

---

# European Individual Accreditation

## EIA Guide to Applying

for ICF credentialed EMCC members

## Introduction

Dear Colleague,

Thank you for your commitment to the EMCC quality standards in mentoring and coaching.

The purpose of this guide is to help you understand the process that will allow you to apply for the European Individual Accreditation (EIA) award in the case that you hold an ICF credential. This can be at the level of Practitioner if you hold the Associate Certified Coach (ACC) credential, or higher, and at the level of Senior Practitioner if you hold the Professional Certified Coach (PCC) credential, or higher.

This process is available to existing EMCC members only.

We hope that the information contained in this document will help you practically in completing your application with minimal time and effort.

If you have any suggestions and/or comments, please contact the EMCC accreditation manager or the accreditation manager of your country (see page 5 for listing and contacts).

On behalf of the EMCC Executive Board,

Gilles Gambade  
Vice-president Standards

## Contents

SECTION		PAGE
1	General information	4
2	The EIA process for ICF credentialed EMCC members	6
3	EIA assessment criteria for ICF credentialed EMCC members	8
4	Completing the application form	10
	4.1 Personal details	10
	4.2 Professional development	10
	4.3 Evidence of ICF credential	11
	4.4 Evidence of EQA qualification ( <i>if applicable</i> ) or	11
	4.5 Evidence of competence ( <i>if applicable</i> )	12
	4.6 Declaration	15
5	Administration and possible outcomes	15
6	Fees & duration of accreditation	16
7	Checklist	17
Appendices:		
	1. EMCC Diversity Statement	18
	2. EMCC Charter of Professional Conduct and Code of Ethics	19
	3. Further Guidance on the Reflective Log	23
	4. EMCC Competence Framework and Capability indicators (CIs)	26

## 1. General information

### The European Mentoring and Coaching Council (EMCC)

The EMCC exists to promote good practice and the expectation of good practice in mentoring and coaching across Europe. We are an international council that consists of representatives from country EMCCs plus direct members in countries where a local EMCC does not yet exist. The EMCC membership is a rich mixture of individual mentors, coaches, mentoring/coaching organisations, training and education providers, buyers of mentoring/coaching and mentor/coach associations, large organisations/corporate members – all of whom share EMCC's vision to promote good practice in mentoring/coaching.

As part of our drive for raising and promoting quality standards in mentoring/coaching, we provide an individual accreditation process based on the *EMCC Competence Framework*. The EIA process has been based on research and consultation with our members and the wider coaching community.

### The European Individual Accreditation (EIA)

The EIA is a Europe-wide recognised award that demonstrates that an individual practising as a professional mentor/coach has the appropriate level of knowledge and the ability to apply it effectively in his/her practice.

The EIA sets very high standards and is recognised as a quality mentor/coach accreditation in the marketplace. It raises standards and professionalism in mentoring/coaching by:

- Setting high standards in assessment criteria
- Measuring ability against our evidence-based competence framework
- Using reliable and rigorous assessment processes
- Demanding a professional, reflective approach
- Ensuring a commitment to continuing development.

### Whom is it for

The EIA is relevant for anyone involved in mentoring/coaching, whether it is just one part of the role or a main function. One can apply for accreditation at the appropriate level, from Foundation to Master Practitioner. The advantage of the EMCC's accreditation process is that one can join and get accredited early on in one's experience as a mentor/coach. As developments occur awarded individuals can gain accreditation at higher levels reflecting growth ability and experience.

### The benefits of EIA

Having an EIA award distinguishes individuals as a professional mentor/coach, with sound underpinning knowledge and the ability to demonstrate ability against demanding and rigorous standards. Specifically it:

- Provides users/buyers of mentoring/coaching services greater certainty of one's competence and ability
- Raises personal credibility and professional standing
- Demonstrates the awarded individual is continually developing and always improving his/her mentoring/coaching ability
- Raises the credibility and standards of our profession
- Is more than a qualification – it recognises that EIA Holders are able to apply good practice in mentoring/coaching
- Provides a framework for personal development.

It is recognised that achieving the EIA accreditation requires commitment and hard work from applicants. It needs a professional approach for a professional and meaningful accreditation and applicants say that the process of working towards their accreditation is both affirming and developmentally useful.

### Pricing

Countries having signed a licensed agreement with EMCC can apply their own country pricing policy. For all other countries the pricing policy is defined by EMCC. Information on pricing policy is available from the appropriate accreditation manager (EMCC or country, see page 5).

## Terminology

The following extract from the EMCC Code of Ethics may help explain the terminology used in this document:

The term "mentor/coaching" is used to describe all types of mentoring or coaching that may be taking place, both in the work environment and outside. The EMCC recognises that there will be many types of mentor/coaching taking place...

The term "client" denotes anyone using the services of a mentor/coach ... It is recognised that there are circumstances where the mentor/coach may have two "clients", the individual being mentored/coached and the organisation who may have commissioned the mentoring/coaching ... we have used the term "sponsor" to differentiate the latter.

The terms "supervision" and "supervisor" describe the process by which the work of the mentor/coach is overseen and advice/guidance sought. The terminology is the same, but the process may differ in significant ways from that undertaken in other professions, such as psychotherapy and counselling.

## What first?

Before you begin to complete your application form we strongly recommend you to read this guide, which contains all the supporting information you should need to complete your application.

Country organisations in Belgium, France, Germany, Luxembourg, the Netherlands, Switzerland and the United Kingdom have entered into a license agreement with EMCC and run the EIA process at country level. This guide may be translated in other languages depending on the local policy of the EMCC country-member. You can check that with the EMCC accreditation manager.

If you reside in a French-speaking country, Germany, the Netherlands, Switzerland or the United Kingdom, please submit your application to your local accreditation manager.

### Residents of **Belgium** submit to **EMCC-BE**:

website: [www.emccouncil.org/be/fr/14](http://www.emccouncil.org/be/fr/14)  
contact: [BE.accreditation@emccouncil.org](mailto:BE.accreditation@emccouncil.org)

### Residents of **Germany** submit to **EMCC-DE**:

website: [www.emccaccreditation.de](http://www.emccaccreditation.de)  
contact: [DE.accreditation@emccouncil.org](mailto:DE.accreditation@emccouncil.org)

### Residents of **France** submit to **EMCC-FR**:

website: [www.aecoaching.eu](http://www.aecoaching.eu)  
contact: [FR.accreditation@emccouncil.org](mailto:FR.accreditation@emccouncil.org)

### Residents of **Luxembourg** submit to **EMCC-LU**:

website: <http://www.emccouncil.org/lu/en/15>  
contact: [LU.accreditation@emccouncil.org](mailto:LU.accreditation@emccouncil.org)

