



## Membership Criteria and Standards of Competence Portfolio Committee

### Submission to EXCO for Approval August 2007

Welcome to this document which represents the work covered by the COMENSA Membership Criteria and Standards of Competence Committee during 2007. It is being presented for consultation and phasing in at the 2007 Annual General Meeting in Johannesburg.

#### **Consultation Process Begins**

The membership criteria are not final. This document represents the thinking until August 2007 building on all previous work both of COMENSA and international organisations such as the EMCC, ICF and WABC. The work has been done by volunteers with the aim of furthering the goals of COMENSA as a professional body. Constructive feedback is welcome and the process for giving feedback is detailed below. We will only consider feedback given as per the simple format outlined in the feedback section.

#### **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. We envisage that Coach Trainers Association of South Africa (CTASA) organisations will be doing the actual assessment of membership competencies.
3. The **Membership Criteria** illustrating what criteria will apply to each level of membership.
4. The **Membership Path** showing the path that members can follow from being an Associate Member, Registered Practitioner, Certified Practitioner through to a Master Practitioner
5. The **Competency Framework** made up of Core Competencies, Measurable Outcomes and Competence Standards.
6. A section detailing the simple process on how to give **Feedback**

#### **Appreciation**

Thank you to the core portfolio committee members whose work is represented here. I appreciate the effort, thought, care and consideration that has gone into this document.

Thank you:

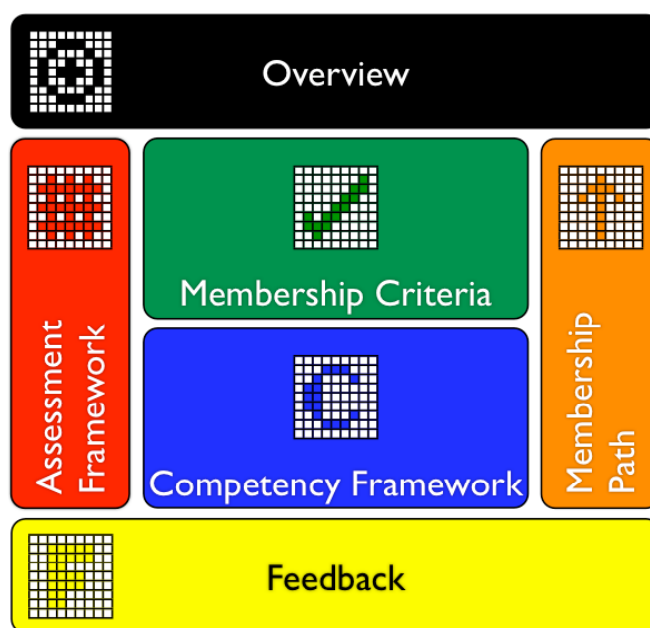
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## Contents

Section	Page
Overview	3
Assessment Framework	7
Membership Criteria	9
Membership Path	18
Competency Framework	20
Giving Feedback	27







# 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.

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 training and academic organisations together with individuals who are merely interested in coaching but don't want to be a Practitioner.

At this early stage of COMENSA's existence, it is envisaged that most members will be practitioners.

## Construction Process

The conversation for defining membership started in parallel with the creation of COMENSA. Following the launch of the organisation in 2006 and the first AGM in September 2006 formal Portfolio Committee's 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 eMail 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.

This final document was submitted to COMENSA's national EXCO in August 2007. Upon approval by EXCO it will be published to all members to start the consultation process at the National AGM in September 2007.

## Implementation Process

The Membership Criteria and Standards of Competence Committee has defined a set of draft standards and levels of competency for COMENSA. The intention is to introduce and phase in these criteria and standards over two years. This will allow any necessary corrections to them to be made, as well as give individuals and COMENSA officials' time to learn and work with the criteria.

## Consultation Period

The draft standards and membership criteria will be tabled at COMENSA's national AGM in September 2007. This will initiate a period of consultation with members, during which the standards and criteria will be explained to members in detail, and members will be encouraged (a) to submit comments on the standards and criteria, and (b) to work out where they themselves should be pegged in the membership framework.

It is envisaged that there will be lots of input on both the criteria and competence model during the Consultation Period. The MCSCC has set up an eMail address (membership-input@comensa.org.za) which will be used to gather all input during the Consultation Period.

