



# COMENSA

COACHES AND MENTORS OF SOUTH AFRICA

## CREDENTIALING

**Policy and Criteria to develop, award, monitor and revoke professional designations for Coaches and Mentors as required by Section 31.i.i of the South African Qualifications Authority Policy and Criteria for Recognising a Professional Body and registering a Professional Designation for the Purposes of the National Qualifications Framework Act, Act 67 of 2008, as amended January 2023.**

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## FOREWORD

Professional bodies, such as COMENSA, play a vital role in ensuring quality assurance and standards development within the South African National Qualifications Framework (“NQF”). By setting professional standards and registering designations, these bodies contribute to enhancing social accountability, fostering professional integrity, and promoting a sense of pride and recognition within various professions and occupations.

A fundamental principle within the South African policy and regulatory landscape is redress. It is imperative to proactively address any perceptions of exclusionary practices and to ensure that access to professions is governed by fair, transparent, and just policies. Professional bodies must uphold these principles to foster inclusivity and equity within their respective fields.

COMENSA is committed to working in collaboration with the South African Qualifications Authority (“SAQA”), the custodian of the NQF, to advance professional development and ensure that all South Africans have equitable opportunities to benefit from recognised professional standards.

Dated and signed at Randburg

on this the 12th

day of February

2025



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**Vice President**  
**Ms MP Modisaesi**

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## Definitions

1. In addition to the definitions as determined in the SAQA Policy and Criteria for Recognising a Professional Body and registering a Professional Designation and the prevailing MCSC Glossary of Acronyms and Terms, the following:
  - a. “Coaching” as defined by COMENSA means a professional, collaborative and outcomes-driven method of learning that seeks to develop an individual and raise self-awareness so that he or she might achieve specific goals and perform at a more effective level”. Coaching is about creating change that helps to enhance performance and learning.
  - b. “Mentoring” as defined by COMENSA means "a partnership in which a mentee is assisted in making significant advances in knowledge, perspective and vision to develop their full potential; the mentor's wisdom is utilised by the mentee to facilitate and enhance new learning and insight". The mentor focuses on the development of the learner and passing on personalised, domain-specific knowledge.
  - c. “Credentialing” means the formal evaluation process undertaken by a member of COMENSA to be considered for an award for a specific registered professional designation level. This applies to a member applying for the next level of credentialing which will require them to undergo a complete credentialing evaluation at the new level applied for.
  - d. “Renewal of Credential” means the formal evaluation process undertaken by a credentialed member of COMENSA every three (3) Years, in terms of the MOI and By-Laws, for a credentialed member to be considered for a re-award of a specific registered professional designation at the same level.
  - e. “Re-Credentialing” means the formal evaluation process undertaken by a member of COMENSA who has allowed their Credential to elapse for whatever reason or has not been found competent in a credentialing evaluation to be considered for an award for the level of registered professional designation.
  - f. “Recognition of Prior Learning” as defined by COMENSA means a process undertaken by a member of COMENSA to achieve a professional designation without having achieved the required underlying qualification.

## Purpose

2. This policy establishes the criteria for how COMENSA develops, awards, monitors and revokes professional designations for Coaches and Mentors in South Africa.
3. This Policy must be read in conjunction with The COMENSA Memorandum of Incorporation, By-Laws, Code of Ethics and relevant COMENSA policies.

## Introduction and Background

4. COMENSA is a Professional Body recognised by SAQA in terms of its Policy and Criteria for Recognising a Professional Body and Registering Professional Designations.
5. COMENSA has registered Professional Designations for Coaches and Mentors with SAQA in terms of Policy and Criteria for Recognising a Professional Body and Registering Professional Designations.
6. The SAQA Policy and Criteria for Recognising a Professional Body and Registering Professional Designations requires a Professional Body to have policies and criteria to develop, award, monitor and revoke its professional designations in terms of its own rules, legislation and/or international conventions.

