



Membership Criteria and Standards of Competence Portfolio Committee

Contents

The document includes the following sections

1. An **Overview** providing an overview of the work, detailing the purpose of the committee, the process followed and the implementation process
2. The **Assessment Framework** summarising what factors and assessment tools are used to measure each level of membership.
3. The **Membership Criteria** illustrating what criteria will apply to each level of membership.
4. The **Membership Path** showing the path which members can follow from being an Associate Member, Practitioner Coach/Mentor, Certified Coach/Mentor through to a Master Coach/Mentor.
5. The **Competency Framework** made up of the Core Competencies and the Measurable Outcomes of the competencies.

NB: Where the term Coach/Mentor is used, it should be read to mean a person is practising as either a Coach or a Mentor, or sometimes both. Nothing in this document should be read as prescribing whether a person should term themselves öCoach, öMentorö or öCoach/Mentorö

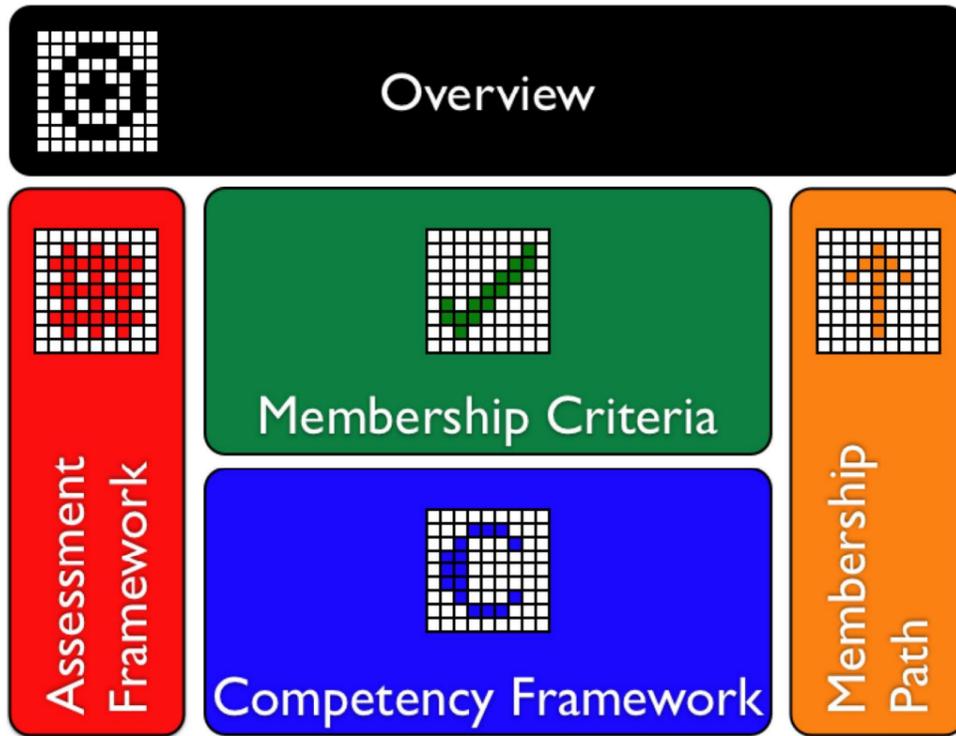
Appreciation

Thank you to the core portfolio committee members as well as COMENSA membership whose work is represented here.

Dale Williams	Marianna Meyer	Penny Abbott
Dennis Jackson	Mary-Joe Emde	Rob de Nier
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Overview

Introduction

For COMENSA to be a credible professional body of coaches and mentors in South Africa, membership needs to have meaning, both for members and for stakeholders of coaching & mentoring.

At the very least, Practitioner Membership of COMENSA must mean that the Practitioner is qualified in line with how they present themselves, has appropriate experience and agrees to be bound by the ethical standards of COMENSA.

COMENSA being an inclusive body welcomes members from business, Coach/Mentor training and academic organisations together with individuals who are merely interested in coaching/mentoring but don't want to be a Practitioner.