A review of inputs received during the Consultation Period will be conducted prior to the 2008 AGM. MCSCC will recommend amendments if necessary to ExCo.

### **Phasing-in Period**

At the national AGM in 2008, the membership will be asked approve the final standards and membership criteria framework.

This will initiate a phasing-in period, during which members will be asked peg themselves at the level of membership they deem themselves to be at when renewing their membership terms. This will work on the basis that professional coaches are trusted to peg themselves at the correct level. The intention is that every Practitioner Coach is included appropriately within COMENSA.

It is envisaged that post the AGM in 2009 members will be assessed against the level of membership that they have selected. This will involve substantiating and providing evidence of their membership level.

Experience during the Phasing-in Period will be reviewed prior to the national AGM in 2009. Based on this review, procedures for implementation of the standards and membership criteria framework will be improved and streamlined as necessary.

### **Timeline**

#### **October 2006 – July 2007**

Work within committee

#### **30th July 3pm**

Committee meeting to finalise input for EXCO meeting

#### **31st July - 13th August**

Final polishing of documents and presentation

#### **14th August**

Presented to EXCO meeting

#### **14th August - 4th September**

Incorporate feedback from EXCO and finalise document

#### **5th September**

Distribute criteria and competencies to members along with consultation and phasing-in instructions

#### **AGM 26th September - Johannesburg**

Table criteria at national AGM

#### **27th September 2007 - 2008 AGM**

Consultation Period

#### **2008 AGM**

Review of inputs received

Approval of amended framework and initiation of Phasing-in Period.

#### **2009 AGM**

Review of Phasing-in Period.

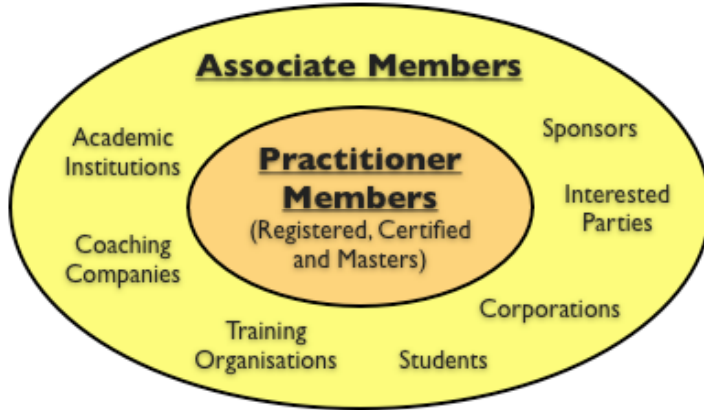
Enhancement and streamlining of implementation processes as required.

## Membership Categories

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

- Associate Members
- Practitioner Members

This is illustrated in the diagram below:



Practitioner members fall into three categories:

- Registered Practitioners
- Certified Practitioners
- Master Practitioners

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

## 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. These are described as coaching competencies with some being common to both coaching and mentoring. This is described in more detail in the Competency Framework Section.

## Assessment Framework used for Accreditation

COMENSA will be outsourcing the accreditation of individual members and use CTASA (Coach Trainers Association of South Africa) member organisations for this purpose. COMENSA will remain ultimately responsible for accreditation and will ensure that CTASA members are fulfilling their role at a level of quality in line with COMENSA's standards. CTASA members will be accredited by COMENSA to do all necessary assessments for its members. This will be periodically reviewed. The Assessment Framework describes responsibilities for assessment.





# Assessment Framework

## ASSESSMENT FRAMEWORK

LEVELS	FACTORS	CRITERIA FOR CATEGORY				ASSESSMENT TOOL
		Associate member	Practitioner	Certified Practitioner	Master Certified Practitioner	
<b>Ethics</b>	Integrity Respect	COMENSA code of ethics				Signature
<b>Knowledge and Insight</b>	Education Coaching training Supervision Personal coaching	See Membership Criteria	See Membership Criteria	See Membership Criteria	See Membership Criteria	CTASA assessment; Dossier
<b>Competencies</b>	Work experience	See Competence framework	See Competence framework	See Competence framework	See Competence framework	CTASA assessment; Competence Framework
	Practitioner experience	See Competence framework	See Competence framework	See Competence framework	See Competence framework	
<b>Development Level</b>	Personal experience					CTASA assessment : 1.self-awareness 2.self management 3.beliefs and attitudes
	Life experience	Achievements				CTASA assessment 1. methodology 2. describe intervention
	Professional development	CPD and case histories				Send to COMENSA for membership renewal every 2 <sup>nd</sup> year.