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## Objectives

7. The objectives of this policy together with other policies and criteria are to:
- 7.1 Advance the objectives of the NQF.
  - 7.2 Promote the public understanding and trust in coaching and mentoring as professions.
  - 7.3 Promote coaching and mentoring as professional career paths in their own right.
  - 7.4 Enable social responsibility, accountability and pride within the coaching and mentoring professions.
  - 7.5 Promote a gold standard of coaching and mentoring in process, skills, understanding and tools/techniques.
  - 7.6 Contribute towards the sustainability of the coaching and mentoring professions.
  - 7.7 Enable the protection of the public from malpractice within the coaching and mentoring professions.
  - 7.8 Continuously improve the quality of coaching and mentoring in line with global best practices.
  - 7.9 Enable qualifying COMENSA members to apply for Coach and Mentor Professional Designations
  - 7.10 Promote the Continued Professional Development (CPD) of Coaches and Mentors.
  - 7.11 Promote Supervision in Coaching and Mentoring

## Scope

8. This policy and criteria applies to:
- 8.1 All members of COMENSA members, except Student members, who apply to be considered for Coach and/or Mentor Professional Designation.
  - 8.2 All office bearers of COMENSA who perform functions associated with the awarding of such designations and meet the SAQA criteria for credentialing.
  - 8.3 All persons appointed by COMENSA who perform functions associated with the awarding of such designations and meet the SAQA criteria for credentialing.

## Benefits & Value of Credentialing

9. Being a COMENSA credentialed coach or mentor has numerous benefits and values that include but are not limited to:
- 9.1 Reassures clients that the person is approved and licensed as a Professional by the recognised Professional Coaching Body in South Africa.
  - 9.2 Indicates that a person is working according to a formal Behavioural Standards Framework that ensures Quality Assurance in Coaching or Mentoring.
  - 9.3 Indicates that a person has a level of coaching or mentoring experience.
  - 9.4 Indicates that a person has gone through a structured, observed & vigorous credentialing process.

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- 9.5 Indicates that a person follows and applies to industry standards.
- 9.6 Indicates that a person promotes Continuous Professional Development.
- 9.7 Indicates that a person is regulated by a code of ethics and a code of professional conduct.
- 9.8 Contribute to professionalizing coaching & mentoring in South Africa.
- 9.9 Be ahead of the curve of statutory and regulatory requirements.
- 9.10 Enjoy the benefits of being part of a professional network of other coaches and mentors.
- 9.11 Enjoy the marketing exposure carried out by COMENSA to the world of business, commerce and industry.

Most importantly being a Credentialed COMENSA Member gives a person a professional designation that allows a person to be formally registered as a member of a Profession, defined by SAQA as “A disciplined group of individuals who adhere to ethical standards enforced by the profession and who hold themselves out as, and are accepted by the public as possessing specialised skills and knowledge in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others.”

### **Professional Designations and Criteria**

- 10. COMENSA will develop and continuously improve professional designations and criteria for achieving such designations for Coaches and Mentors in South Africa.
- 11. COMENSA will develop such professional designations and criteria in an inclusive manner through consultation with its members.
- 12. COMENSA will continuously align its professional designations and criteria to global best practise.
- 13. COMENSA will award the following Professional Designations to Qualifying COMENSA members
  - a. Level 1 for Coaches – COMENSA Credentialed Coach - CCC
    - i. Award Criteria
      - 1. Certified qualification for sixty (60) hours of coach training; and
      - 2. Verifiable Logbook with one hundred (100) hours of coaching, 90% of which is paid work that includes receiving a salary as an internal coach within an organisation;
      - 3. 72 CPD points of which you must have completed 4 hours of Supervision annually with a qualified and registered Supervisor to achieve 12 Supervision hours over a three-year period.
      - 4. Complete and achieve a 70% pass for a knowledge assessment against the COMENSA Coaching Behavioural Standards Framework attached as Annexure A; and
      - 5. Complete the relevant COMENSA credentialing process successfully against the COMENSA Coaching Behavioural Standards Framework, as an evaluation during the actual credentialing process.
  - b. Level 2 for Coaches – COMENSA Senior Coach - CSC

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i. Award Criteria

1. Certified qualification for one hundred twenty (120) hours of coach training; and
2. Logbook with five hundred (500) hours of coaching, 90% of which is paid work that includes receiving a salary as an internal coach within an organisation;
3. 72 CPD points of which you must have completed 4 hours of Supervision annually with a qualified and registered Supervisor to achieve 12 Supervision hours over a three year period.
4. Complete and achieve a 70% pass for a knowledge assessment COMENSA Coaching Behavioural Standards Framework attached as Annexure A; and
5. Complete the relevant COMENSA credentialing process successfully against the COMENSA Coaching Behavioural Standards Framework, as an evaluation during the actual credentialing process.

