



EMCC COMPETENCE FRAMEWORK

GLOSSARY V2

Revised January 2018

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

All rights reserved.

PURPOSE STATEMENT

This EMCC glossary has been put together to assist all applicants (EIA, EQA, ESQA, ESIA) who may or may not have English as their first language. The terms have been chosen on the basis of frequency of queries and/or debates on their meaning in other languages.

Some of the definitions are already found in EMCC accreditation manuals or other EMCC documents. Others reflect the terminology of European Qualification Framework (EQF). There are also those that come directly from international dictionaries. In all cases, the definitions included in this glossary are not suggested as the only correct ones from a linguistic perspective but they reflect how EMCC uses these terms.

The list is by no means exhaustive, rather it is meant as a dynamic and evolving document to which terms will be added as per the experience of applicants, assessors and local language translators.

Prepared for EMCC International by:
EMCC International Competence Framework WorkGroup and Supervision Teams (International Vice-president Quality)

Accreditation: The positive and developmental process by which a person is formally recognised for having achieved defined standards of practice and a training course is recognised for having achieved pre-defined quality standards.

Active listening: Focus one's attention on the speaker, pay attention to both non-verbal and verbal elements present in order to understand the complete message. Then being able to share with the speaker what has been said by way of rephrasing in their words or providing feedback, paraphrasing in an appropriate manner and without interpreting.

Approach: a specific way in dealing with a situation or accomplishing something.

Attentiveness: The state of being alert and effectively attend or respond to the needs of the client (see [Client, pg 3](#)).

Attitude: evaluation with some degree of favour or disfavour of ideas, objects, social issues, institutions, people, groups etc. Attitude may include and influence beliefs (see [Belief, pg 3](#)), ideas, feelings and behaviours (see [Behaviour, pg 3](#)) and it is changeable in the course of one's life.

Awareness: State of (ability of) perception, knowledge and feeling of elements affecting a situation. It does not by default imply understanding.

Behaviour: The way in which one acts or conducts oneself, especially towards others or in response to a particular situation or stimulus whether [internal](#) or [external](#), [conscious](#) or [subconscious](#), [overt](#) or [covert](#), and [voluntary](#) or [involuntary](#).

Belief: An acceptance that something exists or is true, especially one without proof that usually results into a firmly held opinion. It shows trust, faith, or confidence in someone or something. A belief is always part of a belief system (see [Belief System, pg 3](#)) and it implies a lack of doubt especially when it is a designation of a life stance.

Belief system(s): A set of mutually supportive beliefs. The beliefs of any such system can be classified as [religious](#), [philosophical](#), [ideological](#), personal (about oneself) or a combination of these. Belief systems are difficult to completely revise or reject.

Client (EMCC Definition): Denotes anyone using the services of a mentor/coach/supervisor in return for monetary considerations.

- This definition is meant to cover both for external and internal clients as in the latter case there are also monetary considerations in the form of the salary the internal coach is paid for his role.

Client Systems: The client and those in the client's environment who are potentially influential in contributing to a resolution of the client problems (Sociology).

Coach (the role): A professional accredited coach (can be internal or external) is an expert in establishing a relationship with people in a series of conversations with the purpose of:

- Serving the clients to improve their performance or enhance their personal development or both, choosing their own goals and ways of doing it
- Interacting with each person or group by applying one or more relevant methods, according to standards and ethical principles set up by EMCC and other professional associations.

Coaching & Mentoring: It is a professionally guided process that inspires clients to maximise their personal and professional potential. It is a structured, purposeful and transformational process, helping clients to see and test alternative ways for improvement of competence, decision making and enhancement of quality of life. Coach and Mentor and client work together in a partnering relationship on strictly confidential terms. In this relationship, clients are experts on the content & decision making level; the coach & mentor is an expert in professionally guiding the process.

Competence: A measurement of an individual's capability, indicating sufficient knowledge and skill to complete a specified task.

Capability indicator (CI): Capability Indicators are examples of behaviours that suggest a person is performing at a level that is consistent with the accreditation level to which they apply. EMCC capability indicators are intended as guidance for applicants.

Code of Ethics: A code of ethics is a set of guiding principles which govern how professionals should act on their practice.

- EMCC has a global Code of Ethics, developed in conjunction with the Association for Coaching which applies to coaching, mentoring and supervision.