# Membership Criteria

## Entry Levels for Practitioner Membership

Areas of Evaluation ->	Membership Level	Non-coaching Qualifications	Coaching Training/Qualifications	Coaching experience	Experience: Clients ever	Experience coaching hours ever	Coaching model	Supervision	Peer supervision	Personal Coaching	Client testimonials	Coaches testimonials	Dossier	Core competencies	Work experience	Evaluation of skills
		<b>Coaching Trained</b>	<b>Practitioner</b>	Graduate level/ RPL	1 year training/ certificate	1y	5	100h	In training	In training > 3h	In training > 5h	In training	5	n/a	No	Yes, for practitioner
<b>Certified Practitioner</b>	Graduate level/ RPL		1 year training/ certification	3y	10	250h	In training	In training > 5h	In training > 15h	In training	10	n/a	yes	Yes, for certified pract.	4	In training
<b>Master Certified Practitioner</b>	Graduate level/ RPL		2year course diploma or Equivalent	5y	25	500h	In training	In training > 10h	In training > 30h	In training	10	n/a	yes	Yes, for master certified pract.	7	In training
<b>Recognition of Prior Learning (RPL)</b>	<b>Practitioner</b>	Graduate level/ RPL	Proof of 50h inhouse training	5y	20	250h	Describe and apply	Sup on 5 observed sessions	5h	20h	10	2	yes	Yes, for practitioner	10y	n/a
	<b>Certified Practitioner</b>	Graduate level/ RPL	Proof of 100h inhouse training	10y	35	100h	Describe; apply; evaluate	Sup on 10 obs sessions	30h	40h	20	3	yes	Yes, for certified pract.	15y	Evaluation of observed coaching session
	<b>Master Certified Practitioner</b>	Graduate level/ RPL	Proof of 200h inhouse training	15y	50	2000h	Describe; apply; evaluate; Critique and amend	Sup on 20 obs sessions	60h	80h	30	5	yes	Yes, for master certified pract.	20y	Evaluation of observed coaching session

## **Please Note:**

### **Supervision:**

Supervision in this context entails 1:1 supervision on a specific observed coaching session. The supervisor observes the coach's coaching session via video, telephone recorded cassette, or live interaction. The supervisor then gives the coach specific and constructive feedback in terms of skills used, coaching competencies, approach, who the coach is *being*, tools and process.

This is different from supervision which is done after or during training that entails a more holistic approach and may address the coach's whole life and not just cases or clients.

### **Peer supervision:**

In this context we refer to supervision groups with colleagues/peers/fellow students that focus on the development and growth of each participant as coach/mentor and consist of case study discussions, reflection and learning.

### **Numbers and Quantities:**

All requirements above indicate the MINIMUM requirement for each category.

### **Coach Trained**

#### **Coaching model/ Supervision / Personal coaching / Evaluation of skills**

Within all of the above headings the coach 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 training programme to be accredited through COMENSA.**

### **RPL**

#### **Coaching training:**

In-house training refers to any coaching training the coach 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
- 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 and number of hours spent on coaching out of total available hours
- 5 case studies which should deal with : problem analysis , process or work method used, effect of outcome on coachee, professional reflection and conclusions.
- experience with the various forms of supervision i.e. supervision, intervision ( peer group ) and mentoring ( peer one on one )

## CPD Requirements Summary

Categories of Learning Activities	Membership Category		
	Registered Practitioner	Certified Practitioner	Master Practitioner
<b>Level 1: Non-measurable Outcome</b> <ul style="list-style-type: none"> <li>- Activities which are presented on once of non-continues basis</li> <li>- CEU allocated: 1 CEU per hour of activity</li> <li>- Includes One-on-one activities; small groups and large groups</li> </ul>			
<b>Level 2: Measurable Outcome</b> <ul style="list-style-type: none"> <li>- Activities comprise education/presentation, training/facilitation, research and publications</li> <li>- Activities have an outcome but do not constitute a full year of training</li> </ul>	Required:	Required:	Required:
<b>Level 3: Measurable Outcome - Formally Structured learning programmes</b> <ul style="list-style-type: none"> <li>- Formal/professional learning programmes</li> <li>- Includes postgraduate degrees and diplomas, or professional training that may stretch over several months or years,</li> <li>- Includes shorter courses (min of 25hours) with direct contact time in training</li> </ul>	Total of 30 points per year from any of the three categories	Total of 30 points from at least 2 different categories	Totals of 30 points from ALL 3 categories