c. Level 3 for Coaches – COMENSA Master Coach - CMC

i. Award Criteria

1. Certified qualification for two hundred (200) hours of coach training; and
2. Logbook with two thousand five hundred (2,500) hours of coaching, 90% of which is paid work that includes receiving a salary as an internal coach within an organisation; and
3. 72 CPD points of which you must have completed 4 hours of Supervision annually with a qualified and registered Supervisor to achieve 12 Supervision hours over a three year period.
4. Complete and achieve a 70% pass for a knowledge assessment COMENSA Coaching Behavioural Standards Framework attached as Annexure A; and
5. Complete the relevant COMENSA credentialing process successfully against the COMENSA Coaching Behavioural Standards Framework, as an evaluation during the actual credentialing process.

d. Level 1 for Mentors – COMENSA Credentialed Mentor - CCM

i. Award Criteria

1. Certified qualification for sixty (60) hours of mentor training; and
2. Logbook with one hundred (100) hours of mentoring, 90% of which is paid work that includes receiving a salary as an internal mentor within an organisation; and
3. 72 CPD points of which you must have completed 4 hours of Supervision annually with a qualified and registered Supervisor to achieve 12 Supervision hours over a three year period.
4. Complete and achieve a 70% pass for a knowledge assessment against the COMENSA Mentoring Behavioural Standards Framework attached as Annexure B; and

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5. Complete the relevant COMENSA credentialing process successfully against the COMENSA Mentoring Behavioural Standards Framework as an evaluation during the actual credentialing process.
- e. Level 2 Mentors – COMENSA Senior Mentor - CSM
- i. Award Criteria
    1. Certified qualification for one hundred twenty (120) hours of mentor training; and
    2. Logbook with five hundred (500) hours of mentoring, 90% of which is paid work that includes receiving a salary as an internal mentor within an organisation; and
    3. 72 CPD points of which you must have completed 4 hours of Supervision annually with a qualified and registered Supervisor to achieve 12 Supervision hours over a three year period.
    4. Complete and achieve a 70% pass for a knowledge assessment COMENSA Mentoring Behavioural Standards Framework attached as Annexure B; and
    5. Complete the relevant COMENSA credentialing process successfully against the COMENSA Mentoring Behavioural Standards Framework as an evaluation during the actual credentialing process
- f. Level 3 for Mentors – COMENSA Master Mentor - CMM
- i. Award Criteria
    1. Certified qualification for two hundred (200) hours of mentor training; and
    2. Logbook with two thousand five hundred (2,500) hours of mentoring, 90% of which is paid work that includes receiving a salary as an internal mentor within an organisation; and
    3. 72 CPD points of which you must have completed 4 hours of Supervision annually with a qualified and registered Supervisor to achieve 12 Supervision hours over a three year period.
    4. Complete and achieve a 70% pass for a knowledge assessment COMENSA Mentoring Behavioural Standards Framework attached as Annexure B; and
    5. Complete the relevant COMENSA credentialing process successfully against the COMENSA Mentoring Behavioural Standards Framework as an evaluation during the actual credentialing process

### **Credentialing, Renewal of Credentials and Re-Credentialing**

14. A COMENSA member with the exception of a Student member who are in good standing may apply for credentialing, renewal of credential or re-credentialing by:
  - g. Logging in as a Member at <https://www.comensa.org.za/CoachingMentoring/MemberLogin>
  - h. Complete the online application process by clicking on “Apply for Credentialing”

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- i. This may include Recognition of Prior Learning in place of the underlying qualification as an integral part of the credentialing process.
15. All credentialed members of COMENSA are required to apply for renewal of credentials every three calendar years **at least two (2) months before the expiry date on the designation award certificate**.
16. All credentialed members of COMENSA who's Credentials have lapsed without renewal at the correct time, may apply for re-credentialing at any time.

A credentialed member, who holds credentials in both coaching and mentoring, must apply for each re-credentialing separately and cannot combine the re-accreditation process.

## Evaluators

17. Evaluators are Credentialed Coaches or Mentors who are assessed and appointed by COMENSA to conduct the evaluation of the Members submitted documentation and supporting evidence in terms of the qualifying criteria for each level.
- 17.1 An Evaluator may only Evaluate at the level of their designation or the designation below. They cannot Evaluate a level above their Designation.
- 17.2 The Evaluator will work with secondary evaluators to assess that the member is applying the Behavioural Standards as outlined in Appendix A and B in the correct manner during a live coaching or mentoring simulation.
- 17.3 If the Evaluators find the member competent in meeting all criteria as set with SAQA against the designation, the Evaluators will recommend the award of the credential to the designated MCSC person.
- 17.4 MCSC will review the Evaluation reports and documents to ensure compliance and completeness and ratify the award by informing COMENSA administration that they may award the Designation.
18. This process is read in conjunction with the COMENSA Designation Evaluation Policy.