Continuous Professional Development (As per EMCC CPD Guide's Definition): CPD is defined as the learning process (usually documented) required for coach/mentor/supervisors to ensure that their standards and competencies are maintained and enhanced over time.

Diversity: It is the condition of having or being composed of differing elements or qualities. It is the inclusion of different types of people (as people of different races or cultures) in a group or organisation:

- **Social diversity:** Refers to all of the ways that people within a single culture are set apart from each other. Elements of social diversity can include ethnicity, lifestyle, religion, language, tastes, preferences and gender. It is the respect and the active reaching out for this difference.

EMCC Competence Framework: An evidence-based framework designed to enable accreditation applicants to benchmark their own capability indicators against those currently agreed by the EMCC.

Empathy: It is a way of recognising the emotional state of the coachees from within. It aims at seeing the coachees' world from their point of view.

European Qualifications Framework (EQF): The European Qualifications Framework for Lifelong Learning, adopted in 2008, is a common European reference framework which enables countries of the European Union and countries in Europe who are not EU members, to register and link their qualifications systems to one another. The EQF uses eight reference levels based on learning outcomes that are defined in terms of knowledge, skills and competence. It moves the focus from input (length of a learning experience, type of institution etc) to what a person holding a particular qualification actually knows and is able to do. It makes qualifications more readable and understandable across different countries and systems in the European Union, and European countries overall. EQF doesn't replace or regulate national qualification frameworks (NQFs); it provides a mechanism for gauging the level of any given qualification in comparison to another.

European Framework for Qualifications of the European Higher Education Area (EHEA): The Framework for Qualifications of the European Higher Education Area is based on an intergovernmental agreement within the Bologna Process. The Framework's aim is to organise national higher education qualifications into an overarching European-wide qualifications framework. Within this framework, qualifications are defined according to levels of complexity and difficulty (Bachelor, Master, Doctor).

Holistic: Characterised by the belief that the parts of something are intimately interconnected and explicable only by reference to the whole. (Oxford). Holism, opposed to reductionism, proposes that in addition to parts there is something else, another actor: the “whole”. In a team, there are team members and “the team”, with its own behaviour and spirit. This “whole” can be identified when team members use “we”: “In this team, we work hard, we always help each other etc.

Insight: The capacity to gain an accurate and deep understanding of someone or something (Oxford).

Inter-vision (Peer Supervision): It refers to a specific form of supervision (see [Supervision, pg 8](#)) carried out among colleagues (peers). It has no permanent supervisor because the members of the group take turns in adopting the role of supervisor and thus provide supervision to each other. All members are responsible for the supervision process. Synonyms are: “Peer Super-vision”, “Collegial Coaching”.

Interpersonal: Interpersonal refers to the relational aspects of a coach/mentor or supervisor’s work. Supervision encourages the development of interpersonal skills in order that coaches can connect consciously, maturely and flexibly with clients and stakeholders.

Intrapersonal: Intrapersonal refers to all that is going on within the coach as they work – their self-knowledge including awareness of their feelings, beliefs, capacities and skills. It also includes awareness of the internal data that arises as they work with clients – new insights, somatic signals or images.

Mentor (the role): A mentor interacts with each person or group by applying one or more relevant methods, according to standards and ethical principles set up by a professional association such as EMCC, AC or ICF. He/she may be internal or external mentor.

Mentoring (EMCC Task Force 2010 and EMCC IEB 2017): A developmental process, which may in some forms involve a transfer of skill or knowledge from a more experienced person to a less experienced, through learning, dialogue and role modelling. In other forms may be a partnership for mutual learning between peers or across differences such as age, race or discipline.

Model: A model is a set of concepts, possibly part of a theory, designed to explain and act on reality. Systemic, Transactional Analysis, Gestalt, NVC, PCM, Cognitive Behavioural etc. are examples of models used in coaching.

Moderation- Verification: Internal moderation/verification is the process by which a training provider regularly samples and evaluates its assessment practices and decisions, and acts on the findings to ensure consistency, fairness and program evolution. The two terms, verification and moderation, are interchangeable. A provider may use the term moderation or verification. Either way the process should be part of the providers’ Quality Assurance process.