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

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'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. CEUs will have a "shelf life" of 24 months. As such, a coach practitioner would be able to build up a foundation of 60 units over a period of 2 years, and thereafter top up with CEUs 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, those with non measurable outcomes (level1), those with measurable outcomes (level2) and those associated with formally structured learning programmes (level3). CEUs required from different categories will differ for associate practitioner, certified and master practitioner level:

1. An **associate practitioner** (and **uncertified practitioner/student**) requires CEUs in **one level** OR the number of CEUs across different levels depending on personal circumstances and individual learning needs.
2. A **certified coach** requires CEUs across **two different levels** of CPD categories.
3. A **certified master practitioner** requires CEUs across **all three levels** of CPD.

## **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, eg. if attendee receives one CEU, presenters can get two CEUs excluding presenters at large group activities who 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)**

- (a) Breakfast meetings or presentations;
- (b) Case study discussions;
- (d) Formally organised special purpose teaching/learning groups
- (e) Formally organised special purpose lectures that are not part of a business meeting;
- (f) 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 <b>15</b>
2	Review of an article/chapter in a book/journal <b>3</b>
3	Co-author of a peer reviewed publication or chapter in a book <b>5</b>
4	The practitioner needs to demonstrate how she/he is working towards a scientific-practitioner model: a. Reflecting on and assessing own coaching approach and/or model (on Comensa/research website or any other means) <b>5 per paper</b>
	b. Building, noting and sharing evidence on the effect of coaching (on Comensa/research website or any other means) <b>3 per publication</b>
5	Portfolio/dossier (* see below) <b>10</b>
6	All presenters/authors of a paper at a congress/refresher course <b>10</b>
7	All co-presenters/co-authors of a paper/poster at a congress/refresher course <b>5</b>
8	All presenters of (accredited) short courses <b>10</b>

9	All co-presenters of (accredited) short courses <b>5</b>
10	Interactive skills workshop with an evaluation of the outcome <b>10 (presenter); 1 per hour (attendee)</b> . SEPARATE MODULES OF TRAINING COURSES WILL ONLY BE ACCEPTED IF IT DOES NOT COUNT TOWARDS A TRAINING PROGRAMME WHICH FALLS UNDER LEVEL3 CPD
11	Part time or external examiner of Master and Doctoral thesis on completion ( <b>5 per thesis</b> )
12	Presentation of dedicated workshops, lectures, seminars on ethics (not including general presentations with a so-called component on ethics) <b>2 per hour</b>
13	Committee of professional organisation: committee member receives <b>10 per year</b> of standing.
14	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 <b>or</b> have a measurable outcome that is assessed according to criteria determined by the group, which may be inter-disciplinary. <b>1 per attendee per meeting</b> . 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, psychology, psychiatry 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 and diplomas** that are recognised as additional qualifications by the relevant Professional Board. At the end of each year of study (not exceeding the normal duration of the degree), 30 CEUs may be claimed upon submitting an academic report on progress. An additional 30 CEUs may be claimed on successful completion of the qualification;