## Supervisors

19. MCSC does not certify Supervisors.
- 19.1 Supervisor are certified by the Supervision committee against Supervision Criteria benchmarked against International Supervision criteria and standards
- 19.2 MCSC endorses the process that Supervision plays in professional development by including Supervision as a qualifying criteria for every level of coaching and mentoring Credentialing.

## Continuous Professional Development

20. For COMENSA to retain its registration as a Professional Body, one of SAQA's requirements is that members commit to Continuing Professional Development (CPD) to maintain their professional knowledge and standards of practice as well as their professional designation status where relevant.
- 20.1 To enable CPD COMENSA has developed CPD Policy and Criteria for Coaches and Mentors that can be downloaded at <https://www.comensa.org.za/about-us/>
- 20.2 CPD is recommended for all COMENSA members but is **mandatory** for credentialed members.

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- 20.3 CPD Points accumulate for one discipline i.e. Mentoring; is not accepted for Coaching credentialing or re-credentialing and vice-versa. The member must accumulate the required CPD Points for each discipline separately.
- 20.4 In terms of the prevailing COMENSA CPD Policy, credentialed Coaches and Mentors must accumulate **72 CPD points for each discipline (coaching and mentoring) over a 3-year period of which 12 points need to be for Supervision (4 points each year) in each discipline and cannot be combined.**

### Monitoring and Reporting

21. COMENSA will monitor and report on:
- a. Recognition of Prior Learning (RPL)
  - b. Credentialing
  - c. Renewal of Credentials
  - d. Re-Credentialing
  - e. Designations Awarded
  - f. Designation Revoked
  - g. Continuous Professional Development (CPD) Activity
22. COMENSA will submit a list of all designated members in a form acceptable to SAQA for uploading to the National Learners Record Database.

### Reciprocal Agreements

23. Where reciprocal agreements have been signed between COMENSA and another body or association, the term and conditions need to be clearly communicated to members by the COMENSA Board and the MCSC committee.
24. Where agreement is made to mutually recognise credentials, an alignment matrix will be provided to ensure parity of credentials recognised by each body against which MCSC can recognise the credential and recommend for registration with SAQA as having met the compliance requirements of a nationally registered credential.

### Membership Approval Revoking

25. Clauses 16 to 18 are read in conjunction with the COMENSA Memorandum of Incorporation, the Member By-Laws and the COMENSA Code of Ethics.
26. Should COMENSA receive complaints against a Credentialed member from an internal or external source, the matter will be referred to the Investigations committee.
27. If the complaint is deemed to have merit, the Investigations committee will refer the matter to the Disciplinary committee for review and if of merit, the committee will establish an ad-hoc Panel to review the case and make disciplinary recommendations to the Board.
28. The COMENSA Board will review the recommendations and make a decision based on the evidence and thereafter apply the appropriate sanction in writing to the member.

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29. Where applicable, COMENSA will revoke in writing the approval of any member should the member no longer meet the criteria against which membership was approved.
30. Any member that has had their membership revoked, has the right to appeal to the COMENSA Board within a period not exceeding thirty (30) working days from the date of notification.
31. Subject to the outcome of an appeal process if instituted, the decision of the COMENSA Board will be final, subject only to further legal processes at the costs of the member.

## **Roles and Responsibilities**

32. The COMENSA Board will:

32.1 Approve this Policy and Criteria.

32.2 Take advice from MCSC on the management of Membership Processes designated for Board responsibility in this and all other COMENSA policies.

32.3 Apply this policy in conjunction with the related clauses of the COMENSA MOI and the By-Laws

33. The Member Criteria and Standards of Competence Portfolio Committee (MCSC) will:

33.1 Develop, review and maintain this Policy and Criteria.

33.2 Manage Membership Evaluation and Approval Processes.

33.3 Approve Memberships in conjunction with COMENSA Administration and Management processes.

33.4 Maintain, and review the professional designations criteria registered by SAQA on the NQF to ensure they remain relevant and are responsive to global changes in the coaching and mentoring professions.

33.5 Manage the process of credentialing and award a professional designation to a member who has achieved the professional criteria registered for each designation by SAQA on the NQF.

