring practice.</li> <li>behaves and acts in alignment with their values and beliefs and consistently does as they say.</li> </ul>	<p><b>Beliefs and attitudes:</b></p> <ul style="list-style-type: none"> <li>demonstrates a broad understanding, based on both theory and practice, of how beliefs, values and attitudes affect behaviour.</li> <li>adapts own beliefs, values and attitudes to meet learner's needs</li> <li>hands over to someone else when appropriate.</li> </ul> <p><b>Self:</b></p> <ul style="list-style-type: none"> <li>gains self-awareness from at least one personality type indicator or formal face to face feedback process (e.g. 360)</li> <li>operates to a clear code of ethics.</li> <li>demonstrates empathy in a broad range of settings and with a diverse range of people. in both practice and reflection</li> <li>demonstrates self-belief in their competence to coach and mentor within the limits of their own experience.</li> </ul>	<p><b>Beliefs and attitudes:</b></p> <ul style="list-style-type: none"> <li>demonstrates the ability to manage own 'state of mind' to suit the needs of the learner.</li> </ul> <p><b>Self:</b></p> <ul style="list-style-type: none"> <li>demonstrates application of self-management and self-awareness consistently through practice and reflection.</li> <li>demonstrates self-belief in their ability to coach/mentor in a wide range of applications</li> <li>develops self-awareness using at least 3 feedback processes, including personality indicators and self-reflection.</li> <li>demonstrates an ongoing process of review, reflection and revision of personal values, beliefs and attitudes to improve their coaching and mentoring.</li> </ul>	<p><b>Beliefs and attitudes:</b></p> <ul style="list-style-type: none"> <li>formulates own frameworks of techniques, beliefs and values in their approach to coaching and mentoring.</li> <li>explains their motives to coach mentor in the context of the wider community</li> </ul> <p><b>Self:</b></p> <ul style="list-style-type: none"> <li>develops depth and breadth of expertise in self-awareness and self-management from study of and practice with a range of (at least three) psychometric tools.</li> <li>demonstrates application of psychometrics both in practice and reflection.</li> </ul>	<p><b>Beliefs and attitudes:</b></p> <ul style="list-style-type: none"> <li>as for advanced practitioner</li> </ul> <p><b>Self:</b></p> <ul style="list-style-type: none"> <li>demonstrates through practice and reflection the basics of brain function and human development and how this knowledge can help others to build coaching and mentoring capability.</li> </ul>

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<p><b>Our skills and knowledge</b> - we will use during the coaching / mentoring process</p>	<p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>explain the value of whole body listening.</li> <li>explain the principles of questioning and at least one framework.</li> <li>explain the why, what, how, when and where of feedback</li> <li>use language appropriate to the needs of the learner</li> </ul> <p><b>Technical Skills</b></p> <ul style="list-style-type: none"> <li>explain principles of setting objectives</li> <li>develop an action plan to include monitoring and reviewing.</li> </ul> <p><b>People Development</b></p> <ul style="list-style-type: none"> <li>explain importance and methods of building rapport</li> <li>explain basic theories of how people learn.</li> </ul> <p><b>Business Development:</b></p> <ul style="list-style-type: none"> <li>explain the benefits of coaching and mentoring in the context of their organisation's corporate plan.</li> </ul>	<p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>explain potential blocks to effective listening.</li> <li>explain the benefits / disadvantages of at least two questioning structures</li> <li>demonstrate how different communication styles may affect understanding and relationships.</li> </ul> <p><b>Technical Skills</b></p> <ul style="list-style-type: none"> <li>explain the principles of project planning in application to coaching and mentoring</li> <li>explain how cultural dynamics affect operational effectiveness</li> <li>explain at least one method of idea creation</li> <li>explain at least one assessment and problem solving tool</li> </ul> <p><b>People Development</b></p> <ul style="list-style-type: none"> <li>explain at least one theoretical approach to building and maintaining rapport</li> <li>explain at least one model of learning</li> <li>explain the basics and application of at least one model of human behaviour</li> </ul>	<p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>explain the principles of emotional