Construction Process

The conversation for defining membership started in parallel with the creation of COMENSA. Following the launch on the organisation in 2006 and the first AGM in September 2006 formal Portfolio Committees were established to deal with the core issues relating to COMENSA's existence as a professional body for coaches and mentors in South Africa. Specifically the Membership Criteria and Standards of Competence Portfolio Committee (MCSCC) was formed to deal with the construction of membership criteria.

A number of invitations were extended to all COMENSA members inviting participation in the committee. A number of people stepped forward and volunteered, some to be actively involved and others to follow the progress of the committee. An e-Mail distribution list was established to ensure open and inclusive communication with all of these parties.

A core group of members drove the process. All minutes of meetings and documents that were generated by the core group were circulated to all interested parties throughout the process. Numerous invitations were extended to people outside the core group to submit input. Where received this input was incorporated into the process.

Finally a draft document was submitted to COMENSA's national EXCO in August 2007 and a consultation process and workshops were held with membership across the country to ensure feedback is collected. This feedback has now been incorporated into the final document which this represents.

This document represents the ultimate input from all members and discussions at EXCO. While it is obviously not cast in stone, it represents a stake in the ground for our members and COMENSA and will serve as a benchmark for future improvements.

Consultation Period

The history so far: The draft standards and membership criteria were tabled at COMENSA's national AGM in September 2007. This initiated a period of consultation with members, during which the standards and criteria were explained to members in detail, and members were encouraged to submit comments on the standards and criteria.

Much input was received, and the result is this document. This document will be signed off by EXCO and published as the basis for membership standards and criteria around which the rest of COMENSA's activities are performed.

Current: The framework is regarded as work in progress, with further membership consultation after the national AGM in May 2010. Details of the window, criteria and process of consultation are to be made available to membership in June 2010.

Implementation Process

The standards and levels of competency, as explained in this document, will be phased in as a professionalisation process. This framework will to a large degree guide the professionalisation of COMENSA coaches/mentors. To this end the Membership Criteria and Standards of Competence Committee is to explore potential collaborations for the professionalisation process which will entail the credentialing of coaches and mentors.

Phasing – in Period

It is envisaged that the standards and membership criteria framework, applicable to all members once ratified, will be implemented by EXCO through structures decided on by COMENSA, the first phase having been completed as members in good standing (membership fees paid) are deemed Practitioner Coaches with the signing of the Code of Ethics.

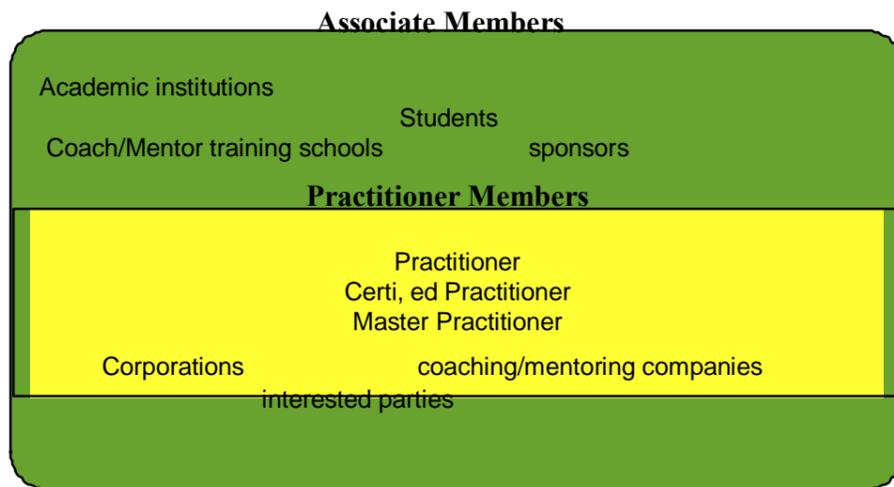
EXCO is to initiate a phasing-in period as part of the professionalisation process; investigation of potential pathways to this end to be undertaken after the national AGM in May 2010.