### Residents of the **Netherlands** submit to **EMCC-NL**:

website: [www.nobco.nl/keurmerk/European-Individual-Accreditation](http://www.nobco.nl/keurmerk/European-Individual-Accreditation)  
contact: [NL.accreditation@emccouncil.org](mailto:NL.accreditation@emccouncil.org)

### Residents of **Switzerland** submit to **EMCC-CH**:

website: [www.emccouncil.org/ch/de](http://www.emccouncil.org/ch/de)  
contact: [CH.president@emccouncil.org](mailto:CH.president@emccouncil.org)

### Residents of the **U.K.** submit to **EMCC-UK**:

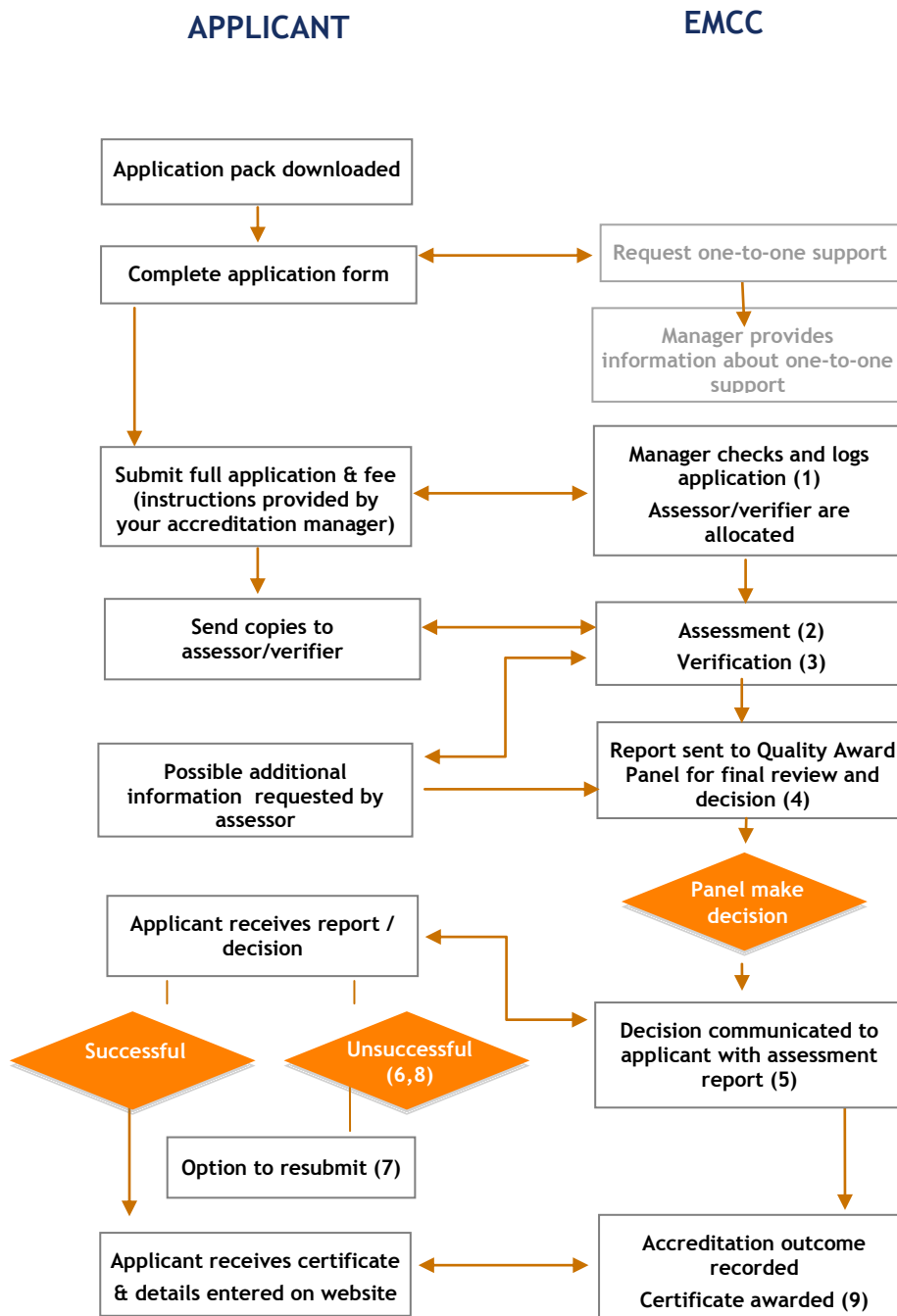
website: [www.emccaccreditation.org/eia-home](http://www.emccaccreditation.org/eia-home)  
contact: [UK.AccreditationServicesManager@emccouncil.org](mailto:UK.AccreditationServicesManager@emccouncil.org)

### Residents of **all other countries** submit to **EMCC**:

website: [www.emccouncil.org/eu/en/15](http://www.emccouncil.org/eu/en/15)  
contact: [EMCC.accreditation@emccouncil.org](mailto:EMCC.accreditation@emccouncil.org)

## 2. The EIA process for ICF credentialed EMCC members

The EIA application process for ICF credentialed EMCC members is outlined below and provides a step by step view of your journey to EMCC accreditation (with explanatory notes on the next page). Completed applications are accepted throughout the year and are put forward for assessment for published panel meetings. Once applications go forward for assessment, the process is likely to take three months until a final decision is made.



## EIA process notes

1. Acknowledgement will be sent on receipt of application and fee, and after:
  - Application is checked for completeness
  - Any necessary requests made for missing information
  - Details of delivery to assessor and verifier are provided.
2. Assessment is completed ensuring defined criteria have been demonstrated and appropriate evidence provided. Additional information/evidence may also be requested at the discretion of the assessor.
3. Verification checks the quality of assessment.
4. The Quality Award Panel ensures consistency between assessment and verifications. The panel meets at regular intervals (at least every 4 months), depending on the volume of applications submitted. In some cases you may be asked to submit additional information to support your application.
5. You will receive a written report on your application.
6. If your application does not meet the majority of the criteria at this stage you will be unsuccessful and will need to complete a new submission at a later date.
7. If you do not meet all the criteria but have met more than 50% of them, you may be invited to resubmit at a reduced cost.
8. If you are not satisfied by the decision of the Panel, you may ask clarifications from the Chairman of the Panel (contact the accreditation manager) and ultimately you may appeal the decision.
9. If you are successful you will be awarded the EMCC European Individual Accreditation certificate at the level applied, and your name will be entered on the EIA Holders list of accredited mentors/coaches posted at [www.emccouncil.org/eu/en/accreditation/eia](http://www.emccouncil.org/eu/en/accreditation/eia).

Please note that if you hold an ACC credential you may apply for equivalence with the EIA at Practitioner level, and if you hold a PCC credential you may apply for the EIA at Practitioner *or* Senior Practitioner level.