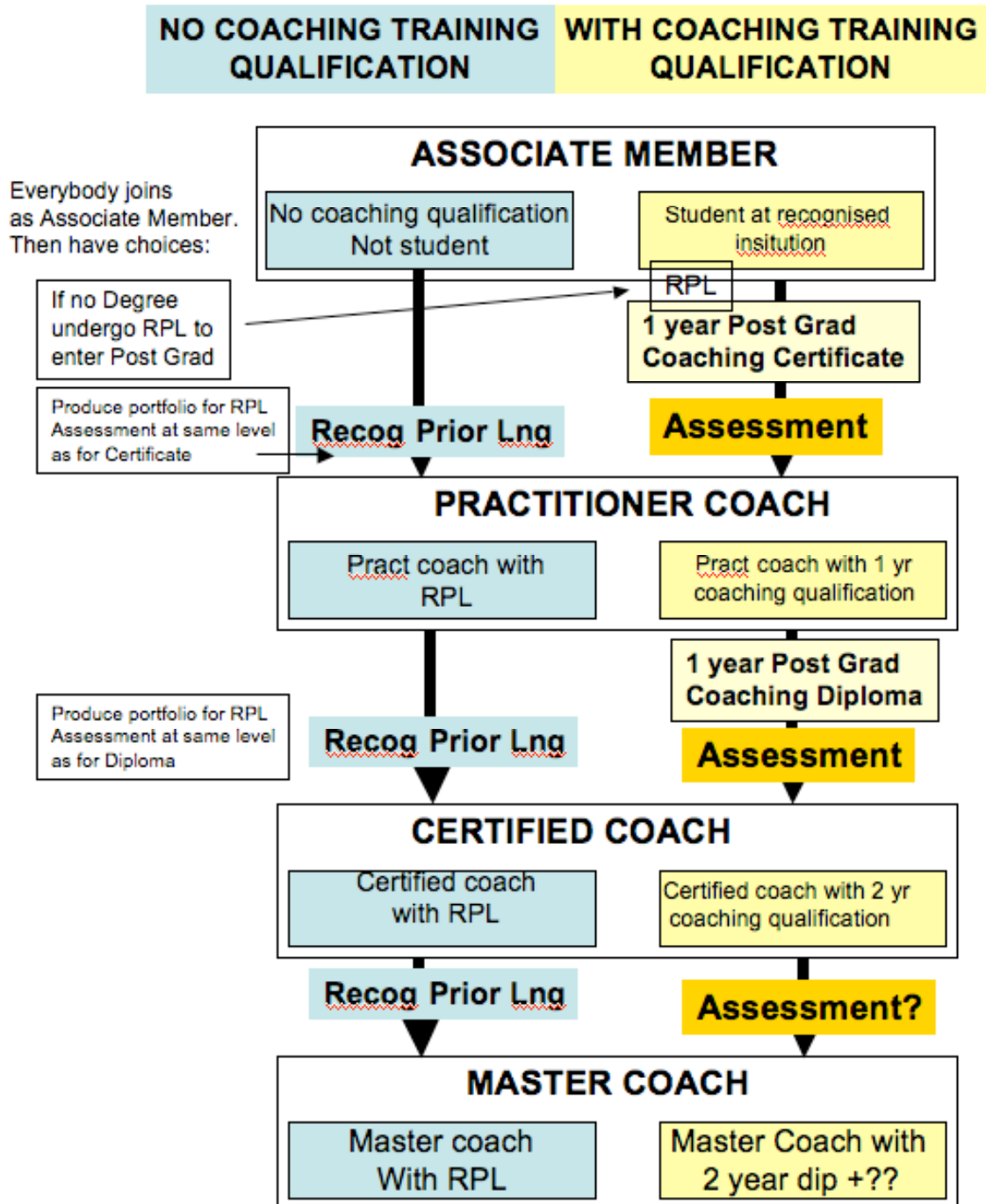
2. Shorter courses with a **minimum of 25 hours** of direct contact time with additional hands-on training, plus a formal assessment of the outcome;

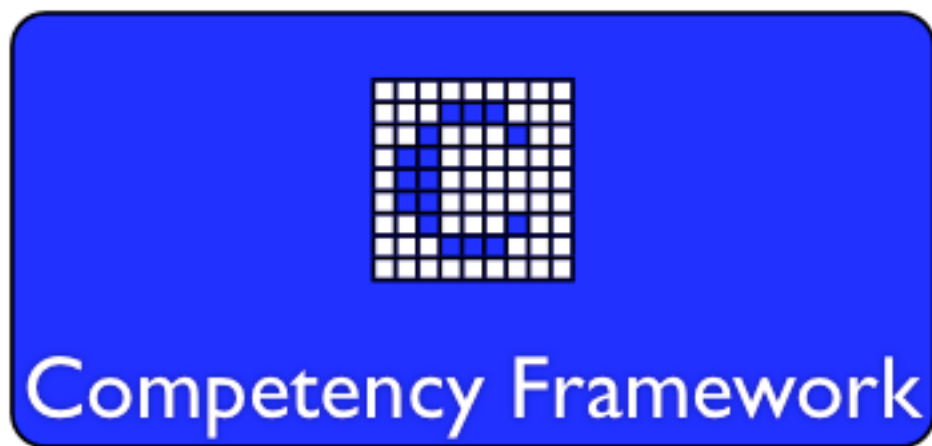
- A fundamental problem with the proposed CPD system would be that no training organisations/courses etc can be accredited by COMENSA at present. However, we believe in the spirit of growth and development of coaching as a profession, and one needs this kind of flexibility in accepting coaching courses and training hours.
- As COMENSA starts the process of recognising/accrediting different coaching training organisations, the process of accrediting groups/ workshop/courses for CPD could be looked at.



