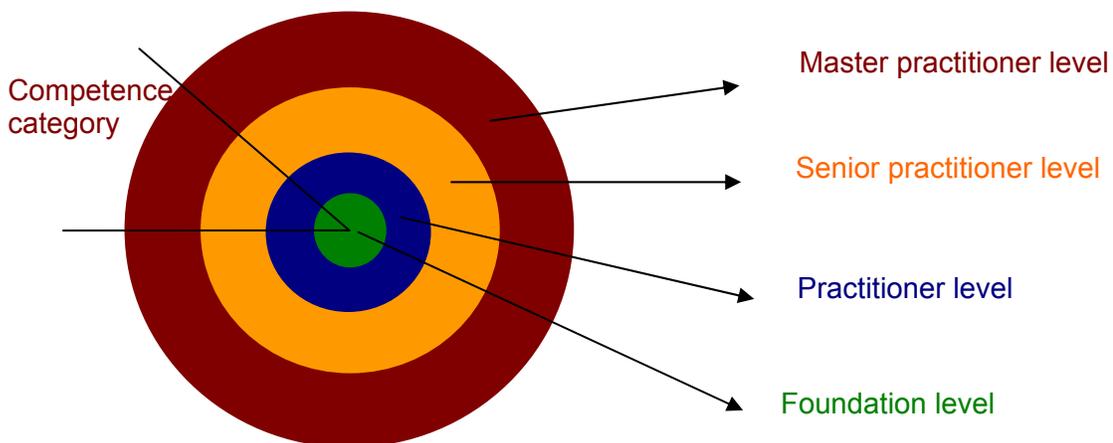
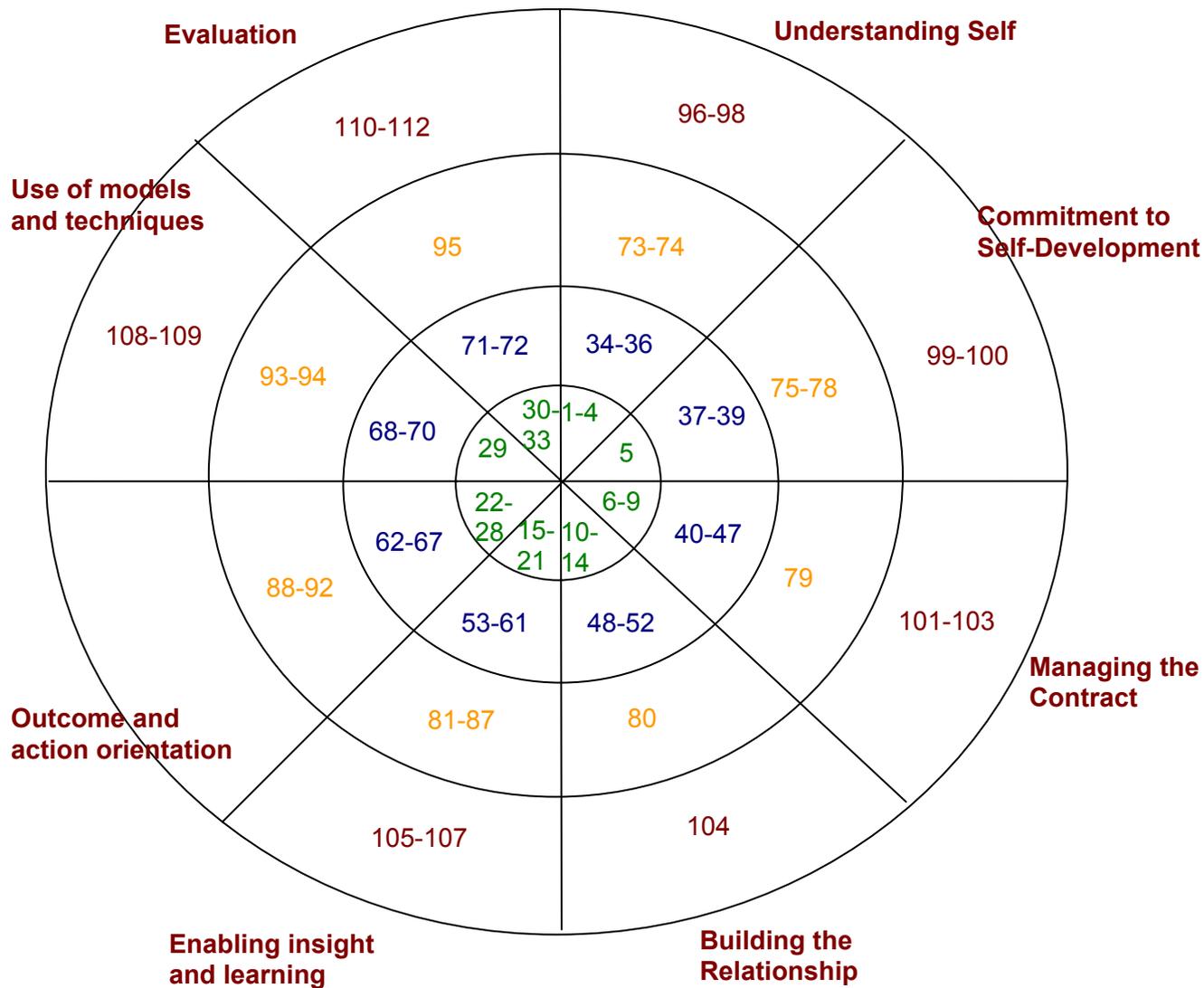