## EMCC assessment

Each EMCC assessor is a qualified mentor/coach with considerable experience in both mentoring/coaching and assessing. They have an excellent working knowledge of the EIA criteria and in particular the *EMCC Competence Framework* (Appendix 4). They all hold the EIA at or above the level at which they assess.

In order to maintain the integrity of the EMCC EIA and to protect both members and clients, we will randomly seek to validate the information provided, and this may involve us contacting you and requesting contact details of individuals to whom you have referred.

## Confidentiality

We recognise that in applying for EIA you may provide us with sensitive information. We guarantee that your application and its content remain confidential and is only reviewed by individuals involved with the EIA process. We guarantee that your information will not be shared with anyone outside of this and neither will any information be used for the commercial gain of another. All individuals involved in our process commit to this approach to confidentiality and sign a confidentiality agreement. In all cases, the accreditation manager ensures that all materials submitted by the applicant, including the application form, are destroyed at the end of the assessment process.

## Appeals / complaints

If you wish to appeal a decision or make a complaint, please refer to our appeals/complaints procedure, which can be obtained by contacting the accreditation manager (EMCC or country, see page 5).

## 3. EIA assessment criteria for ICF credentialed EMCC members

ICF credentialed EMCC members can apply for the EIA via a simplified process, as they are exempt from providing evidence on their **practice, supervision and competence on** the following four EMCC competence categories: Managing the Contract, Building the Relationship, Enabling Insight and Learning, Outcome and Action Orientation. All of the above criteria are considered to have been covered by their ICF credential.

Only existing EMCC members can apply for the EIA via the simplified process for ICF credentialed EMCC members. Applicants need to have been EMCC members or members of affiliates for at least one full year prior to their application.

This process is applicable for two accreditation levels only, Practitioner and Senior Practitioner. If you hold an ACC credential you may apply for equivalence with the EIA at Practitioner level, and if you hold a PCC credential you may apply for the EIA at Practitioner *or* Senior Practitioner level.

A summary of the assessment criteria is shown below for each of the two accreditation levels that are relevant to ICF credentialed EMCC members. In the next section of this guide you will find more detailed guidance on these criteria and how to present evidence of them.

ICF credentialed EMCC members who are also holders of an EQA Certificate at the same level that they are applying for are exempt from providing evidence.

Levels of mentor/coach accreditation	Practitioner	Senior Practitioner
--------------------------------------	--------------	---------------------

### *EIA Assessment Criteria*

#### Practice

Length of experience		
Number client contact hours	Covered by ICF credential at ACC level, or higher	Covered by ICF credential at PCC level, or higher
Number of clients		
Client feedback		

#### Professional development

Continuous Professional Development	16 hours per year	32 hours per year
Mentor/coach supervision	Covered by ICF credential at ACC level, or higher	Covered by ICF credential at PCC level, or higher
Reflection on practice (not applicable if EQA certificate was obtained less than 2 years before the submission date of application)	5 items within last 12 months (ending with submission date of application)	5 items within last 12 months (ending with submission date of application)

#### Evidence of competence

<i>Option 1:</i> EQA holder at relevant level or higher	EQA certificate at Practitioner level or higher, dated maximum 2 years before the submission date of application, <i>and</i>	EQA certificate at Senior Practitioner level or higher, dated maximum 2 years before the submission date of application, <i>and</i>
Valid ICF credential at relevant level	ICF credential at ACC level or higher	ICF credential at PCC level or higher
<i>Option 2:</i> Valid CF credential at relevant level	Valid ICF credential at ACC level or higher, <i>and</i>  Submission of evidence at Practitioner Level for four competences as described in <i>EMCC Competence Framework</i> (App. 4) : Understanding Self; Commitment to Self-Development; Use of Models & Techniques; Evaluation	Valid ICF credential at PCC level or higher, <i>and</i>  Submission of evidence at Practitioner Level for four competences as described in <i>EMCC Competence Framework</i> (App. 4) : Understanding Self; Commitment to Self-Development; Use of Models & Techniques; Evaluation



## 4. Completing the application form

In order to maintain consistency across the assessment process, it is expected that you complete your application as requested with all supporting materials. If your application is incomplete or does not follow the format requested, it cannot go forward for assessment.

Please ensure you have stated the level of accreditation you are applying for on the front page. In order to apply for Practitioner Level you need to hold at least the ACC credential, and to apply for Senior Practitioner level you need to hold at least the PCC credential.

In presenting your application, please ensure you use a contents page, clearly identifying sections through indexing, page numbers, tabs and appendices.

### One-to-one personal support available

You may want the one-to-one personal support from an advisor. This support can be used to work with your own specific needs, which may range from general feedback, a review on your first draft, types of evidence being included, etc. Previous applicants who have used this support have found it very helpful in completing their application with focus and clarity.

If you envisage this kind of support/assistance, or you want to find out more about it, you can contact the accreditation manager (EMCC or country, see page 5) who will be able to provide you with the list of EMCC EIA assessors for you to then set up a contract, including the fee.

*Please note that in all cases, EMCC is not involved in the contractual relation between you and the advisor.*

*If you select an EIA assessor as advisor, this advisor will not be involved in the assessment of your application.*

## 4.1 Personal details

### EMCC membership

Applicants are required to have been a member of EMCC for at least one year prior to application submission date.

### Other relevant memberships

Examples include: International Coaching Federation (ICF), Association for Coaching (AC) and other professional coaching bodies.

### Most common mentoring/coaching topics or themes

Examples include life changes, career moves, mergers and acquisitions, people management.

### Range of clients typically seen

To help assessors understand the type of people, roles and sectors with whom you work, describe the clients you typically see. Examples include directors, retail managers, public sector, health care, voluntary bodies, community based organisations.

### Curriculum Vitae

Please attach a copy of your current CV.

## 4.2 Professional development

### Continuing Professional Development – record of hours (*for all applicants*)

Please provide evidence for the last 12 months (ending with submission date of application), of at least the minimum number of CPD hours required for the level for which you are applying, using the template in the application form.

Include a range of learning methods such as conferences, seminars, workshops, reading and presentations. Include evidence where appropriate such as certificates of attendance. Include also the total number of hours for the last 12 months (ending with submission date of application).

### Reflective Log - learning and application from reflecting on practice (*if applicable, see section 4.4*)

Please provide evidence of at least five reflections/learnings over the last 12 months (ending with the submission date of application). You may use the template in the application form. Alternatively, you may partially or totally substitute reflections that you have written using your own processes, if they cover equivalent areas.

This log should demonstrate how you reflect on your work with clients: what have been some of the key issues that have arisen; what have you reflected upon; what sense have you made of that; and how is that now applied to your practice? It should also evidence your reflection and learning from supervision, CPD activity and feedback from clients.