# Membership Path

## COMENSA MEMBERSHIP ENTRY & MOVEMENT







# Competency Framework

## Core Competencies

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

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

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

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

3.1 Communication Skills <ul style="list-style-type: none"> <li>• Listening</li> <li>• Questioning</li> <li>• Feedback</li> <li>• Communication style and language</li> </ul>	3.3 People Development Skills <ul style="list-style-type: none"> <li>• Learning theory</li> <li>• Therapeutic approaches</li> <li>• Psychological and psychotherapy models</li> </ul>
3.2 Technical Skills <ul style="list-style-type: none"> <li>• Planning</li> <li>• Systems Thinking</li> <li>• Assessment</li> <li>• Artistic and creative</li> </ul>	

### 4 FACILITATE LEARNING AND DEVELOPMENT

4.2 Creating client awareness 4.3 Supporting independence 4.4 Working with attitudes, beliefs, values and behaviours 4.5 Developing motivation 4.6 Designing actions 4.7 Mentor advice and advocacy 4.8 Managing others' emotions 4.9 Asking question	4.10 Giving feedback 4.11 Ensuring understanding 4.12 Active listening 4.13 Creativity and complexity 4.14 Use of tools or models 4.15 Managing diversity and transformation 4.16 Political awareness 4.17 Supervision practice - awareness that ensures best practice 4.18 Continuous professional development - through self development and evaluation of best practice
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**COMENSA: COACHING COMPETENCE STANDARDS**

These standards form part of a consultation process during which time feedback will be welcomed and invited from all coach practitioners, coach training service providers, developers of coaching programmes and those individuals practicing coaching.

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

	Minimum Competence Standards for all coach practitioners		Registered Practitioners	Certified Practitioner	Master Practitioner
	In Addition to Minimum Competence Standards				
<p><b>Managing the process</b> What we will do as part of our coaching practice to maintain and develop an effective and professional approach</p>	<p><b>Managing the relationship</b></p> <ul style="list-style-type: none"> <li>Establish trust and intimacy with the client</li> <li>Continuously demonstrates personal integrity, honesty and sincerity.</li> <li>Establish clear agreements and keeps promises</li> <li>Treats all people with respect and dignity</li> <li>Demonstrates respect for client's perceptions, learning style and personal being.</li> <li>Provides support and encourages new behaviours and actions</li> <li>Employ a style that is open, flexible and competent.</li> <li>Assist client to clarify goals.</li> <li>Explores a range of options for achieving goals aligned to personal / organizational needs</li> </ul>	<ul style="list-style-type: none"> <li>Enables client to develop an action plan</li> <li>Reviews progress and achievement of the plan</li> <li>Acts as an external source of motivation to support the client in achieving their goals</li> <li>Manages conclusion of the process</li> </ul> <p><b>Managing the contract</b></p> <ul style="list-style-type: none"> <li>Ensures all stakeholders agree expectations and outcomes before starting</li> <li>Agrees when where and how often sessions will take place</li> <li>Establishes with the sponsor and or the client what time pressures will impact on the programme</li> <li>Constantly reviews changes to contract</li> <li>Ensures the client knows what resources are available to them to support their coach process.</li> <li>Continuously evaluates outcomes with all stakeholders</li> <li>Ensures confidentiality</li> <li>Follows a code of conduct and professional code of ethics</li> </ul>	<p><b>Managing the relationship</b></p> <ul style="list-style-type: none"> <li>Managing the relationship draws on a range of techniques and methods to facilitate achievement of goals</li> <li>Adapts to personal /organizational changes that impact on the contract agreement</li> </ul> <p><b>Managing the contract</b></p> <ul style="list-style-type: none"> <li>Manages professional boundaries appropriately</li> <li>Demonstrates accountability for professional practice</li> </ul>	<p><b>Managing the relationship</b></p> <ul style="list-style-type: none"> <li>Demonstrates an extensive understanding of adapting methodology and approaches to coaching.</li> </ul> <p><b>Managing the contract</b></p> <ul style="list-style-type: none"> <li>Managing the contract acts as a role model for other coaches</li> <li>Constant review of personal goals leading to further personal development planning.</li> </ul>	<p><b>Managing the relationship</b></p> <ul style="list-style-type: none"> <li>Researches new understanding of interventions of coaching relationships.</li> </ul> <p><b>Managing the contract</b></p> <ul style="list-style-type: none"> <li>Managing the contract leads on advice for developing professional practice</li> <li>Continuous assessment of outcomes</li> </ul>