# EMCC Capacity Indicators (CI)



## FOUNDATION LEVEL

### Understanding self

1. behaves in a manner that facilitates the coaching/mentoring process
2. manages issues of diversity in their coaching/mentoring practice
3. describes their own values, beliefs and attitudes that guide their coaching/mentoring practice
4. behaves in alignment with their values and beliefs

### Commitment to Self-Development

5. practises and evaluates their coaching/mentoring skills

### Managing the contract

6. explains their role in relation to the client
7. explains the benefits of coaching/mentoring both for the client and in relation to the client's context
8. agrees appropriate levels of both confidentiality and communication to others
9. manages the conclusion of the conversation

### Building the relationship

10. explains how own behaviours can affect the coaching/mentoring process
11. treats all people with respect and maintains client's dignity
12. describes and applies at least one method of building rapport
13. uses language appropriate to the client
14. develops trust through keeping commitments and being non-judgemental with client

### Enabling insight and learning

15. demonstrates belief in helping others to develop
16. believes that others learn best for themselves
17. checks thoroughly for understanding
18. uses an active listening style
19. explains the principles of questioning and at least one framework
20. offers feedback in an appropriate style
21. offers advice and ideas only when appropriate

### Outcome and Action Orientation

22. assists client to clarify and review their desired outcomes and to set appropriate goals
23. ensures congruence between client's goals and the context they are in
24. explores a range of options for achieving the goals
25. ensures the client chooses solutions
26. keeps appropriate notes
27. reviews progress and learning
28. ensures the client leaves the session enabled to use new ideas and learning

### Use of Models and Techniques

29. bases approach on a model or framework of coach-mentoring

### Evaluating

30. evaluates outcomes with client (and stakeholders if relevant)
31. monitors and reflects on the effectiveness of the whole process
32. requests feedback from client on coaching/mentoring
33. receives and accepts feedback appropriately

## **PRACTITIONER LEVEL**

### **Understanding self**

- 34. builds self-understanding based on an established model of human behaviour and rigorous reflection on practice
- 35. identifies when their internal process is interfering with client work and adapts behaviour appropriately
- 36. responds to client's emotions without becoming personally involved

### **Commitment to Self-Development**

- 37. demonstrates commitment to personal development through deliberate action and reflection
- 38. participates in regular supervision in order to develop their practice
- 39. evaluates the effectiveness of supervision

### **Managing the contract**

- 40. follows the EMCC professional code of ethics or an equivalent
- 41. establishes and manages a clear contract for the coaching/mentoring with the client and, where relevant, with other stakeholders
- 42. agrees a framework for scheduling when, where and how often the sessions will take place
- 43. describes own coaching/mentoring process and style to client so that client is empowered to make an informed decision to go ahead with coaching/mentoring
- 44. recognises boundaries of own competence and advises the need to refer on and possibly conclude contract
- 45. recognises when client is unable to engage in coaching/mentoring work and takes appropriate action
- 46. works effectively with client preferences and, where relevant, policies and procedures of the sponsoring organisation
- 47. manages the conclusion of the contract

### **Building the relationship**

- 48. demonstrates empathy and genuine support for the client
- 49. ensures requisite level of trust has been established for effective coaching/mentoring
- 50. recognises and works effectively with client's emotional state(s)
- 51. adapts language and behaviour to accommodate client's style while maintaining sense of self
- 52. ensures client's non dependence of the coach/mentor