Membership Categories

COMENSA recognises two categories of membership who both have equal rights:

- Associate Members (entry levels of practitioner membership do not apply)
- Practitioner Members (different entry levels of practitioner membership apply)

This is illustrated in the diagram below:



Practitioner members fall into three categories:

- Practitioners
- Certified Practitioners
- Master Practitioners

The criteria for each membership category are included in the Membership Criteria section (p8).

Membership Paths

There are various possible routes to get from one category of membership to another. These are described in the Membership Paths section.

Competency Framework

COMENSA takes the view that the core competencies for coaches and mentors are common. COMENSA intends to support without prescription coaching and mentoring programmes by setting out clearly the various levels of competencies required for effective delivery.

This is described in more detail in the Competency Framework Section.

Assessment Framework used for Accreditation

COMENSA is to investigate pathways for credentialing of coaches/mentors and the accreditation of training institutions. The Assessment Framework describes the responsibilities for assessment.



Assessment Framework

LEVELS	FACTORS	CRITERIA FOR CATEGORY				ASSESSMENT TOOL
		ASSOCIATE MEMBER	PRACTITIONER	CERTIFIED PRACTITIONER	MASTER PRACTITIONER	
ETHICS	Integrity Respect	COMENSA code of ethics				Signature
KNOWLEDGE AND INSIGHT	Education Coach/ Mentor Training, Supervision Personal Coaching & mentoring	See Membership Criteria	See Membership Criteria	See Membership Criteria	See Membership Criteria	To be advised (TBA)
COMPETENCIES	Work Experience	See Competence Framework	See Competence Framework	See Competence Framework	See Competence Framework	TBA
	Practitioner Experience	See Competence Framework	See Competence Framework	See Competence Framework	See Competence Framework	TBA
DEVELOPMENT LEVEL	Personal experience					TBA
	Life Experience	Achievement				TBA
	Professional Development	CPD and achievements				TBA



Membership Criteria

Entry Levels for Practitioner Membership

Membership Level		Coach/Mentor Training/Qualifications	Coaching/Experience Mentoring hours ever	Coaching/Mentoring Model or Approach	Supervision	Client Testimonials	Testimonials	Dossier	Core Competencies	Work Experience	Evaluation Of skills
Trained in Coaching	Practitioner	6months evidenced Training/ 50hours of Evidenced experiential Learning	100h	In Training	In Training >3h	5	N/A	No	Yes, for Practitioner	N/A	In training
	Certified Practitioner	12 months evidenced Training/ 100 hours of Evidenced experiential Learning	250h	In Training	In Training >5h	5	N/A	Yes	Yes, for Certified Practitioner	N/A	In training
	Master Certified Practitioner	24 months evidenced Training/ 200 hours of Evidenced experiential Learning	500h	In Training	In Training >10h	5	N/A	Yes	Yes, for Master Practitioner	N/A	In training
Proposed Recognition of Prior Learning (To follow in separate Document)	Practitioner	RPL	100h	Describe, Apply, Evaluate	Evidence Based Support	5	2	Yes	Yes, for Practitioner	5Y	Evaluation of observed/ recorded Coaching/Mentoring session
	Certified Practitioner	RPL	250h	Describe, Apply, Evaluate	Evidence Based Support	5	2	Yes	Yes, for Certified Practitioner	7Y	Evaluation of observed/ recorded Coaching/Mentoring session
	Master Certified Practitioner	RPL	500h	Describe, Apply, Evaluate	Evidence Based Support	5	2	Yes	Yes, for Master Practitioner	10Y	Evaluation of observed/ recorded Coaching/Mentoring session

Clarifying Notes in Membership Framework:

Numbers and Quantities

All requirements above indicate the MINIMUM requirement for each category.

Trained in coaching/Mentoring, Coaching Model/ Mentoring Approach/Supervision / Evaluation of skills

Within all of the above headings the Coach/Mentor should be able to demonstrate that the particular training institute did indeed include these areas in their training programme. These areas will form part of the requirements for any Coach/Mentor training programme to be accredited through COMENSA.

