



EMCC Global Competence Framework V2

September 2015

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

All rights reserved.

PURPOSE STATEMENT

The purpose of the competence framework is to provide a description of a mentor/coach at four distinct levels of development in order to help mentors/coaches understand their level of development and Training Providers evaluate the effectiveness of their programmes through the mentor/coaching performance of their students. The competence indicators are examples of behaviours or principles of the coaching profession that meet the eight competence categories. The competence framework also provides an assessment tool that allows an experienced assessor to:

1. Evaluate the behaviours of a mentor/coach
2. Categorise the level that the mentor/coach is operating at (EIA Level Descriptors)
3. Categorise the level of mentor/coach training (EQA Level Descriptors).

Prepared for EMCC Global by:

Gunilla Abrahamsson, Nadine Hemmer, Marialexia Margariti, Michel Moral, Ana Oliveira Pinto, Ned Skelton, and Anita van Vlerken.

Four levels of mentoring/coaching accreditation for both EQA and EIA

EQA Level Descriptors

Foundation	Practitioner	Senior Practitioner	Master Practitioner
<p>Appropriate for individuals:</p> <ul style="list-style-type: none"> Who wish to gain an understanding of the practice of mentoring/coaching and to have the core skills of mentoring/coaching Likely to be working with others using mentoring/coaching conversations to support and encourage development of skills/performance Who wish to use a mentoring/coaching approach within their own field/role and clearly understand how their mentor/coach role integrates with their vocational roles. 	<p>Appropriate for individuals:</p> <ul style="list-style-type: none"> Who will either be working as an internal mentor/coach, use mentoring/coaching as part of their main job or starting up as an external mentor/coach 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 Who will typically be able to apply a limited range of models, tools and processes. 	<p>Appropriate for individuals:</p> <ul style="list-style-type: none"> Who will practice as professional mentors/coaches and can draw on a range of models and frameworks Who are or wish to work with a range of clients, contexts and organisations Whose focus of work will be building capacity for progression, managing complex and challenging relationships, working with ambiguity and change. 	<p>Appropriate for individuals:</p> <ul style="list-style-type: none"> Who will practice as professional mentors/coaches and will create their own coherent approach drawing on a wide range of models and frameworks Who are or wish to work with a range of clients, contexts and organisations.

EIA Level Descriptors

Foundation	Practitioner	Senior Practitioner	Master Practitioner
<ul style="list-style-type: none"> ■ Individuals with an understanding of the practice of mentoring/ coaching and having the core skills of mentoring/coaching. ■ Likely to be working with others using mentoring/coaching conversations to support and encourage development of skills/performance. ■ Individuals who use a mentoring/ coaching approach within their own field/role and clearly understand how their mentor/ coach role integrates with their vocational roles. 	<ul style="list-style-type: none"> ■ Mentors/coaches who may either be working as an internal mentor/ coach, use mentoring/coaching as a significant part of their main job or starting up as an external mentor/coach. ■ 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. ■ Method of working typically involves application of a coherent model based on one or more established ones. ■ Using reflective practice with supervision to identify the salient points in their client interactions, in sensory detail, to identify, implement and evaluate specific behavioural changes to their practice. 	<ul style="list-style-type: none"> ■ Professional mentors and coaches who draw on a range of models and frameworks and connect with new ideas into their own approach. ■ They role-model good practice. ■ Likely to be working with a range of clients, contexts and organisations. ■ The focus of work is building capacity for progression, managing complex and challenging relationships, working with ambiguity and change. ■ Likely to be working fluidly in the moment, with varied and often complex client issues in demanding contexts. ■ Using reflective practice with supervision to identify the salient points both in their client interactions and across their practice, in sensory detail, to identify, implement and evaluate specific behavioural changes to their practice. 	<ul style="list-style-type: none"> ■ Professional, experienced and expert mentors/coaches who create their own innovative approach based on critical evaluation on a wide range of models and frameworks. ■ 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. ■ Method of working typically involves creating innovative approaches tailored to the requirements of each client. ■ Actively contributes to the professionalisation and the evolution of the mentor/coach field. Contributions could include: <ul style="list-style-type: none"> ● Developing models and tools ● Publishing about the profession ● Supervision of peer mentors and coaches ● Education of other mentors and coaches ● Developing the work of a recognised mentoring/coaching professional body. ■ Using reflective practice with supervision to identify the salient points both in their client interactions and across their practice, in sensory detail, to identify, implement and evaluate specific behavioural changes to their practice that are also shared as possible improvements of the coaching process.