33.6 Review and approve Awards for Professional Designation.

33.7 Recommend to the Board Revoking of Membership Approval.

## **Policy and Criteria Implementation and Review**

34. This policy and criteria comes into effect on the date of signature by the relevant Designated COMENSA person in authority at the time of approval of this policy.

35. This policy and criteria will be reviewed annually and when deemed necessary by the MCSC Committee or the COMENSA Board.

36. The annual review will assess the applicability and relevance of all policies in terms of the MOI, the By-Laws and international standards and bring into effect changes which need to be reviewed and ratified by the COMENSA Board.

37. The annual policies will be made available for members to review after signature by the COMENSA Board.

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38. MCSC will ensure Member Information Sessions are set up in Q1 of each year to communicate changes made to the Policies. Where no changes have been made, Member Information Sessions are deemed voluntary and not mandatory for MCSC.

### **Legislation, Regulations, Policies and Guidelines applicable to this Policy and Criteria**

39. The following have applicability in the whole or in part:

39.1 The COMENSA NPC Memorandum of Incorporation 2005/017895/08

39.2 The COMENSA NPC BYLAWS 2005/017895/08

39.3 The Constitution of South Africa, Act 108 of 1996.

39.4 The National Qualifications Framework Act, Act 67 of 2008.

39.5 The Protection of Personal Information Act, Act of 4 of 2013.

39.6 SAQA Policy and Criteria for Recognising a Professional Body & Registering a Professional Designation.

39.7 The COMENSA Credentialing, Designation Evaluation, Recognition of Prior Learning and Foreign Qualifications Policies.

### **Review of the Policy**

40. The Policy will be reviewed annually or as and when required to ensure that they remain relevant and aligned with the evolving needs of the coaching and mentoring profession and the objectives of COMENSA. The Committee will recommend amendments to the Board for approval.

### **Delegation of Authority**

41. The completion and signing of the application for re-recognition as a professional body by SAQA are authorised under the delegated authority of the President. Accordingly, the Vice President, Ms Mpho Portia Modisaesi, is hereby authorised to sign the application on the President's behalf. This delegation of authority is granted with the approval of the COMENSA Board of Directors.

### **Approval of the Policy**

42. The Policy, including the delegation of authority outlined herein, has been reviewed, and approved by the COMENSA Board of Directors.

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# Annexure A – Coaching Behavioural Standards Framework

The Coaching Behavioural Standards Framework recognises competencies in nine key areas within three categories that span the three levels of credentialed coaching to support coaches in understanding the requirements of each level. The competencies and examples given are indicators of behaviours or principles the coaches should be displaying to meet each competency level.

The following three categories and nine competencies are recognized:

## Coaching Behavioural Standards

1. Contracting.
2. Communicating.
3. Building Trust and Rapport.
4. Creating Awareness and Opportunities for Learning.
5. Designing Actions and Managing Accountability.

## Self-Management Behavioural Standards

6. Building Self Awareness.
7. Creating opportunities for Personal and Professional Growth.
8. Maintaining a Coaching Presence.

## Context Management Behavioural Standards

9. Managing Diversity.

Three levels of coaching designations are recognised for COMENSA credentialing:

- |       |                            |                     |
|-------|----------------------------|---------------------|
| • CCC | COMENSA Credentialed Coach | Designation Level 1 |
| • CSC | COMENSA Senior Coach       | Designation Level 2 |
| • CMC | COMENSA Master Coach       | Designation Level 3 |

*IMPORTANT NOTE: COACH HAS TO DISPLAY A HIGH LEVEL OF MASTERY, EXCELLENCE AND HIGHLY SKILLED PROFICIENCY AT THIS LEVEL*

## The Behavioural Standards

### COACHING BEHAVIOURAL STANDARDS

#### 1. Contracting

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**Able to:**

- Negotiate agreement for a coaching interaction including the coaching relationship and the process of coaching.