RPL-Coach/Mentor training

In-house training refers to any Coach/Mentor training the Coach/Mentor engaged with within the organisation the coach/mentor worked/trained in.

Dossier (for Master practitioner) should consist of:

- CPD data giving factual evidence and point data and details of a plan for further personal and professional development
- Explanation of preferred coaching model or Mentoring Approach
- Notes and/or report from supervisor or mentor incl. level of excellence reached
- Experience with clients, incl. number of clients, type of client and frequency of meetings
- Percentage of income generated by coaching/mentoring and number of hours spend on coaching/mentoring out of total available hours
- 5 case studies which should deal with: problem analysis, process or work method used, effect of outcome on coachee/mentee, professional reflection and conclusions
- Experience with supervision

To retain/renew membership: Continuous Professional Development (CPD)

(Modified and adapted from the HPCSA's CPD requirements)

An integral part of the membership criteria relies on the Continuous Professional Development (CPD) of all members.

CPD will be measured in continuing education units (CEU's).

Every practitioner will need to maintain an official **Individual CPD Activity Record** that shall include the following:

- The name and COMENSA registration number of the practitioner;
- The name of the Training Institute or activity
- The topic of the activity;
 - The level of the activity;
 - The number of CEUs; and
 - The attendance/completion date.

This record is the only data collection required by individual practitioners. It should be duly completed so that it accurately reflects a Coach/Mentor's CPD activities for the previous 24 months. This is the record that will be required for a compliance check should the practitioner be drawn in the audit sample.

CONTINUING EDUCATION UNITS (CEUs)

Every registered practitioner will be required to accumulate **30 CEUs** per 12 month period.

Accrued CEUs for CPD activities will be valid for a period of 24 months (from the date the activity took place or ended) hence the required maximum number of CEUs to cover this period will be 60. CEU's will have a "shelf life" of 24 months. As such, a Coach/Mentor practitioner would be able to build up a foundation of 60 units over a period of 2 years, and thereafter top up with CEU's as they expire. By the time of the renewal of membership (every 2 years) evidence of CPD should accompany application.

CATEGORIES OF LEARNING ACTIVITIES

There are three levels of activities:

1. Activities with non-measurable outcomes (**level1**)
2. Activities with measurable outcomes (**level2**)
3. Activities associated with formally structured learning programmes (**level3**)

CEU's required (30 per 12 month period) are the same for all levels of practitioner membership. The yearly CEU's can be achieved through any or all of the levels of CPD thus including activities with non-measurable outcomes, those with measurable outcomes, and those associated with formally structured learning. As long as a total of 30 CEU's are accumulated per year it does not matter from which level it is accessed.

Level 1

Activities that do not have a clearly measurable outcome:

They are presented on a once off non-continuous basis.

CEUs are allocated according to time: **1 CEU per hour to a maximum of 8 CEUs per day.**

Presenters of such activities can be allocated double CEUs: if attendee receives one CEU, presenters can get two CEUs excluding presenters at large group activities that would be allocated CEUs from level 2.

These activities include:

1. One-on-One

Personal development: personal coaching/therapy/mentoring/supervision *received*

2. Small groups (Attendance)

- Breakfast meetings or presentations;
- Case study discussions;
- Formally organised special purpose teaching/learning groups
- Formally organised special purpose lectures that are not part of a business meeting;
- Mentoring and supervision activities that are specific to certain professions e.g. personal coaching or organisational coaching

3. Large groups (Attendance)

Conferences, symposia, refresher courses, short courses without a measurable outcome, international conferences

Level 2

Education, Training, Research and Publications.

This includes activities that have an outcome but do not constitute a full year of earned CEUs.

Presenters/Co-presenters can only claim once for CEUs if the same presentation is given more than once.