Eight mentoring/coaching competence categories

1. Understanding Self

Demonstrates 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

Establishes and maintains the expectations and boundaries of the mentoring/coaching 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

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

6. Outcome and Action Orientation

Demonstrates approach and uses the skills in supporting the client to make desired changes

7. Use of Models and Techniques

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

8. Evaluation

Gathers information on the effectiveness of own 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 mentoring/coaching.

This document outlines the eight competences identified by the EMCC for good practice in mentoring and coaching. These competences are supported by capability indicators (CIs). It should be noted that CIs are only intended as guidance. It is not to be considered absolutely necessary to address every CI in an accreditation application. EMCC works on the principle of equivalence i.e. each mentor or coach works at a particular accreditation level and the CIs indicate the type of mentoring/coaching activity the professional will be undertaking at that level. Consequently, it is not required for every single CI to be evidenced when applying for accreditation.

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 mentoring/coaching.

Competence Category	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
Understanding Self Demonstrates 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	<ul style="list-style-type: none"> ■ Behaves in a manner that facilitates the mentoring/coaching process (1) ■ Manages issues of diversity in their mentoring/coaching practice (2) ■ Communicates effectively their own values, beliefs and attitudes that guide their mentoring/coaching practice (3) ■ Behaves in alignment with their values and beliefs (4) 	<ul style="list-style-type: none"> ■ Builds self-understanding based on an established model of human behaviour and rigorous reflection on practice (31) ■ Identifies when their psychological processes are interfering with client work and adapts behaviour appropriately (32) ■ Responds with empathy to client's emotions without becoming personally involved (33) 	<ul style="list-style-type: none"> ■ Builds further self-understanding based on a range of theoretical models and structured input from external sources with rigorous reflection on experience and practice (73) ■ Proactively manages own 'state of being' to suit the needs of the client" (74) 	<ul style="list-style-type: none"> ■ Synthesises insights derived from extensive exploration of theoretical models and personal evidence (99) ■ Reflects and has conscious access to every moment of their client interactions and coaching (100) ■ Critically reflects on practitioner paradigms and their impact on clients and client systems (101)

Competence Category	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p>Commitment to Self-Development</p> <p>Explores and improves the standard of their practice and maintains the reputation of the profession</p>	<ul style="list-style-type: none"> ■ Practises and evaluates their mentoring/coaching skills (5) 	<ul style="list-style-type: none"> ■ Demonstrates commitment to personal development through deliberate action and reflection (34) ■ Participates in regular supervision in order to develop their practice (35) ■ Evaluates the effectiveness of supervision (36) 	<ul style="list-style-type: none"> ■ Continuously reviews, reflects on and updates personal beliefs, attitudes and skills to improve their mentoring/coaching (75) ■ Proactively identifies gaps in skills, knowledge and attitudes and uses a structured process to meet learning needs (76) ■ Selects relevant themes, ideas and models to explore and develop their practice (77) ■ Translates new learning into practice and evaluates goals and process with stakeholders. (78) ■ Invites feedback from peers by demonstrating their practice before them (79) 	<ul style="list-style-type: none"> ■ Keeps up to date with and evaluates research and thinking on mentoring/ coaching (102)