When describing the application of your learning, write in the first person describing step-by-step the specific behaviours you demonstrated, your reflection on those and the impact of this.

NON-satisfactory evidence includes:

Describing in general and non-specific terms how you have applied your learning  
Only describing your future intention to apply your learning.

Clearly reference each reflection/learning citing the competence developed, using the *EMCC Competence Framework* (Appendix 4). If uncertain how to show evidence of your competences, it may be helpful to use individual Capability Indicators (CIs); however this is not a requirement. Your competence is NOT being directly assessed here, but the assessor is looking for reflection across a range of competences. Your responses also reinforce your own understanding and familiarity with the framework.

See Appendix 3 for further detailed guidance on this section.

## 4.3 Evidence of ICF credential

A valid ICF credential gives applicants an exemption from having to provide evidence on their Practice, their Supervision and four of the competences covered by the *EMCC Competence Framework*. Please attach a copy of your ICF credential.

## 4.4 Evidence of EQA qualification (*if applicable*)

### Exemption for EQA certificate holders

Successful completion of an EQA accredited mentor/coach training programme (at the EIA level of application or higher) within a maximum of 2 years before the submission date of the application gives the applicant an exemption from having to:

- provide evidence (see section 4.5) against the *EMCC Competence Framework* (appendix 4). The completion of an EQA accredited training programme (at the appropriate level) indicates the level of your competence.
- to complete the reflective log (see section 4.2)

Please provide a copy of your EQA certificate or supply a letter on headed paper from the EQA Provider. The document should indicate:

- name and details of the EQA provider
- programme title
- date the programme was completed
- your name as a successful student
- confirmation that the programme has been EQA-accredited (must be within a maximum of one year after the date you obtained your certificate for the programme\*)
- level of EQA accreditation

\*Note: If you completed a training programme in the 12 months prior to the same programme being EQA-accredited, then this is admissible as evidence of competence. This is based on the premise that this programme was the assessed programme on which the EQA accreditation was based.

#### 4.5 Evidence of competence (if you do *not* hold an EQA certificate)

If you do not hold a certificate from an EQA accredited training programme, you will need to submit evidence of competence at the level for which you are applying, as outlined in the *EMCC Competence Framework* (Appendix 4):

- Understanding Self
- Commitment to Self-Development
- Use of Models & Techniques
- Evaluation

**This evidence can be provided through case studies, by completing the 4 sections of the application form, or a combination of both.** You are not required to use the Capability Indicators (CIs) as described in the *EMCC Competence Framework* (Appendix 4); however you may find it helpful to use them as a guide.

#### Case study guidelines

In order to present a clearer context to your evidence, ***it is strongly recommended that you submit case study material*** concerning your work with one or more client. (This may be one larger piece of client work or several smaller ones.) This will enable the assessor to get a clear sense of what it is like to be mentored/coached by you and why you apply your knowledge in the way you do.

Case study material is not about volume but driven by providing sufficient evidence of knowledge and application. The style of how you present your case study(ies) is less important than demonstrating areas of competence (you may additionally indicate which CIs you claim) by describing in your case study(ies):

- what you know
- how this was applied to your mentor/coach practice.

The example below may help you consider how to structure your case study, showing the competence area and CI being *applied* and highlighting the thinking process and *knowledge* being used.



## **BUILDING THE RELATIONSHIP**

Gather information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes

At a psychological level we are often more comfortable with people who are more like us or who have some common ground with us. Being with people who respond to us in a way we expect and understand (e.g. similar to our own way of responding and communicating) makes our relationships more effective in terms of communication and understanding.

NLP contributes much to my understanding of style and language, from basic principles of mirror, match and pace, to more complex ideas of representational systems (Verbal, Auditory, Kinaesthetic) and modes of thinking and processing (big chunk vs. little chunk; moving towards vs. moving away from)

Reading has included "NLP at Work" by Sue Knight.

Jung's work helps to explain personality traits and how they impact on communication style and language. The MBTI derived from his work captures four dimensions that help us understand ours and others preferences in terms of how we see the world, how we get our information, how we make decisions and how we organise ourselves.

Social Styles also based on Jung's work defines 4 styles based on two dimensions, assertive vs. cautious and task focus vs. people focus. (Expressive, Steady, Direct, Precise)

Early on in my coaching work I focused on the use of language used by the client and worked on reflecting this back.

As I have developed I have become aware of a greater complexity in style and now work with an awareness of my own style (ENTJ) as well as language and consider how this fits with the client's style and how I can create more rapport and trust with the client. For example, I worked with a client last year, whose style was very considered, controlled, slow, un-emotive (Precise Social Style) he was the direct opposite to my style (Expressive). Before going into sessions with him, I would practise breathing slowly and deeply and move my state closer to him. I never tried to mimic him, but just be a little more like him. Taking my time to consider more, speak more slowly and maintain a calmness, really helped to create a good working relationship. In reflecting on this I believe the impact of my change in approach contributed to the high levels of rapport established between us.

### Poor example

This example only states the sources of knowledge and provides no evidence of what is understood by the applicant. The application of understanding is referred to in generic terms with no real examples to provide evidence of the statement.

## **BUILDING THE RELATIONSHIP**

Gather information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes

MBTI course

Reading has included:

NLP at Work, Sue Knight

Selection of Jung's writing

Styles of Communication: 3 day programme, Acme Training Academy

I work with an awareness of my own style and consider how this fits with the client's style and how I can create more rapport and trust with the client.

Please write in the first person describing step-by-step what happened in a specific example of your client work. This would include the specific behaviours you and the client demonstrated, your reflection on those, how you draw on your knowledge and feelings to inform your decisions, actions and interventions.

## Referencing evidence

Where you wish to refer to other sections of your application (e.g. reflection log or additional material), it is important that you use this section in your application form to reference which parts of your application refer to each competence.

Your case study material should be cross-referenced on the application form, using page numbers and paragraph or line numbers as shown in the example below.

### **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

Ref Case Study 1, APPENDIX 6, Page 2, Lines 28-33

Ref Case Study 1. APPENDIX 6, Page 3, Lines 1-23

## 4.6 Declaration

Applications will not be considered completed, unless the Section 4.5 Declaration of the application form is signed and dated. Please read all five points of the declaration carefully before signing.

## 5. Administration and possible outcomes

Your application should consist of a completed application form with all supporting material. Once it is ready to be submitted please follow these steps:

### Step 1

Submit your full application to the appropriate accreditation manager, using the instructions provided by him or her (see page 5).

### Step 2

Collaborate with the accreditation manager and/or assessor who will check the application for completeness; if incomplete or incorrectly completed, you will be asked to resubmit which may incur additional costs.

### Step 3

Collaborate with assessor who may request small amounts of additional information to support your application.

### Next steps

When the assessment of your application is complete, your application along with the recommendation of your assessor and verifier will go to the Quality Award Panel for final decision.