LEVEL2 CEUs

1	Principal author of a peer reviewed publication or chapter in a book	30
2	Review of an article/chapter in a book/journal	15
3	Co-author of a peer reviewed publication or chapter in a book	20
4	The practitioner needs to demonstrate how she/he is working towards a scientific-practitioner model: a. Reflecting on and assessing own coaching/mentoring approach and/or model (On COMENSA/research website or any other means)	20 per paper
	b. Building, noting and sharing evidence on the effect of coaching & mentoring (on COMENSA/research website or any other means)	10 per publication
5	Portfolio/dossier (* see below)	15
6	All presenters/authors of a paper at a congress/refresher course	20
7	All co-presenters/co-authors of a paper/poster at a congress/refresher course	10
8	All presenters of (accredited) short courses	20
9	All co-presenters of (accredited) short courses	10
10	Interactive skills workshop with an evaluation of the outcome 20 (presenter); 1 per hour (Attendee). SEPARATE MODULES OF TRAINING COURSES WILL ONLY BE ACCEPTED IF IT DOES NOT COUNT TOWARDS A TRAINING PROGRAMME WHICH FALLS UNDER LEVEL3 CPD	
11	Non-coaching/ mentoring course that informs your coaching/mentoring (attendee)	10
12	Committee of a professional body for coaching/mentoring: committee member receives 15 per year of standing.	
13	Professional Interest Groups that are formally constituted and present a regularly recurring programme that extends for one year with a minimum of 6 meetings per year. These activities are ongoing or have a measurable outcome that is assessed according to criteria determined by the group, which may be inter-disciplinary. 1 per attendee per meeting. For example: Journal clubs (different articles of interest are presented and discussed from professional journals) or Multidisciplinary clubs/groups (different speakers present different topics from their expertise toward a cross pollination of knowledge and insight across associated professions i.e. coaching, mentoring, psychology, consulting, etc)	

Level 3

This comprises structured learning by which is understood a formal programme that is planned and recorded, presented by an accredited training institution, evaluated by an accredited assessor, with a measurable outcome.

This category will earn the required CEUs for a year i.e. 30.

Activities include:

1. **Postgraduate degrees, diplomas, professional courses (certifications)** that are recognised as additional qualifications in coaching & mentoring by COMENSA. At the end of each year of study (not exceeding the normal duration of the degree), 30 CEUs may be claimed.
2. Shorter courses/experiential training with a **minimum of 50 hours** of direct contact time including a formal assessment - 30 CEU;s may be claimed.

*** REMEMBER: CEU's can be accrued from any or all of the above levels (1, 2, 3).**



Membership Path

ASSOCIATE MEMBER	
No coaching/mentoring qualification	Student at recognised institution
Recognition of prior learning (Produce portfolio for RPL assessment) ↓	ASSESSMENT ↓
PRACTITIONER	
Produce portfolio for RPL assessment at same level as for 6 month Training	6 month coaching training/ 50hours of experiential coach training
RPL ↓	ASSESSMENT ↓
CERTIFIED PRACTITIONER	
Produce portfolio for RPL assessment at same level as for 1 year training	1 year coach training/ 100hours of experiential coach training
RPL ↓	ASSESSMENT ↓
MASTER PRACTITIONER	
Produce portfolio for RPL assessment at same level as for 2 year Training	2 year coach training/ 200 hours of experiential coach training
RPL	ASSESSMENT

Competency Framework

(This framework has been adopted from the EMCC Competence Standards Framework. Some changes have been made to the original for the purpose of this document with permission from the EMCC)

Core Competencies

The following five Core Competence themes are expected to be included and appropriately described for all levels of coaching/Mentoring:

1. *Ability to build rapport and create relationships*
2. *Self awareness and self management*
3. *Make explicit own beliefs and attitudes*
4. *Effective communication*
5. *Delivering desired and measurable results*

Measurable Outcomes

1. SELF AWARENESS – WHO WE ARE

<p>1.1 Beliefs and attitudes</p> <ul style="list-style-type: none"> • Belief in others • Valuing diversity • Empathy 	<p>1.2 Self Awareness</p> <ul style="list-style-type: none"> • Self belief • Self awareness • Self management • Integrity
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2. MANAGE THE PROCESS