Moderation- Verification (External): An external verification/moderation process requires an external moderator/verifier to be appointed by the training provider who will:

- Sample assessment and learner evidence of achievement
- Ensure that rigorous processes are in place for the assessment, internal moderation/ verification, tracking and recording of individual learner achievements and learner evaluations, in accordance with the provider's and EMCC requirements
- Provide a written report which will be sent to the provider - this will be used as part of the evidence for provider accreditation and/or renewal by EMCC.

Needs (Outside Safe & Contracted Boundaries): It is a lack of something deemed necessary. It is a perceived necessity that the coach cannot provide either because it is not his/her role or because it is against the coaching code of conduct, or because he/she has not qualification.

Paradigm: A paradigm (Thomas Khun, 1962) is a set of theories, methods, results shared by a population of researchers or practitioners

Practice of Coaching/Mentoring: It is the action or process of performing or doing something. It is the way a coach operates and it is influenced by a complex set of elements, some intrinsically connected with who he/she is (his/her values, personality, knowledge, experience, background), other with the context and his/her coachee.

Process of Coaching/Mentoring: A process is a systematic series of actions directed to some end. It is the way a coaching conversation or session is structured. It expresses itself in a sequence of interdependent and linked steps/phases and its actions. Its ultimate goal of is to full the coaching objectives and during the process insight and learning, personal development, increase capability and change are enabled.

Parallel Process: Parallel Process is a term used to describe unconscious dynamics that are repeated from one relationship to another relationship, e.g. from a client to a coach and from a coach to a supervisor.

Psychological Processes: Psychological processes refers to an activity that is ongoing and takes place in relation to the person involving joint contribution of mental, physiological, physical and social activities. Key psychological processes are thinking, motivation, learning, memory, sensation, perception and emotion. They are emergent as they unfold in the daily life of human beings in their interactions. It is what is going inside the coach's mind and might prevent he/she from being in the 'here and now' and focus on his/her coachee, as well as might interfering with his/her perception and interpretation of what is happening. This might translate also in the so called 'inside voice', which might be critical or grandiose. This is especially relevant if this leads the coach to non-tested assumptions and unconscious bias. Also being knowledgeable and aware of psychological phenomena such as transference, counter-transference and parallel process is relevant.

Quality Assurance: Quality Assurance (QA) is the process that is followed to ensure high standards are maintained. Effective Quality Assurance processes ensure that best practice is followed and lessons are learnt from experience.

Quality Standards and Processes (EMCC): EMCC applies two sets of standards to training programmes. These are the General Quality Standards (for which appropriate institutions such as Universities can substitute Quality Assurance Agency (QAA)/European Association for Quality Assurance (ENQA) standards for higher education, established as part of the Bologna process), and the EMCC Programme Assessment Standards aligned to the European Qualifications Framework (EQF)'s generic Indicators, knowledge, skills and competences.

Recognition of Prior Learning and Experience (RPL): The term refers to a system of formally recognising skills and knowledge acquired from informal learning (and/or accredited learning) and experience. This system can help in completing a course or /a qualification and/or individual accreditation for Professional Practice more quickly.

Reflection (EMCC): It is a powerful practice used in Coaching, Mentoring and Supervision of exploring, examining and 'understanding self' - our perspectives, attributes, experiences, actions and interactions. Reflection helps us gain insight, and consider how to move forward. It provides an opportunity to review an experience of practice, in order to describe, analyse, critically evaluate and apply learning to future practice.

Reflective Practice: Reflective practice is a key component of coaching, mentoring and supervision. Supervisors encourage supervisees to reflect-on-practice – that is to say, to pay critical attention to all aspects of their work with clients. Reflection-in-practice refers to the supervisee's capacity to self-observe as they work and to change their stance or their interventions accordingly. Both aspects of reflective practice encourage the process of continuous learning.

Respect: It is the esteem for or a sense of the worth or excellence of a person. It is the recognition of the coachee's knowledge, values (see [Value, pg 9](#)), experience and views' world. This is the pillar of building trust (see [Trust, pg 8](#)), which enables the questioning and the curiosity to understand the other's views.

Self-Awareness: Conscious knowledge of one's own existence (abilities, beliefs, feelings, motives, values, etc.) as a separate entity from others. Capacity to look into one's inner self (introspection).

Skills Practice: Opportunities to demonstrate the developing ability to supervise or coach another person or a group through action rather than reflection. EMCC recommends a balance of skills practice in an EMCC recognised (EQA award) training programme versus the other building blocks of training (reflection/review, theory/models, plan process). This recommendation differs for the different accreditation levels – 50% for Foundation, 40% for Practitioner and 30% for Senior Practitioner and Master Practitioner levels.