### Possible outcomes

Decisions of the Quality Award Panel include the following options:

- Your application meets the criteria and the EIA is awarded
- Your application does not meet some of the criteria: you will be offered the opportunity to re-submit partially your application at a reduced rate, within an agreed time period, usually 3 months
- Your application does not meet most of the criteria, and:
  - you are offered the accreditation level at a lower level than the one applied; if you agree, your application is accepted at the proposed level. If you disagree, your application is rejected at this stage and you either appeal the decision or re-start the process from the beginning
  - your application is rejected at this stage and you either appeal the decision or you re-start the process from the beginning.

You can usually expect to hear about the decision on your EIA application within a few weeks after the Quality Award Panel meeting, as announced in the posted calendars on the EMCC website.

## 6. Fees and duration of accreditation

Application fees reflect the quality and robustness of the assessment process as well as the volume and complexity of evidence submitted. As stated in Section 1, differences may exist between the fees charged by the different affiliated members of EMCC. Therefore it is important you obtain the appropriate pricing structure from your accreditation manager (EMCC or country, see page 5).

Your accreditation is valid for a period of 5 years, at which point you are required to renew the accreditation if the status is to be maintained.

## 7. Checklist

Please use the following checklist to ensure your application is complete.

1	I have been a member of the EMCC or member of an affiliate organization for at least one full year prior to the date of this application	<input type="checkbox"/>
2	Ensured that I used the correct application form as an ICF credentialed EMCC member	<input type="checkbox"/>
3	Read carefully the entire document, <i>EIA Guide to Applying for ICF credentialed EMCC members</i>	<input type="checkbox"/>
4	Completed entire application form, including signed and dated Declaration (section 6 of application form)	<input type="checkbox"/>
5	Included copy of my ICF credential, which is at the equivalent or higher level of my EIA application	<input type="checkbox"/>
6	Included copy of my signed/dated EQA certificate or diploma, which is at the equivalent or higher level of my EIA application ( <i>if applicable</i> – see section 4.4)	<input type="checkbox"/>
7	Included a reflective log ( <i>if applicable</i> – see section 4.4)	<input type="checkbox"/>
8	Provided case study and/or Competence Framework evidence at the minimum standards for the level for which I am applying ( <i>if applicable</i> – see section 4.4)	<input type="checkbox"/>
9	Included my most recent CV	<input type="checkbox"/>
10	Submitted my completed application form using the instructions provided by the appropriate accreditation manager (see page 5 of the <i>EIA Guide to Applying for ICF credentialed EMCC members</i> )	<input type="checkbox"/>
11	Kept a personal hard copy of the application and supporting materials	<input type="checkbox"/>

# APPENDIX 1. EMCC Diversity Statement

## Our Values

All individuals should have the opportunity to live autonomous and socially responsible lives

Respect is given to the individual and common humanity of all people

Relationships shall be carried out without discrimination on the basis of religion, race, colour, creed, disability, nationality, socio-economic status, gender, age, sexual preference, or any other form of diversity

Physical, psychological and social violence and oppression are opposed

Individuals are encouraged to be aware of their relationship to the world around them, and to choose effectively their own responses and be responsible in their behaviour

These values and subsequent actions are to enhance the well-being of individuals and society

EMCC aims to conduct its activities in ways that reflect the values listed above and the practices listed below. In order to achieve this for EMCC as a body, we also expect our members and member organisations, and any employees, consultants, advisers or suppliers working with us, to likewise conduct their activities in ways that reflect the same values and follow the same practices.

## Our Practice

We avoid knowingly discriminating on any grounds

We constantly seek to enhance our own awareness of possible areas of discrimination

We aim to challenge in a supportive way any colleagues, employees, service providers, clients or participants whom we perceive to be using discriminating behaviour

We monitor our language, both spoken, written and non-verbal, for inadvertent discrimination

We engage in development activities that are likely to increase our self awareness, especially in relation to diversity

This policy is subject to continuous review in order to maintain its currency.  
With acknowledgements to the International Transactional Analysis Association.



# APPENDIX 2. EMCC Code of Ethics

## Introduction

The European Mentoring and Coaching Council (EMCC) has been established to promote best practice and ensure that the highest possible standards are maintained in the mentoring/coaching relationship, whatever form that might take, so that the mentoring/coaching environment provides the greatest opportunity for learning and development.

## Purpose

This Ethical Code sets out what the clients and sponsors can expect from the mentor/coach in either a mentoring/coaching, training or supervisory relationship and should form the starting point for any contract agreed.

All members of the EMCC accept the principles and aims of the EMCC. We recognise that members may not always maintain these ethical principles. The EMCC have therefore agreed a process by which breaches of the Code by a member can be reported and investigated. This is referred to later in this document.

All EMCC members will make the sponsoring organisation and the individual client aware, at the contracting stage, of the existence of the Code of Ethics.

## Terminology

The term "mentoring/coaching" is used to describe all types of mentoring or coaching that may be taking place, both in the work environment and outside. The EMCC recognise that there will be many types of mentoring/coaching taking place and these will need to be defined when more detailed standards are produced.

The term "client" denotes anyone using the services of a mentor/coach. We believe the term "client" is interchangeable with any other term that the parties to the mentoring/coaching relationship might be more comfortable with, such as "colleague", "learner", "partner", "coachee" or "mentee".

It is recognised that there are circumstances where the mentor/coach may have two "clients", the individual being mentored/coached and the organisation who may have commissioned the mentoring/coaching. In this Code we have used the term "sponsor" to differentiate the latter.

The terms "supervision" and "supervisor" describe the process by which the work of the mentor/coach is overseen and advice/guidance sought. The terminology is the same, but the process may differ in significant ways from that undertaken in other professions, such as psychotherapy and counselling.

## The Code

The mentor/coach will acknowledge the dignity of all humanity. They will conduct themselves in a way which respects diversity and promotes equal opportunities.

It is the primary responsibility of the mentor/coach to provide the best possible service to the client and to act in such a way as to cause no harm to any client or sponsor.

The mentor/coach is committed to functioning from a position of dignity, autonomy and personal responsibility.

The EMCC Ethical Code covers the following:

- Competence
- Context
- Boundary Management
- Integrity
- Professionalism

## 1. Competence

The mentor/coach will:

- ensure that their level of experience and knowledge is sufficient to meet the needs of the client.
- ensure that their capability is sufficient to enable them to operate according to this Code of Ethics and any standards that may subsequently be produced.
- develop and then enhance their level of competence by participating in relevant training and appropriate Continuing Professional Development activities.
- maintain a relationship with a suitably-qualified supervisor, who will regularly assess their competence and support their development. The supervisor will be bound by the requirements of confidentiality referred to in this Code. What constitutes a "suitably-qualified" supervisor is defined in the EMCC's standards document.