Competence Category	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p>Managing the Contract</p> <p>Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client and, where appropriate, with sponsors</p>	<ul style="list-style-type: none"> ■ Explains their role in relation to the client (6) ■ Explains the benefits of mentoring/coaching both for the client and in relation to the client's context (7) ■ Agrees appropriate levels of both confidentiality and communication to others (8) ■ Manages the conclusion of the conversation so that the client is clear about the outcome of the session (9) 	<ul style="list-style-type: none"> ■ Abides by the EMCC professional code of ethics or an equivalent (37) ■ Explains the difference between mentoring/coaching and other professions and its benefits both for the client and in relation to the client's context. (38) ■ Establishes and manages a clear contract for the mentoring/coaching with the client and, where relevant, with other stakeholders (39) ■ Agrees a framework for scheduling when, where and how often the sessions will take place (40) ■ Describes own mentoring/coaching process and style to client so that client is empowered to make an informed decision to go ahead with mentoring/ coaching (41) ■ Recognises boundaries of own competence and advises the need to refer on and possibly conclude contract (42) ■ Recognises when client is unable to engage in mentoring/coaching work and takes appropriate action (43) 	<ul style="list-style-type: none"> ■ Establishes an ethically based mentoring/coaching contract in ambiguous and / or conflicted circumstances with the client (and with sponsors where relevant) (80) ■ Identifies clients who may have an emotional or therapeutic need which is beyond their professional capability to work with safely (81) 	<ul style="list-style-type: none"> ■ Supports client in self-referring to specialised agencies /sources when needed (103) ■ Recognises when clients have a need outside of safe and contracted boundaries and takes appropriate action (104)

Competence Category	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p>Managing the Contract</p> <p>Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client and, where appropriate, with sponsors</p>		<ul style="list-style-type: none"> Works effectively with client preferences and, where relevant, policies and procedures of the sponsoring organisation (44) Manages the conclusion of the contract (45) 		
<p>Building the Relationship</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"> Explains how own behaviours can affect the mentoring/coaching process (10) Treats all people with respect and maintains client's dignity (11) Describes and applies at least one method of building rapport (12) Uses language that the client can relate to (13) Develops trust through keeping commitments and being non-judgemental with client (14) 	<ul style="list-style-type: none"> Demonstrates empathy and genuine support for the client (46) Ensures requisite level of trust has been established for effective mentoring/ coaching (47) Recognises and works effectively with client's emotional state(s) (48) Adapts language and behaviour to accommodate client's style while maintaining sense of self (49) Ensures client's non dependence of the mentor/ coach (50) 	<ul style="list-style-type: none"> Attends to and works flexibly with the client's emotions, moods, language, patterns, beliefs and physical expression (82) Demonstrates a high level of attentiveness and responsiveness to the client in the moment while mindful of client's work towards outcomes (83) 	<ul style="list-style-type: none"> Able to describe their tactics in response to the client's sensory signals at every moment of a coaching conversation (105)

Competence Category	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p>Enabling Insight and Learning</p> <p>Works with the client and sponsor to bring about insight and learning</p>	<ul style="list-style-type: none"> ■ Demonstrates in their mentoring/coaching their belief that others learn best for themselves (15) ■ Checks for appropriate understanding of the key issues (16) ■ Uses an active listening style (17) ■ Explains the principles of effective questioning (18) ■ Offers feedback in a style that is useful, acceptable, and meaningful to the client (19) ■ Offers own perspectives and ideas in a style that allows the client to choose whether to work with them or not (20) 	<ul style="list-style-type: none"> ■ Explains potential blocks to effective listening (51) ■ Is alert to tone and modularity as well as to explicit content of communication (52) ■ Identifies patterns of client thinking and actions (53) ■ Enables client to make connections between feelings, behaviours and their performance (54) ■ Uses a range of questioning techniques to raise awareness (55) ■ Enables client to create new ideas (56) ■ Uses feedback and challenge to help client gain different perspectives, while maintaining rapport and responsibility for action (57) ■ Remains impartial when encouraging the client to consider alternatives (58) ■ Uses reviews to deepen understanding and commitment to action (59) 	<ul style="list-style-type: none"> ■ Uses a range of techniques to raise awareness, encourage exploration and deepen insight (84) ■ Uses feedback and challenge effectively to increase awareness, insight and responsibility for action (85) ■ Responds to the full sensory range of client communication, in the moment, to infer possible areas for questioning (86) ■ Is flexible in applying a wide range of questions to facilitate insight (87) ■ Uses language to help client reframe or challenge current thinking/understanding (88) ■ Applies a holistic perspective to building understanding and insight (89) ■ Recognises the uncertainties, possibilities and constraints of the client's situational context and helps client to appreciate their impact (90) 	<ul style="list-style-type: none"> ■ Supports clients effectively with their increasingly complex range of needs (106) ■ Enables significant and fundamental shifts in thinking and behaviour (107) ■ Adapts approach/technique in the moment in response to client information, while also holding a focus on outcomes (108)