intelligence and its use to improve communication</li> <li>explain the advantages / disadvantages of a range of questioning techniques and frameworks</li> <li>explain particular styles of coaching and mentoring</li> </ul> <p><b>Technical Skills:</b></p> <ul style="list-style-type: none"> <li>explain the principles of strategic planning in application to coaching and mentoring</li> <li>explain the principles of organisation development</li> <li>demonstrates experience of general management skills or functional expertise</li> <li>explain principles of systems thinking</li> <li>explain experience of leadership as a middle manager and 2 models of leadership</li> </ul> <p><b>People Development</b></p> <ul style="list-style-type: none"> <li>apply at least 1 model of human behaviour or psychological /psychotherapy theory.</li> <li>explain experience of working with change</li> </ul>	<p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>explain how to match, pace, mirror and lead to help the learner</li> <li>elicit deeper levels of communication through listening and questioning</li> <li>use feedback to improve interaction with the learner.</li> <li>build a long-term relationship based on trust.</li> </ul> <p><b>Technical skills</b></p> <ul style="list-style-type: none"> <li>demonstrate experience working in organisational design and development</li> <li>explain concepts and application of in depth systems thinking</li> <li>apply professionally at least 1 assessment tool</li> <li>explain the use of a wide range of tools and techniques</li> </ul> <p><b>People Development</b></p> <ul style="list-style-type: none"> <li>explain various learning methods</li> <li>compare the basic principles of a range of models of human behaviour.</li> <li>explain experience of leading change</li> </ul>	<p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>formulate own tools and systems to improve effectiveness</li> </ul> <p><b>Technical skills:</b></p> <ul style="list-style-type: none"> <li>explain detailed experience of organisational, leadership or management at senior management level.</li> <li>apply a variety of assessment tools.</li> <li>use a variety of artistic and creative approaches.</li> <li>connects various models and new ideas into their own tools and systems</li> </ul> <p><b>People Development</b></p> <ul style="list-style-type: none"> <li>explain in detail at least 3 models of human behaviour</li> <li>illustrate the appropriate application of a wide range of tools and techniques to suit different situations and challenges</li> </ul>	<p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>show an extensive breadth of knowledge and / or experience in communicating and researching effectively within the coaching and mentoring community</li> </ul> <p><b>Technical Skills</b></p> <ul style="list-style-type: none"> <li>demonstrate the translation of extensive knowledge and / or experience of organisational development, leadership, and management issues resulting in significant learning impact in a variety of contexts.</li> </ul> <p><b>People Development</b></p> <ul style="list-style-type: none"> <li>demonstrate the translation of extensive knowledge and / or experience of people development having a significant learning impact in a variety of contexts</li> </ul>

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<p><b>How we coach and mentor</b> - how we will demonstrate that we are able to apply what we have learned</p>	<ul style="list-style-type: none"> <li>• treats all people with respect and dignity</li> <li>• ensures the learner chooses solutions.</li> <li>• works with the learner's beliefs, values, attitudes and emotions.</li> <li>• uses an active listening style.</li> <li>• uses an appropriate questioning style</li> <li>• offers feedback in an appropriate style.</li> <li>• checks thoroughly for understanding</li> <li>• ensures the learner leaves the session enabled to use new ideas and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• ensures learner's independence of the coach/ mentor.</li> <li>• responds to learner's emotions without becoming personally involved.</li> <li>• learner is aware of their feelings and behaviours and their effect on their performance.</li> <li>• celebrates learner's successes</li> <li>• offers advice and ideas only when appropriate</li> <li>• demonstrates use of 2 questioning approaches</li> <li>• uses reviews to deepen understanding and commitment to action</li> <li>• reflects the leadership challenges faced by the learner</li> </ul>	<ul style="list-style-type: none"> <li>• ensures learner is taking responsibility for their own decisions, actions and learning approach</li> <li>• learner is able to elicit values and beliefs</li> <li>• learner is motivated and encouraged appropriately</li> <li>• offers advice that is relevant to the learner's development</li> <li>• recognises and works with the emotional signals from the learner</li> <li>• combines listening and questioning to identify patterns of thinking and actions.