CCC	CSC	CMC
<ul style="list-style-type: none"> <li>• Sets out the administrative aspects of the contract by clarifying what, who, where, when and how the coaching agreement will take place.</li> <li>• Create, discuss, and agree on a safe space for the client, especially during virtual / online coaching with regards to areas such as public spaces, offices, open plan &amp; at home where the client can be overheard.</li> <li>• Begins to work with what the client wants to explore.</li> <li>• Begins to identify the client's learning style/ way of working.</li> <li>• Sums up what the client has agreed to and revisits the contract if the need arises during the engagement.</li> <li>• Confidentiality is explained to ensure that the client feels safe &amp; secure in the coaching space.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets out the administrative aspects of the contract and includes the implications of agreements between both parties.</li> <li>• Works with the client's agenda with some deeper exploration of what makes the issue important for the client.</li> <li>• Begins to identify the client's learning style/ way of working.</li> <li>• Sums up what the client has agreed to and revisits the contract if the need arises during the engagement.</li> <li>• Confidentiality is explained to ensure that the client feels safe &amp; secure in the coaching space.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets out the administrative aspects of the contract including the implications of agreements between all parties.</li> <li>• Ensures that the agendas of all parties are aligned and transparent.</li> <li>• Explores what the client wants from the session thoroughly.</li> <li>• Co-creates success indicators with the client.</li> <li>• Checks whether the process is serving the client's needs</li> <li>• Re-contracts the outcomes in response to the client's feedback and in service of the overall goal.</li> <li>• Takes time to skilfully explore with the client:               <ul style="list-style-type: none"> <li>○ how best they will work together.</li> <li>○ how the client learns.</li> <li>○ how the client accepts challenges for maximum change.</li> <li>○ their motivation for action and openness to learning.</li> </ul> </li> <li>• Reviews the coaching process by inviting authenticity and openness</li> <li>• Invites the client to reflect regularly on:               <ul style="list-style-type: none"> <li>○ His/her learning &amp; growth.</li> <li>○ The implications of his/her learning, growth &amp; not reaching desired outcomes.</li> </ul> </li> </ul>

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## **COACHING BEHAVIOURAL STANDARDS**

### **2. Communicating**

#### **Able to:**

- Listen actively to clarify and broaden the client's understanding as well as to encourage thinking while paying attention to both the said and the unsaid.
- Use open questions to create options for client reflection, challenge assumptions and provide opportunities for learning.
- Provide direct feedback to the client that meets the needs of the client rather than the coach.

<b>CCC</b>	<b>CSC</b>	<b>CMC</b>
<ul style="list-style-type: none"><li>• Pays attention by giving appropriate responses to the client's input and agenda.</li><li>• Responds in a way that is related to what the client is trying to communicate &amp; achieve by using similar language and nuance.</li><li>• Open ended questions are used with the client to obtain information related to the client's agenda.</li><li>• Asks appropriate questions that focus on solving the challenge from the coach's perspective.</li></ul>	<ul style="list-style-type: none"><li>• Pays attention by giving appropriate responses to the client's input and agenda. Also pays attention to context, environment, experiences, values &amp; beliefs.</li><li>• Responds in a way that is related to what the client is trying to communicate &amp; achieve by using similar language and nuance.</li><li>• Becomes aware of client's choice of words representing their internal representation &amp; understanding.</li><li>• Questions the client to follow up on what is "both said" and "not said" in relation to the client's agenda.</li><li>• Uses questions that enable the client to generate options from their own exploration, by evoking awareness of client's own context.</li></ul>	<ul style="list-style-type: none"><li>• Pays attention by giving appropriate responses to the client's input and agenda.</li><li>• Responds, inquiries and challenges incongruencies in a way that is related to what the client is trying to achieve and uses similar language and nuance.</li><li>• Asks questions which:<ul style="list-style-type: none"><li>○ challenge the client's assumptions.</li><li>○ elicit new insights.</li><li>○ raise self-awareness.</li><li>○ facilitate learning.</li></ul></li><li>• Uses questions to generate new thinking, dig deeper to create depth &amp; insight in line with the client's agenda.</li></ul>

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## **COACHING BEHAVIOURAL STANDARDS**

### **3. Building trust and rapport**

#### **Able to:**

- Establish and maintains trust through open, honest, and ethical behaviour.
- Maintains a safe space in which the client can courageously explore their own thinking.
- Be alert to fear and doubt and acknowledge and discuss them openly and without judgement.