Competence Category	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p>Outcome and Action Orientation</p> <p>Demonstrates approach, and uses the skills, in supporting the client to make desired changes</p>	<ul style="list-style-type: none"> ■ Assists client to clarify and review their desired outcomes and to set appropriate goals (21) ■ Ensures congruence between client's goals and the context they are in (22) ■ Engages the client to explore a range of options for achieving the goals. (23) ■ Ensures the client chooses solutions (24) ■ Keeps appropriate notes to track and review client progress with the client (25) ■ Ensures the client leaves the session enabled to go further with their own development process (26) 	<ul style="list-style-type: none"> ■ Assists clients to effectively plan their actions including appropriate: support, resourcing and contingencies (60) ■ Helps client to develop and identify actions that best suit their personal preferences (61) ■ Ensures client is taking responsibility for their own decisions, actions and learning approach (62) ■ Helps client identify potential barriers to applying actions (63) ■ Describes and applies at least one method of building commitment to outcomes, goals and actions (64) ■ Reviews with the client progress and achievement of outcomes and goals and revises as appropriate (65) 	<ul style="list-style-type: none"> ■ Encourages client to explore wider context and impact of desired outcomes (91) ■ Draws on a range of diverse techniques and methods to facilitate achievement of outcomes (92) ■ Describes and applies a range of methods for building commitment to outcomes, goals and actions (93) ■ Helps client explore their approach to change, promotes active experimentation and self-discovery (94) ■ Works effectively with resistance to change (95) 	<ul style="list-style-type: none"> ■
<p>Use of Models and Techniques</p> <p>Applies 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"> ■ Bases approach on a model or framework of mentoring/coaching (27) 	<ul style="list-style-type: none"> ■ Develops a coherent model of mentoring/coaching based on one or more established models (66) ■ Uses several established tools and techniques to help the client work towards outcomes (67) ■ Utilises models and approaches from client's context (68) 	<ul style="list-style-type: none"> ■ Connects various models and new ideas into their own approach to mentor/coaching and can substantiate that approach. (96) ■ 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 (97) 	<ul style="list-style-type: none"> ■ Demonstrates own unique approach to mentoring/coaching based on critical evaluation of accepted models and learning from own practice and supervision (109) ■ Formulates own tools and systems to improve effectiveness (110)

Competence Category	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p>Evaluation</p> <p>Gathers information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes</p>	<ul style="list-style-type: none"> ■ Monitors and reflects on the effectiveness of the whole process (28) ■ Requests feedback from client on mentoring/coaching (29) ■ Receives and accepts feedback in a constructive way. (30) 	<ul style="list-style-type: none"> ■ Uses a formal feedback process from the client (69) ■ Establishes rigorous evaluation processes with clients and stakeholders (if relevant) (70) ■ Evaluates outcomes with client and stakeholders (if relevant) (71) ■ Has own processes for evaluating effectiveness as a mentor/coach (72) 	<ul style="list-style-type: none"> ■ Critiques diverse approaches to evaluation of mentoring/coaching (98) 	<ul style="list-style-type: none"> ■ Actively contributes in building knowledge on evaluating mentoring/coaching (111) ■ Uses knowledge gained to comment on themes, trends and ideas related to evaluation processes, mentoring/coaching processes and client themes (112)