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			In Addition to Minimum Competence Standards		
<p><b>Ability to Coach</b></p> <p>Skills we will use during the coaching process</p>	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Explain the value of whole body listening</li> <li>• Explain potential blocks to effective listening</li> <li>• Explain the principles of emotional intelligence (EQ) and is used to improve communication</li> <li>• Explain the principles of questioning and at least one framework</li> <li>• Explain the why, what, how, when and where of feedback</li> <li>• Demonstrate how different communication styles may affect the understanding and relationship</li> <li>• Explain particular styles of coaching.</li> </ul>	<p><b>Technical Skills</b></p> <ul style="list-style-type: none"> <li>• Explain principles of setting objectives</li> <li>• Explain the principle of project planning in application to coaching.</li> <li>• Explain the principles of strategic planning in application to coaching.</li> <li>• Develop an action plan to include monitoring and reviewing.</li> <li>• Explain how cultural dynamics affect operational effectiveness</li> <li>• Explain principles of systems thinking</li> <li>• Explain at least one method of idea creation</li> <li>• Explain at least one assessment and problem solving tool</li> </ul>	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Explain how to match, pace, mirror and lead to help the client</li> <li>• Elicit deeper levels of communication through listening and questioning</li> <li>• Use feedback to improve interaction with the client</li> <li>• Build a long term relationship based on trust</li> </ul> <p><b>Technical Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate experience in working in organizational design and development</li> <li>• Explain concepts and applications of in depth systems thinking</li> </ul>	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Formulate own tools and systems to improve effectiveness</li> <li>• Explain the benefits of at least two questioning structures</li> <li>• Explain the advantage/disadvantage of a range of questioning techniques and frameworks.</li> </ul> <p><b>Technical Skills</b></p> <ul style="list-style-type: none"> <li>• Apply a variety of assessment tools</li> <li>• Use a variety of artistic approaches</li> <li>• Connects various models and new ideas into their own tools and systems</li> </ul>	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Show an extensive breadth of knowledge and / or experience in communicating and researching effectively within the coaching community.</li> </ul> <p><b>Technical Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the translation of extensive knowledge and / or experience of personal / organizational development, leadership and management issues resulting in significant learning to impact in a variety of contexts</li> <li>• Explain detailed experience of organizational, leadership or management at senior level.</li> </ul>

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

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

The committee are in no doubt that these membership criteria and standards of competence need feedback and revision from the members of COMENSA in order to be relevant to the membership. While most people who read through this document will have views on the contents, we hope that all of these comments, criticisms and suggestions make their way into the document or at least to challenge the thinking in the document.

As you can imagine it will be very difficult to include comments given verbally and in order to simplify the process and make it most effective we are asking for feedback in a very easy but specific manner.

Should you when reading through this document, want to make a suggestion or give feedback then please send an email to [comensa.membership.feedback@gmail.com](mailto:comensa.membership.feedback@gmail.com) including the following information.

1. Which section of this document is affected?
2. What is your specific proposed change, addition or deletion?  
[Please be very specific showing the existing wording and your suggested new wording]
3. What is the reason for the change, addition or deletion?

While incredibly simple, by sending feedback in this way, the committee will be able to understand the rationale behind the change and consider it.

Unfortunately we will not consider any changes that are given to us in any other way.