## 2. Context

The mentor/coach will:

- understand and ensure that the mentoring/coaching relationship reflects the context within which the mentoring/coaching is taking place.
- ensure that the expectations of the client and the sponsor are understood and that they themselves understand how those expectations are to be met.
- seek to create an environment in which client, mentor/coach and sponsor are focused on and have the opportunity for learning.

## 3. Boundary Management

The mentor/coach will:

- at all times operate within the limits of their own competence, recognise where that competence has the potential to be exceeded and where necessary refer the client either to a more experienced mentor/coach, or support the client in seeking the help of another professional, such as a counsellor, psychotherapist or business/financial advisor.
- be aware of the potential for conflicts of interest of either a commercial or emotional nature to arise through the mentoring/coaching relationship and deal with them quickly and effectively to ensure there is no detriment to the client or sponsor.

## 4. Integrity

The mentor/coach will:

- maintain throughout the level of confidentiality which is appropriate and is agreed at the start of the relationship.
- disclose information only where explicitly agreed with the client and sponsor (where one exists), unless the mentor/coach believes that there is convincing evidence of serious danger to the client or others if the information is withheld.
- act within applicable law and not encourage, assist or collude with others engaged in conduct which is dishonest, unlawful, unprofessional or discriminatory.

## 5. Professionalism

The mentor/coach will:

- respond to the client's learning and development needs as defined by the agenda brought to the mentoring/coaching relationship.

- not exploit the client in any manner, including, but not limited to, financial, sexual or those matters within the professional relationship. The mentor/coach will ensure that the duration of the mentoring/coaching contract is only as long as is necessary for the client/sponsor.
- understand that professional responsibilities continue beyond the termination of any mentoring/coaching relationship. These include the following:
  - maintenance of agreed confidentiality of all information relating to clients and sponsors
  - avoidance of any exploitation of the former relationship
  - provision of any follow-up which has been agreed to
  - safe and secure maintenance of all related records and data
- demonstrate respect for the variety of different approaches to mentoring/coaching and other individuals in the profession.
- never represent the work and views of others as their own.
- ensure that any claim of professional competence, qualifications or accreditation is clearly and accurately explained to potential clients and that no false or misleading claims are made or implied in any published material.

## Breaches of the Code

EMCC members will at all times represent mentoring/coaching in a way which reflects positively on the profession.

Where a client or sponsor believes that a member of the EMCC has acted in a way which is in breach of this Ethical Code, they should first raise the matter and seek resolution with the member concerned. Either party can ask the EMCC to assist in the process of achieving resolution.

If the client or sponsor remains unsatisfied they are entitled to make a formal complaint. Complaints will be dealt with according to the EMCC's 'Complaints and Disciplinary Procedure'. EMCC members will provide a copy of this document upon request. A copy can also be obtained by emailing one's local accreditation manager (if place of residence is in Belgium, France, Germany, Luxembourg, the Netherlands, Switzerland or the UK), or the EMCC accreditation manager (all other countries):

EMCC-BE:	BE.accreditation@emccouncil.org
EMCC-CH:	CH.president@emccouncil.org
EMCC-DE:	DE.accreditation@emccouncil.org
EMCC-FR:	FR.accreditation@emccouncil.org
EMCC-LU:	LU.accreditation@emccouncil.org
EMCC-NL:	NL.accreditation@emccouncil.org
EMCC-UK:	UK.AccreditationServicesManager@emccouncil.org

All other countries: EMCC.accreditation@emccouncil.org

In the event that a complaint should be made against an EMCC member, that member must co-operate in resolving such a complaint.

EMCC members will confront a colleague when they have reasonable cause to believe they are acting in an unethical manner and, failing resolution, will report that colleague to the EMCC.

# APPENDIX 3. Further Guidance on the Reflective Log

Depending on the level at which you are practising, we expect a differing level of reflection, learning and application. To help guide you to complete your reflective log at the depth appropriate to the level you are applying for, we have summarised our expectations below.

### ALL Levels

It is advised that in writing your reflective logs you are guided by the stages of the learning cycle, namely describing what you did, thought and felt, your reflections on this, the conclusions you draw from this, what you planned to do, what you then did and your reflections on this.

### Practitioner

You demonstrate application of learning to everyday, routine activities and show greater understanding of underpinning knowledge.

### Senior Practitioner

You demonstrate learning and are able to analyse and synthesise your understanding making comparisons between theoretical frameworks and application in relation to your own model of practice.

### Examples of reflection

Below are a number of examples taken from previous applications that provide examples of reflections that are broadly adequate, and others that fail to demonstrate the required level of reflection. They are intended to demonstrate this, not to guide you in how you present your reflection.

### Examples of reflection on client work

#### Good example

The example below shows a clear reflection on specific examples of client work, a desire to make sense of what happened and importantly, evidence of how this has been subsequently applied to practice. The level of learning shown here is likely to meet the Practitioner criteria.

DATE	CLIENT NAME / EVENT	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
October 2009	121 coaching session	<p>Working with a client I found myself feeling quite judgemental about their behaviour and underlying beliefs, Whilst my feelings were kept hidden from the client, my thoughts were very distracting and prevented me from listening with real depth. There is also the risk that my own feelings could have an impact on the client.</p> <p>When faced with a similar situation I was able to recognise earlier on what was happening for me internally, and then I used strategies to step away from my distracting thoughts and to focus objectively on helping the client explore their behaviour and beliefs.</p> <p>While it is perhaps likely I will always experience judgemental feelings/thoughts I now have greater confidence of a raised awareness and ability to manage these internal experiences.</p>	<p>Understanding self CIs:1, 35, 74</p> <p>Building the relationship CIs: 10</p>

### Poor example

The example below is not satisfactory because the comments and examples are generic. There is little depth to the reflection and therefore provides no evidence of learning; stating that you intend to do something based on the reflection is not adequate. You must show how you have specifically applied your learning.

DATE	CLIENT NAME / EVENT	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
October 2009	121 coaching session	Sometimes when working with a client I find myself feeling quite judgemental about their behaviour and underlying beliefs. Whilst my feelings are kept hidden from my clients, my thoughts tend to be very distracting.  Whilst it is perhaps likely I will always experience judgemental feelings/thoughts, I am now able to recognise that I need to tackle this.	Understanding self CIs: 1, 35, 74  Building the relationship CIs: 10

### Examples of reflection on client feedback

#### Good example

This example shows a good level of reflection as well as how this has been subsequently applied.