Sponsor/Sponsoring Organisation: The person or organisation who may have commissioned and finance the mentoring/coaching programme a coach works.

State of being: Being is an extremely broad concept of [reality](#) and [existence](#). Anything that partakes in being is also called a "being", though often this use is limited to entities that have subjectivity (as in the expression "[human being](#)"). One's 'state of being' consists of their condition, attributes, personality, etc.

Structured Input (definition & examples): Structured input as "input that is manipulated in particular ways to push learners to become dependent on form and structure to get meaning" (Lee and VanPatten 2003: 142). Types of structured input:

1. Supplying information
2. Surveys
3. Matching Options (true/false, logical/illogical, normal/strange, etc.)
4. Ordering/ranking
5. Selecting alternatives

Supervision: the interaction that occurs when a mentor or coach brings their coaching or mentoring work experiences to a supervisor in order to be supported and to engage in reflective dialogue and collaborative learning for the development and benefit of the mentor or coach, their clients and their organisations.

Supervision (of supervisors): the interaction that occurs when a supervisor brings their supervision experience, supervising coaches and mentors, to a supervisor in order to be supported and to engage in reflective dialogue and collaborative learning for the development and benefit of the supervisor and of their supervisees (mentors or coaches).

Supervisee: An individual who brings something significant from their coaching and mentoring work to supervision to enhance their practice and to benefit not only themselves but also clients, sponsors and other stakeholders.

Systemic Awareness: The ability to see interconnections that can affect client functioning. These elements are within the client and throughout various spheres in which the client is situated – personal contacts, organisation, business environment, wider cultural environment and so on.

Technique: A technique is a set of methods and skills designed to obtain a result.

Theory: A theory is a knowledge built upon basic assumptions and observations with the objective to explain reality

Tool: A tool is an instrument used to act on an environment, on others, in relationships, in professional conversations (coaching/mentoring) with improved efficiency.

Total Qualification Time: The amount of time it takes to study for a qualification as distinct from the duration of a training programme. In this context study is used in a broad sense, including taught input, skills practice, reflection and background preparation. Study may take place during attendance at training days, webinars, during action learning sets, tutorials, supervision and when reading, writing up assignments etc. Total Qualification Time comprises the following two elements: (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

- EMCC EQA and ESQA providers are expected to calculate the overall number of hours necessary for successful completion of the supervisory qualification they offer.

Trust: It is currently viewed in its social meaning and having several connotations, a definition of trust includes the following elements:

1. Willingness of a person or group to be dependent on the acts of another person or group.
2. Belief that another person is fair or that something will go well.
3. Expectation of a person that the person he / she trusts will act in a way that will do no harm.

Values: Values are ideals and motives in a society or a group. They reflect one's sense of what is right and wrong or what "ought to be". Worth striving
Values are beliefs about what is meaningful to the person. There are major categories of values:

- **Instrumental value:** a meaning that is actually provided to persons, things and events by specific individuals or groups. Values are usually collective, but they can also be experienced as highly personal.
- **Intrinsic value:** values that are being pursued with the idea that the good ought to be done. Ethical values retain their significance and validity, even if they are not actually worn by people and groups. Examples of ethical values are justice, love, freedom and equality. They are the motives and ideals on which the concrete standards are based.

REFERENCES

1. EMCC Competence Framework
2. EMCC EQA Guide For Applying
3. EMCC EIA Guide For Applying
4. EMCC Task Force 2010 (Outcome of Project Work)
5. ECVision. A European Glossary of Supervision and Coaching (https://www.lvsc.eu/sites/lvsc/files/content/ECVision%20Glossary%20definitief_0.pdf)
6. The Oxford English Dictionary
7. Websites:
 - <http://www.ask.com/question/definition-of-psychological-processes>
 - <http://dictionary.reference.com/browse/respect?s=t>

LEGEND

1. EIA - European Individual Accreditation
2. EQA - European Quality Award
3. ESQA - European Supervision Quality Award
4. ESIA - European Supervision Individual Accreditation
5. EMCC CFW Team - EMCC Competence Framework WorkGroup
6. ICF - International Coach Federation
7. AC - Association for Coaching
8. NVC - Non-violent Communication
9. PCM - Psychological Continuum Model