### **Enabling insight and learning**

- 53. explains potential blocks to effective listening
- 54. is alert to tone and modularity as well as to explicit content of communication
- 55. identifies patterns of client thinking and actions
- 56. enables client to make connections between feelings, behaviours and their performance
- 57. uses a range of questioning techniques to raise awareness
- 58. enables client to create new ideas
- 59. uses feedback and challenge at appropriate times to help client gain different perspectives, while maintaining rapport
- 60. remains impartial when encouraging the client to consider alternatives
- 61. uses reviews to deepen understanding and commitment to action

### **Outcome and Action Orientation**

- 62. assists clients to effectively plan their actions including appropriate: support, resourcing and contingencies
- 63. helps client to develop and identify actions that best suit their personal preferences
- 64. ensures client is taking responsibility for their own decisions, actions and learning approach
- 65. helps client identify potential barriers to applying actions
- 66. describes and applies at least one method of building commitment to outcomes, goals and actions
- 67. reviews progress and achievement of outcomes and goals and revises as appropriate

### **Use of Models and Techniques**

- 68. develops a coherent model of coaching/mentoring based on one or more established models
- 69. uses several established tools and techniques to help the client work towards outcomes
- 70. explains and works with models from client's context

### **Evaluating**

- 71. uses a formal feedback process from the client
- 72. has own processes for evaluating effectiveness as a coach/mentor

## SENIOR PRACTITIONER LEVEL

### Understanding self

- 73. builds self-understanding based on a range of theoretical models and structured input from external sources with rigorous reflection on experience and practice
- 74. proactively manages own 'state of mind' to suit the needs of the client

### Commitment to Self-Development

- 75. continuously reviews, reflects on and updates personal beliefs, attitudes and skills to improve their coaching/mentoring
- 76. proactively identifies gaps in skills, knowledge and attitudes and uses a structured process to meet learning needs
- 77. selects relevant themes, ideas and models to explore and develop their practice
- 78. translates new learning into practice and evaluates

### Managing the contract

- 79. establishes an ethically based coaching/mentoring contract in ambiguous and / or conflicted circumstances with the client (and with sponsors where relevant)

### Building the relationship

- 80. attends to and works flexibly with the client's emotions, moods, language, patterns, beliefs and physical expression

### Enabling insight and learning

- 81. uses a range of techniques to raise awareness, encourage exploration and deepen insight
- 82. uses feedback and challenge effectively to increase awareness, insight and responsibility for action
- 83. listens at a deeper level
- 84. flexible in applying a wide range of questions to facilitate insight
- 85. uses language to help client reframe or challenge current thinking/understanding
- 86. applies a systems perspective to building understanding and insight
- 87. recognises the uncertainties, possibilities and constraints of the client's situational context and helps client to appreciate their impact

### Outcome and Action Orientation

- 88. encourages client to explore wider context and impact of desired outcomes
- 89. draws on a range of diverse techniques and methods to facilitate achievement of outcomes
- 90. describes and applies a range of methods for building commitment to outcomes, goals and actions
- 91. helps client explore their approach to change
- 92. works effectively with resistance to change

### Use of Models and Techniques

- 93. connects various models and new ideas into their own model
- 94. 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

### Evaluating

- 95. establishes rigorous evaluation processes with clients and stakeholders

## **MASTER PRACTITIONER LEVEL**

### **Understanding self**

- 96. synthesises insights derived from extensive exploration of theoretical models and personal evidence
- 97. accounts for moment by moment decisions during their practice
- 98. critically reflects on practitioner paradigms and their impact on clients and client systems

### **Commitment to Self-Development**

- 99. keeps up to date with and evaluates research and thinking on coaching/mentoring
- 100. invites feedback from peers by demonstrating their practice before them

### **Managing the contract**

- 101. identifies clients who may have an emotional or therapeutic need which is beyond their professional capability to work with safely
- 102. 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

### **Building the relationship**

- 104. demonstrates a high level of attentiveness and responsiveness to the client in the moment while holding responsibility for working towards outcomes

### **Enabling insight and learning**

- 105. 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

### **Outcome and Action Orientation**

#### **Use of Models and Techniques**

- 108. demonstrates own unique approach to coaching/mentoring based on critical evaluation of accepted models and learning from own practice and supervision
- 109. formulates own tools and systems to improve effectiveness

#### **Evaluating**

- 110. critiques diverse approaches to evaluation of coaching/mentoring
- 111. participates in building knowledge on evaluating coaching/mentoring
- 112. uses knowledge gained to comment on themes, trends and ideas related to evaluation processes, coaching/mentoring processes and client themes