<p>2.1 Setting the foundation</p> <ul style="list-style-type: none"> • Development planning • Contracting • Goal focus • Building and maintaining the relationship • Flexible approach • Session management • Review process • Ending the relationship 	<p>2.2 Managing the contract</p> <ul style="list-style-type: none"> • Record keeping • Assessment process and outcome • Professional practice
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3. ABILITY TO COACH/MENTOR

<p>3.1 Communication Skills</p> <ul style="list-style-type: none">• Listening• Questioning• Feedback• Communication style and language	<p>3.2 People Development Skills evidenced through:</p> <ul style="list-style-type: none">• Approach used• Theories used• Models used
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4. FACILITATE LEARNING AND DEVELOPMENT

<ul style="list-style-type: none">• Creating client awareness• Supporting independence• Working with attitudes, beliefs, values and behaviours• Developing motivation• Designing actions• Mentor advice and advocacy• Asking questions	<ul style="list-style-type: none">• Giving feedback• Ensuring understanding• Active listening• Creativity and complexity• Use of tools or models• Managing diversity and transformation• Political awareness• Supervision practice<ul style="list-style-type: none">- awareness that ensures best practice• Continuous professional development<ul style="list-style-type: none">- through self development and evaluation of best practice
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COMENSA: COACHING AND MENTORING COMPETENCE STANDARDS

These standards form part of a consultation process during which time feedback will be welcomed and invited from all Coach/Mentor practitioners, Coach/Mentor training service providers, developers of coaching and mentoring programmes and those individuals practising coaching and mentoring

FOUNDATION			PRACTITIONER		
	Minimum Competence Standards		Associate Practitioner	Certified Practitioner	Master Practitioner
Self- awareness/ Who we are Personal attributes for coaching/ mentoring	Beliefs and attitudes <ul style="list-style-type: none"> • Demonstrates belief in helping others to develop • Advocates that others learn best for themselves • Demonstrates understanding of issues of diversity in coaching & mentoring. • Describes clearly their own values, beliefs and attitudes that guide their coaching/mentoring practice • Demonstrates empathy in their Coach/Mentor relationship • Demonstrates a broad understanding, based on both theory and practice, of how beliefs, values and attitudes affect behaviour. • Adapts own beliefs, values and attitudes to meet client needs • Hands over to someone else when appropriate 	Self awareness <ul style="list-style-type: none"> • Explains clearly their role and position of equality in the coaching/mentoring relationship. • Explains clearly the implications of the coaching/mentoring relationship • Demonstrates self management and self awareness • Receives and accepts feedback appropriately • Uses a formal feedback process to assist their coaching & mentoring practice • Behaves and acts in alignment with their values and beliefs. • Operates and follows the COMENSA ethical guidelines and standards of conduct • Demonstrates empathy in a broad range of settings and with a diverse range of people in both practice and reflection. • Demonstrates belief in competence to coach within the limits of their own experience. 	Beliefs and attitudes <ul style="list-style-type: none"> • Demonstrates the ability to manage own state of mind to suit the needs of the client Self awareness <ul style="list-style-type: none"> • Demonstrates application of self management and self awareness consistently through practice and reflection • Demonstrates self belief in their ability to coach in a wide range of applications • Develops self awareness using at least a feedback processes, e.g. self reflection • Demonstrates an ongoing process of review, reflection and revision of personal values, beliefs and attitudes to improve their Coaching & Mentoring practice. 	Beliefs and attitudes <ul style="list-style-type: none"> • Formulates own framework of techniques, beliefs and values in their approach to coaching Explains their motives to coach in the context of the wider community Self awareness <ul style="list-style-type: none"> • Develops depth and breadth of expertise in self-awareness and self-management through self-study and practice. 	Beliefs and attitudes <ul style="list-style-type: none"> • As for advanced practitioner Self awareness <ul style="list-style-type: none"> • Demonstrates through practice and reflection the basics of human development and how this knowledge can help others to build a Coaching & Mentoring capability