DATE	CLIENT NAME / EVENT	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
Sept - Nov 2009	AB, CD, EF	My evaluation forms from these clients show my lowest rated score was on how I reviewed action points from previous sessions. (7/10 on all three forms) On reflecting, I believe that I have avoided focusing on previous agreed actions because I felt I had less knowledge and experience and I was doubting my ability to manage the process The consequence of this was that I didn't challenge clients commitment and motivation to their goals and actions.  With a subsequent similar client, I noticed several occasions where actions agreed, relating to one of their coaching goals, was not followed through. Rather than ignoring this I offered my observation of this and encouraged the client to talk about what this may mean. It enabled the client to explore some values and beliefs linked to that goal, which were impacting on their motivation towards it. With subsequent clients I now ensure enough time is spent on establishing real commitment and motivation to goals. I need to tackle this.	Outcome & action orientation CIs: 22, 27, 65

#### Poor example

This example shows low levels of reflection and a vague description of application

DATE	CLIENT NAME / EVENT	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
Sept - Nov 2009	AB, CD, EF	My evaluation forms from these clients show my lowest rated score was on how I reviewed action points from previous sessions. (7/10 on all three forms)  I now ensure enough time is spent on reviewing previous action at the beginning of each session	Outcome & action orientation CIs: 22, 27, 65

## Examples of reflection on CPD

### Good example

Specific reflections have been used and examples of how it has been applied have been given.

DATE	CLIENT NAME / EVENT	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
14.2.10	Diversity workshop (see certificate of attendance, appendix 8)	Realised my ignorance of different cultural norms was preventing me from acknowledging and working with difference in my coaching practice. I was ignoring differences for fear of offending my clients.  Now talk openly with clients where appropriate about impact of differences. Recently I worked with a female Sikh client and felt confident to explore the effect of family expectations on her career. I am now more open to ask questions and to recognise that I am still learning	Understanding self CIs: 2, 35

### Poor example

This evidence does not indicate learning or application.

DATE	CLIENT NAME / EVENT	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
14.2.10 4 hours	Diversity workshop	Found the workshop very interesting and informative  Will be mindful of this in my practice	Understanding self CIs: 2, 35

## Examples of reflection on Supervision

### Good example

DATE	TYPE	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
15.2.10 1hour	Group	Learnt that I hadn't been challenging a client who I dislike. I'd been avoiding possible conflict with him. I was feeling ineffective and our sessions seemed very superficial and lacking impact.  At our next session I shared my thoughts about his commitment to the sessions. For the first time he really opened up about his frustrations at work and at being 'sent' for coaching.	Enabling insight and learning CIs: 20,39

### Poor example

DATE	TYPE	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
15.2.10 1 hour	Group	I didn't like the client much and so I wasn't very challenging of them.  I decided to be more challenging with him – it seemed to help.	Enabling insight and learning CIs: 20,39

## APPENDIX 4. EMCC COMPETENCE FRAMEWORK

There are four levels of mentoring/coaching accreditation. *Please note:* As an ICF credentialed EMCC member, you are eligible to apply for the EIA at Practitioner and Senior Practitioner level only. All levels are included in the table below, for reference purposes.

Foundation	Practitioner	Senior Practitioner	Master Practitioner
<p>Individuals with an understanding of the practice of mentoring/coaching and having the core skills of mentoring/coaching</p> <p>Likely to be working with others using mentoring/coaching conversations to support and encourage development of skills/performance</p> <p>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</p>	<p>Mentors/coaches who may 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</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 mentors and coaches who draw on a range of models and frameworks</p> <p>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 mentors/coaches 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 mentor/coach 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 mentors and coaches</li> <li>- education of other mentors and coaches</li> <li>- developing the work of a recognised mentoring/coaching professional body</li> </ul>

## Eight mentoring/coaching competence categories

*Please note:* As an ICF credentialed EMCC member, you are only required to provide evidence for following four the competence categories:

- Understanding Self
- Commitment to Self-Development
- Use of Models and Techniques
- Evaluation

The full EMC Competence Framework is included for reference purposes

### 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

Skillfully 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. 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
<p><b>Understanding Self</b></p> <p>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</p>	<p>behaves in a manner that facilitates the mentoring/coaching process (1)</p> <p>manages issues of diversity in their mentoring/coaching practice (2)</p> <p>describes their own values, beliefs and attitudes that guide their mentoring/ coaching practice (3)</p> <p>behaves in alignment with their values and beliefs (4)</p>	<p>builds self-understanding based on an established model of human behaviour and rigorous reflection on practice (34)</p> <p>identifies when their internal process is interfering with client work and adapts behaviour appropriately (35)</p> <p>responds to client's emotions without becoming personally involved (36)</p>	<p>builds self-understanding based on a range of theoretical models and structured input from external sources with rigorous reflection on experience and practice (73)</p> <p>proactively manages own 'state of mind' to suit the needs of the client (74)</p>	<p>synthesises insights derived from extensive exploration of theoretical models and personal evidence (96)</p> <p>accounts for moment by moment decisions during their practice (97)</p> <p>critically reflects on practitioner paradigms and their impact on clients and client systems (98)</p>
<p><b>Commitment to Self-Development</b></p> <p>Explores and improves the standard of their practice and maintains the reputation of the profession</p>	<p>practises and evaluates their mentoring/coaching skills (5)</p>	<p>demonstrates commitment to personal development through deliberate action and reflection (37)</p> <p>participates in regular supervision in order to develop their practice (38)</p> <p>evaluates the effectiveness of supervision (39)</p>	<p>continuously reviews, reflects on and updates personal beliefs, attitudes and skills to improve their mentoring/ coaching (75)</p> <p>proactively identifies gaps in skills, knowledge and attitudes and uses a structured process to meet learning needs (76)</p> <p>selects relevant themes, ideas and models to explore and develop their practice (77)</p> <p>translates new learning into practice and evaluates (78)</p>	<p>keeps up to date with and evaluates research and thinking on mentoring/ coaching (99)</p> <p>invites feedback from peers by demonstrating their practice before them (100)</p>

Competence Category	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p><b><i>Managing the Contract</i></b></p> <p>Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client and, where appropriate, with sponsors</p>	<p>explains their role in relation to the client (6)</p> <p>explains the benefits of mentoring/coaching both for the client and in relation to the client's context (7)</p> <p>agrees appropriate levels of both confidentiality and communication to others (8)</p> <p>manages the conclusion of the conversation (9)</p>	<p>follows the EMCC professional code of ethics or an equivalent (40)</p> <p>establishes and manages a clear contract for the mentoring/coaching with the client and, where relevant, with other stakeholders (41)</p> <p>agrees a framework for scheduling when, where and how often the sessions will take place (42)</p> <p>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 (43)</p> <p>recognises boundaries of own competence and advises the need to refer on and possibly conclude contract (44)</p> <p>recognises when client is unable to engage in mentoring/coaching work and takes appropriate action (45)</p> <p>works effectively with client preferences and, where relevant, policies and procedures of the sponsoring organisation (46)</p> <p>manages the conclusion of the contract (47)</p>	<p>establishes an ethically based mentoring/coaching contract in ambiguous and / or conflicted circumstances with the client (and with sponsors where relevant) (79)</p>	<p>identifies clients who may have an emotional or therapeutic need which is beyond their professional capability to work with safely (101)</p> <p>supports client in self-referring to specialised agencies /sources when needed (102)</p> <p>recognises when clients have a need outside of safe and contracted boundaries and takes appropriate action (103)</p>