<b>CCC</b>	<b>CSC</b>	<b>CMC</b>
<ul style="list-style-type: none"><li>• Respectfully notices &amp; reflects tone, pitch, pace, and volume to empathise with the client's current state.</li><li>• Invites client to share some background &amp; personal experience to set the client at ease.</li><li>• Explores connection points with the client to further put the client at ease.</li><li>• Create a safe &amp; secure space to put the client at ease, thereby creating a comfortable coaching space &amp; environment.</li></ul>	<ul style="list-style-type: none"><li>• Respectfully notices &amp; reflects tone, pitch, pace, and volume to empathise with the client's current state.</li><li>• Invites client to share some background &amp; personal experience to set the client at ease.</li><li>• Explores connection points with the client to further put the client at ease.</li><li>• Create a safe &amp; secure space to put the client at ease, thereby creating a comfortable coaching space &amp; environment.</li><li>• Becomes aware of the client's body language to be able to reflect on what was observed.</li></ul>	<ul style="list-style-type: none"><li>• Respectfully notices &amp; reflects tone, pitch, pace, and volume to empathise with the client's current state.</li><li>• Invites client to share some background &amp; personal experience to set the client at ease.</li><li>• Explores connection points with the client to further put the client at ease.</li><li>• Create a safe &amp; secure space to put the client at ease, thereby creating a comfortable coaching space &amp; environment.</li><li>• Becomes aware of the client's body language to be able to reflect on what was observed.</li><li>• Observes where trust is absent and can discuss this freely.</li></ul>

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## **COACHING BEHAVIOURAL STANDARDS**

### **4. Creating awareness and opportunities for learning**

#### **Able to:**

- Express insights to the client in a way that provides useful and meaningful feedback.
- Enable the client to recognise the impact of their own thoughts and feelings about any given situation.
- Use own knowledge and experience as a resource in a way that supports but does not impose on the client's decisions.

<b>CCC</b>	<b>CSC</b>	<b>CMC</b>
<ul style="list-style-type: none"><li>• Provide direct, fair, and constructive feedback in a respectful manner.</li><li>• Is invested in exploring the client's insights to broaden their perspective.</li><li>• Asks questions to stimulate client's thinking about new thoughts and feelings.</li><li>• Uses different coaching tools &amp; techniques to guide the client to further discoveries and awareness of self.</li></ul>	<ul style="list-style-type: none"><li>• Provides direct, fair, and constructive feedback in a respectful manner.</li><li>• Is invested in exploring the client's insights to broaden their perspective.</li><li>• Asks questions to stimulate client's thinking about new thoughts and feelings.</li><li>• Uses different coaching tools &amp; techniques to guide the client to further discoveries and awareness of self.</li><li>• Enquires about what the client has learnt during the session with regards to their world, journey &amp; challenges faced.</li></ul>	<ul style="list-style-type: none"><li>• Shares easily and directly with the client, has no attachment to being right.</li><li>• Trusts the client to choose how to respond in their own way without forcing awareness.</li><li>• Allows enough space for the client to experience their own insights.</li><li>• Is comfortable with not knowing where the exploration might lead.</li><li>• Partners with the client on a deep level.</li><li>• Skilfully invites the client to generate their own methods and tools and in so doing builds confidence and belief in client's capacity.</li></ul>

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## COAHING BEHAVIOURAL STANDARDS

### 5. Designing actions and managing accountability

#### Able to:

- Guide in developing and supporting an effective coaching plan in partnership with the client.
- Maintain and holds attention on, a relevant and effective client-centred coaching plan.
- Re-contract to accommodate the emergence of the client's shifting priorities and objectives over time.
- Promote the client's self-discipline and resilience by ensuring ownership of both challenges and solutions.
- Holds the client accountable for implementation of the agreed-upon action plans.

CCC	CSC	CMC
<ul style="list-style-type: none"> <li>• Co-creates an action plan based on:               <ul style="list-style-type: none"> <li>○ The client's needs and expected outcomes.</li> <li>○ Criteria and sequential action steps are facilitated by the coach that guides toward the client's desired outcomes.</li> </ul> </li> <li>• Coach &amp; client co-creates measurable action steps.</li> <li>• Encourages the client to keep to the pace and time of desired timelines.</li> <li>• Supports the client as the accountability partner for the execution of the agreed actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports and invites client to create an action plan based on:               <ul style="list-style-type: none"> <li>○ The client's needs and expected outcomes as stated by the client.</li> <li>○ Criteria and sequential actions steps determined by the client that points toward the client's desired outcomes.</li> </ul> </li> <li>• Invites client to build in their own measurements at chosen intervals.</li> <li>• Invites the client to inform pace and time of desired timelines.</li> <li>• Encourages the client to continue to manage the gaps &amp; barriers.</li> <li>• Builds clarity and purpose into the process.</li> <li>• Aligns the client's needs to their own values and meaning.</li> <li>• Ensures that evaluation and measurement are designed along with execution flow.</li> </ul>	<ul style="list-style-type: none"> <li>• Co creates an action plan based on:               <ul style="list-style-type: none"> <li>○ The client's needs and explored outcomes and options.</li> <li>○ Criteria and sequential action steps determined by the client that points toward the client's desired outcomes.</li> </ul> </li> <li>• Skilfully invites the client to determine measures that will keep them to the maintenance of pace and timelines of their desired outcomes.</li> <li>• Partners with, and skilfully challenges the client to build in their own measurements at chosen intervals.</li> <li>• Partners and encourages the client to articulate their own clarity and purpose into the process.</li> <li>• Invites the client to align their own needs to their own values and meaning.</li> <li>• Promotes the process of self-governance / autonomy by enabling and inviting the client to learn about and apply their own strengths and limitations.</li> </ul>