<p>Managing the Process</p> <p>What we will do as part of our Coaching & Mentoring practice to maintain and develop an effective and professional approach</p>	<p>Managing the relationship</p> <ul style="list-style-type: none"> • Establish trust and intimacy with the client • Continuously demonstrates personal integrity honesty and sincerity • Establishes clear agreements and keeps promises • Treats all people with respect and dignity • Demonstrates respect for client's perceptions, learning style and personal being • Provides support and encourages new behaviours and actions • Employ a style that is open, flexible and competent. • Assist client to clarify goals • Explores a range of options for achieving goals aligned to personal / organisational needs 	<ul style="list-style-type: none"> • Enables client to develop an action plan • Reviews progress and achievement of the plan • Acts as an external source of motivation to support the client in achieving their goals • Manages conclusion of the process <p>Managing the contract</p> <ul style="list-style-type: none"> • Ensures all stake-holders agree expectations and outcomes before starting • Agrees when where and how often sessions will take place • Establishes with the sponsor and or the client what time pressures will impact on the programme • Constantly reviews changes to contract • Ensures the client knows what resources are available to them to support their coaching/mentoring process. • Continuously evaluates outcomes with all stake- holders • Ensures confidentiality • Follows a code of conduct and professional code of Ethics 	<p>Managing the relationship</p> <ul style="list-style-type: none"> • Managing the relationship draws on a range of techniques and methods to facilitate achievement of goals • Adapts to personal /organisational changes that impact on the contract agreement <p>Managing the contract</p> <ul style="list-style-type: none"> • Manages professional boundaries appropriately • Demonstrates accountability for professional practice 	<p>Managing the relationship</p> <ul style="list-style-type: none"> • Demonstrates an extensive understanding of adapting methodology and approaches to Coaching & Mentoring <p>Managing the contract</p> <ul style="list-style-type: none"> • Managing the contract • Acts as a role model for other coaches • Constant review of personal goals leading to further personal development planning. 	<p>Managing the relationship</p> <ul style="list-style-type: none"> • Researches new understanding of interventions of Coaching & Mentoring relationships. <p>Managing the contract</p> <ul style="list-style-type: none"> • Managing the contract leads on advice for developing professional practice • Continuous assessment of outcomes
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FOUNDATION			PRACTITIONER		
Minimum Competence Standards			Associate Practitioner	Certified Practitioner	Master Practitioner
Ability to Coach & Mentor Skills we will use during the Coaching & Mentoring process	Communication Skills <ul style="list-style-type: none"> • Demonstrates effective active listening skills • Explain potential blocks to effective listening • Explain principles of setting objectives • Explain & demonstrate the principles of questioning • Explain the why, what, how, when and where of feedback • Demonstrate how different communication styles may affect the understanding and relationship • Explain particular styles of Coaching & Mentoring 	Technical Skills <ul style="list-style-type: none"> • Explain principles of setting objectives • Explain the principle of project planning in relation to Coaching & Mentoring process • Explain the principles of strategic planning in application to Coaching & Mentoring. • Develop an action plan to include monitoring and reviewing. • Explain how cultural dynamics affect operational coaching & mentoring effectiveness • .Explain at least one process of developing thought & action/possibility • Explain at least one assessment and problem solving tool 	Communication Skills <ul style="list-style-type: none"> • Explain how to match, pace, mirror and lead to help the client • Elicit deeper levels of communication through listening and questioning application to Coaching & Mentoring. • Use feedback to improve interaction with the client • Build a long term relationship based on trust Technical Skills <ul style="list-style-type: none"> • Explain concepts and applications of taking in the whole system into consideration in coaching 	Communication Skills <ul style="list-style-type: none"> • Formulate own tools and systems to improve effectiveness • Explain the advantage/ disadvantage of a range of questioning techniques and frameworks Technical skills <ul style="list-style-type: none"> • Scope exists to apply a variety of assessment tools & approaches 	Communication Skills <ul style="list-style-type: none"> • Show an extensive breadth of knowledge and / or experience in communicating and researching effectively within the Coaching & Mentoring community. Technical Skills <ul style="list-style-type: none"> • Demonstrate the translation of extensive knowledge and / or experience of personal /organisational development, issues resulting in significant learning to impact in a variety of contexts