</li> <li>• uses a range of tools and techniques to support learning</li> <li>• supports the learner to maintain focus and alignment to organisational needs whilst dealing with pressures and political issues</li> <li>• facilitates the learner's transition from manager to leader</li> </ul>	<ul style="list-style-type: none"> <li>• applies advanced knowledge, experience, models, tools and techniques to help the learner deal with specific challenges as well as the overall objectives.</li> <li>• challenges in a way which demonstrably improves the learner's performance.</li> <li>• demonstrates leadership qualities and behaviours which supports the learner</li> </ul>	<ul style="list-style-type: none"> <li>• applies a range of different approaches to help the learner's development.</li> <li>• supports leader to create and communicate a strategic vision for business success</li> </ul>	<ul style="list-style-type: none"> <li>• supports learners effectively with their increasingly complex range of needs.</li> <li>• researches development of professional standards in the coaching / mentoring industry.</li> </ul>

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<p><b>How we manage the process</b> - what we will do as part of our coaching/mentoring practice to maintain and develop an effective and professional approach</p>	<p><b>Managing the relationship:</b></p> <ul style="list-style-type: none"> <li>establishes rapport</li> <li>assists learner to clarify their goals</li> <li>explores a range of options for achieving the goals aligned to organisational needs</li> <li>enables learner to develop an action plan</li> <li>supports learner in implementing the plan</li> <li>reviews progress and achievement of the plan</li> <li>keeps appropriate notes to ensure actions are followed</li> <li>monitors the whole process</li> <li>manages the conclusion of the process.</li> </ul> <p><b>Managing the contract:</b></p> <ul style="list-style-type: none"> <li>ensures all stakeholders agree expectations and outcomes before starting</li> <li>evaluates outcomes with stakeholders</li> </ul>	<p><b>Managing the relationship:</b></p> <ul style="list-style-type: none"> <li>demonstrates how they build and maintain the relationship</li> <li>demonstrates a flexible approach</li> <li>demonstrate effective session management</li> <li>maintains commitment to goals</li> <li>develops trust effectively</li> </ul> <p><b>Managing the contract:</b></p> <ul style="list-style-type: none"> <li>agrees, when, where and how often the sessions will take place</li> <li>establishes with the sponsor and the learner what time pressures will impact on the programme.</li> <li>ensures confidentiality</li> </ul>	<p><b>Managing the relationship:</b></p> <ul style="list-style-type: none"> <li>works effectively with relevant policies and procedures of the organisation</li> <li>acts as an external source of motivation to support the learner in achieving their goals</li> <li>maintains trust and honest communication</li> </ul> <p><b>Managing the contract:</b></p> <ul style="list-style-type: none"> <li>reviews changes to contract</li> <li>ensures the learner knows what resources are available to them to support their learning programme</li> <li>follows a code of conduct and professional code of ethics</li> </ul>	<p><b>Managing the relationship:</b></p> <ul style="list-style-type: none"> <li>draws on a range of techniques and methods to facilitate achievement of goals.</li> <li>adapts to organisational changes that impact on the contract agreement</li> </ul> <p><b>Managing the contract:</b></p> <ul style="list-style-type: none"> <li>manages professional boundaries effectively</li> <li>demonstrates accountability for professional practice</li> </ul>	<p><b>Managing the relationship:</b></p> <ul style="list-style-type: none"> <li>demonstrates an extensive understanding of adapting methodology and approaches</li> </ul> <p><b>Managing the contract:</b></p> <ul style="list-style-type: none"> <li>acts as a role model for other coaches/mentors</li> </ul>	<p><b>Managing the relationship:</b></p> <ul style="list-style-type: none"> <li>researches new understandings of interventions on coaching / mentoring relationships</li> </ul> <p><b>Managing the contract:</b></p> <ul style="list-style-type: none"> <li>leads on advice for developing professional practice.</li> </ul>