Competence Category	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p><b><i>Building the Relationship</i></b></p> <p>Skillfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor</p>	<p>explains how own behaviours can affect the mentoring/coaching process (10)</p> <p>treats all people with respect and maintains client's dignity (11)</p> <p>describes and applies at least one method of building rapport (12)</p> <p>uses language appropriate to the client (13)</p> <p>develops trust through keeping commitments and being non-judgemental with client (14)</p>	<p>demonstrates empathy and genuine support for the client (48)</p> <p>ensures requisite level of trust has been established for effective mentoring/ coaching (49)</p> <p>recognises and works effectively with client's emotional state(s) (50)</p> <p>adapts language and behaviour to accommodate client's style while maintaining sense of self (51)</p> <p>ensures client's non dependence of the mentor/ coach (52)</p>	<p>attends to and works flexibly with the client's emotions, moods, language, patterns, beliefs and physical expression (80)</p>	<p>demonstrates a high level of attentiveness and responsiveness to the client in the moment while holding responsibility for working towards outcomes (104)</p>

Competence Category	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p><b><i>Enabling Insight and Learning</i></b></p> <p>Works with the client and sponsor to bring about insight and learning</p>	<p>demonstrates belief in helping others to develop (15)</p> <p>believes that others learn best for themselves (16)</p> <p>checks thoroughly for understanding (17)</p> <p>uses an active listening style (18)</p> <p>explains the principles of questioning and at least one framework (19)</p> <p>offers feedback in an appropriate style (20)</p> <p>offers advice and ideas only when appropriate (21)</p>	<p>explains potential blocks to effective listening (53)</p> <p>is alert to tone and modularity as well as to explicit content of communication (54)</p> <p>identifies patterns of client thinking and actions (55)</p> <p>enables client to make connections between feelings, behaviours and their performance (56)</p> <p>uses a range of questioning techniques to raise awareness (57)</p> <p>enables client to create new ideas (58)</p> <p>uses feedback and challenge at appropriate times to help client gain different perspectives, while maintaining rapport (59)</p> <p>remains impartial when encouraging the client to consider alternatives (60)</p> <p>uses reviews to deepen understanding and commitment to action (61)</p>	<p>uses a range of techniques to raise awareness, encourage exploration and deepen insight (81)</p> <p>uses feedback and challenge effectively to increase awareness, insight and responsibility for action (82)</p> <p>listens at a deeper level (83)</p> <p>flexible in applying a wide range of questions to facilitate insight (84)</p> <p>uses language to help client reframe or challenge current thinking/understanding (85)</p> <p>applies a systems perspective to building understanding and insight (86)</p> <p>recognises the uncertainties, possibilities and constraints of the client's situational context and helps client to appreciate their impact (87)</p>	<p>supports clients effectively with their increasingly complex range of needs (105)</p> <p>enables significant and fundamental shifts in thinking and behaviour (106)</p> <p>adapts approach / technique in the moment in response to client information, while also holding a focus on outcomes (107)</p>

<b>Competence Category</b>	<b>Foundation Capability Indicators</b>	<b>Practitioner Capability Indicators</b>	<b>Senior Practitioner Capability Indicators</b>	<b>Master Practitioner Capability Indicators</b>
<p><b><i>Outcome and Action Orientation</i></b></p> <p>Demonstrates approach, and uses the skills, in supporting the client to make desired changes</p>	<p>assists client to clarify and review their desired outcomes and to set appropriate goals (22)</p> <p>ensures congruence between client's goals and the context they are in (23)</p> <p>explores a range of options for achieving the goals (24)</p> <p>ensures the client chooses solutions (25)</p> <p>keeps appropriate notes (26)</p> <p>reviews progress and learning (27)</p> <p>ensures the client leaves the session enabled to use new ideas and learning (28)</p>	<p>assists clients to effectively plan their actions including appropriate: support, resourcing and contingencies (62)</p> <p>helps client to develop and identify actions that best suit their personal preferences (63)</p> <p>ensures client is taking responsibility for their own decisions, actions and learning approach (64)</p> <p>helps client identify potential barriers to applying actions (65)</p> <p>describes and applies at least one method of building commitment to outcomes, goals and actions (66)</p> <p>reviews progress and achievement of outcomes and goals and revises as appropriate (67)</p>	<p>encourages client to explore wider context and impact of desired outcomes (88)</p> <p>draws on a range of diverse techniques and methods to facilitate achievement of outcomes (89)</p> <p>describes and applies a range of methods for building commitment to outcomes, goals and actions (90)</p> <p>helps client explore their approach to change (91)</p> <p>works effectively with resistance to change (92)</p>	
<p><b><i>Use of Models and Techniques</i></b></p> <p>Applies models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning</p>	<p>bases approach on a model or framework of mentoring/coaching (29)</p>	<p>develops a coherent model of mentoring/coaching based on one or more established models (68)</p> <p>uses several established tools and techniques to help the client work towards outcomes (69)</p> <p>explains and works with models from client's context (70)</p>	<p>connects various models and new ideas into their own model (93)</p> <p>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)</p>	<p>demonstrates own unique approach to mentoring/coaching based on critical evaluation of accepted models and learning from own practice and supervision (108)</p> <p>formulates own tools and systems to improve effectiveness (109)</p>

<b>Competence Category</b>	<b>Foundation Capability Indicators</b>	<b>Practitioner Capability Indicators</b>	<b>Senior Practitioner Capability Indicators</b>	<b>Master Practitioner Capability Indicators</b>
<p><b>Evaluation</b></p> <p>Gathers information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes</p>	<p>evaluates outcomes with client (and stakeholders if relevant) (30)</p> <p>monitors and reflects on the effectiveness of the whole process (31)</p> <p>requests feedback from client on mentoring/coaching (32)</p> <p>receives and accepts feedback appropriately (33)</p>	<p>uses a formal feedback process from the client (71)</p> <p>has own processes for evaluating effectiveness as a mentor/coach (72)</p>	<p>establishes rigorous evaluation processes with clients and stakeholders (95)</p>	<p>critiques diverse approaches to evaluation of mentoring/coaching (110)</p> <p>participates in building knowledge on evaluating mentoring/coaching (111)</p> <p>uses knowledge gained to comment on themes, trends and ideas related to evaluation processes, mentoring/coaching processes and client themes (112)</p>