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FOUNDATION		PRACTITIONER		
	Minimum Competence Standards	Associate Practitioner	Certified Practitioner	Master Practitioner
<p>Ability to coach & Mentor</p> <p>Skills we will use during the coaching process</p>	<p>People development</p> <ul style="list-style-type: none"> • Explain at least one theoretical approach to building and maintaining rapport • Explain basic theories of how people learn • Explain at least one model of learning • Explain the basics in application of at least one model of behaviour • Apply at least one model of human behaviour or psychological psychotherapy theory • Explain experience of working with change 	<ul style="list-style-type: none"> • Apply at least one assessment tool • Explain the use of a wide range of tools and techniques <p>People development</p> <ul style="list-style-type: none"> • Explain various learning methods • Compare the basic principles of a range of models of human behaviour 	<p>People development</p> <ul style="list-style-type: none"> • Explain in detail at least their models of human behaviour • Illustrate the appropriate application of a wide range of tools and techniques to suit different situations and challenges • Explain experience of facilitating change 	<p>People development</p> <ul style="list-style-type: none"> • Demonstrate the translation of extensive knowledge and / or the experience of people development having a significant learning impact in a variety of contexts

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FOUNDATION		PRACTITIONER			
Minimum Competence Standards		Associate Practitioner	Certified Practitioner	Master Practitioner	
<p>Facilitating learning and results How we will demonstrate that we are able to apply what we have learnt</p>	<ul style="list-style-type: none"> • Ensure clients independence of the coach • Ensure client is taking responsibility for their own decisions, actions and learning approach • Ensures the client chooses solutions • Responds to clients emotions without becoming personally involved • Client is able to elicit values and beliefs • Works with the clients beliefs, attitudes values and emotions • Client is motivated and encouraged appropriately • Client is made aware of their feelings and behaviours and the effect on their performance • Offers advice that is relevant to the clients development 	<ul style="list-style-type: none"> • Uses an appropriate questioning style • Celebrates clients successes • Recognises and works with the emotional signals of the client. • Demonstrates use of one questioning approaches • Combines listening and questioning to identify patterns of thinking and actions • Checks thoroughly for understanding • Uses reviews to deepen understanding and commitment to actions • Supports the client to maintain focus and alignment to personal organisational needs whilst dealing with internal/ external pressures and issues • Ensures the client leaves the session with new ideas and learning • Coach receives supervision to facilitate learning and demonstrate best practice. • Ensures continuous professional development (CPD) 	<ul style="list-style-type: none"> • Applies advanced knowledge, experience, models, tools and techniques to help the client deal with specific challenges as well as the overall objectives • Challenges in a way which demonstrably improves the clients performance • Demonstrates leadership qualities and behaviours which supports the client • Demonstrates ability to work with diversity and anti oppressive systems • Demonstrates a context of awareness of the political dynamics that exist within South African society • Coach receives supervision to facilitate learning and demonstrate best practice • Ensures continuous Professional development (CPD) • Demonstrate reflective practice and critical review 	<p>Applies a range of different approaches to assist client development</p> <ul style="list-style-type: none"> • Supports leader to create and communicate a strategic vision for business success • Demonstrates ability to work with diversity and anti oppressive systems • Demonstrates a context of awareness of the political dynamics that exist within the South African society • Coach receives supervision to facilitate learning and demonstrate best practice • Ensures continuous professional development (CPD) • Undertake practitioner research 	<ul style="list-style-type: none"> • Supports clients effectively with complex range of needs • Researches development of professional standards in the coaching industry • Demonstrates ability to work with diversity and anti oppressive systems • Demonstrates a context of awareness of the political dynamics that exist within the South African society • Coach receives supervision to facilitate learning to demonstrate best practice. • Ensures continuous professional development (CPD) • Contribute to coaching research by reporting (in written form) on own practitioner or academic research ó submitted and/or published.