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## **SELF-MANAGEMENT BEHAVIOURAL STANDARDS**

### **6. Building self-awareness**

#### **Able to:**

- Demonstrates sufficient self-awareness to have a realistic perception of own strengths and weaknesses.
- Becomes aware of own emotions, thoughts and feelings and is able to remain neutral & non-judgemental.

<b>CCC</b>	<b>CSC</b>	<b>CMC</b>
<ul style="list-style-type: none"><li>• Coach remains neutral while listening to the different points of view of the client, without judgement.</li><li>• Be flexible in the coaching style to adapt to the client's needs and requirements.</li></ul>	<ul style="list-style-type: none"><li>• Is responsive to information from the client that relates both to actions as well as the client's way of thinking, learning and being.</li><li>• Moves coaching process forward based on an equal partnership.</li><li>• Demonstrates curiosity and displays confidence by allowing space for reflection, pause and silence.</li></ul>	<ul style="list-style-type: none"><li>• Is open to being impacted by the client.</li><li>• Moves towards a resonance that impacts both self and the client.</li><li>• Maintains an open and inviting attitude of curiosity and is comfortable with not knowing what they do not know.</li><li>• Fully trusts the value that is inherent in the coaching process.</li><li>• Skilfully demonstrates the ability to remain grounded and focused on the client.</li></ul>

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## **COACHING BEHAVIOURAL STANDARDS**

### **7. Creating opportunities for own personal and professional growth**

**Able to:**

- Seeks out and acts on feedback to build on strengths and mitigate weaknesses.
- Demonstrates sufficient maturity to identify and deal with own prejudices, biases and/or stereotypes.

<b>CCC</b>	<b>CSM</b>	<b>CMC</b>
<ul style="list-style-type: none"><li>• Maintains a level of self-awareness by keeping the client at the centre, as the focus.</li><li>• Remains neutral throughout the session without becoming biased, stereotyping or judgemental.</li></ul>	<ul style="list-style-type: none"><li>• Maintains a level of self-awareness by keeping the client at the centre, as the focus.</li><li>• Remains neutral throughout the session without becoming biased, stereotyping or judgemental.</li><li>• Pay attention to and is aware of coach's own emotions, thoughts &amp; feelings whilst paying attention to the client's emotions, thoughts &amp; feelings in an open and transparent way.</li></ul>	<ul style="list-style-type: none"><li>• Maintains a level of self-awareness by keeping the client at the centre, as the focus.</li><li>• Remains neutral throughout the session without becoming biased, stereotyping or judgemental.</li><li>• Pays attention to and is aware of coach's own emotions, thoughts &amp; feelings whilst paying attention to the client's emotions, thoughts &amp; feelings in an open and transparent way.</li><li>• Becomes more confident &amp; fascinated with own responses as a skilled coach in the moment.</li></ul>

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## **COACHING BEHAVIOURAL STANDARDS**

### **8. Maintaining a coaching presence**

#### **Able to:**

- Be fully present and engaged during the coaching session, especially during virtual coaching sessions as distractions are a lot more difficult to manage.
- Be aware of and manage own coaching process & reactions to contribute positively to the coaching interaction.
- Be aware of, any shifts within the client and manages judgement of client situation and adapt & align appropriately.
- Identify and separate own agenda from that of the client.

<b>CCC</b>	<b>CSM</b>	<b>CMC</b>
<ul style="list-style-type: none"><li>• Is mostly focused on the client's agenda and the coaching process.</li><li>• Is aware of his/her own performance and is able to be completely present.</li><li>• Coach doesn't rely on only one single tool or process but to rather adapt to the client's exploration and needs.</li></ul>	<ul style="list-style-type: none"><li>• Is mostly focused on the client's agenda and the coaching process.</li><li>• Be aware of his/her own performance and is able to be completely present.</li><li>• Coach doesn't rely on only one single tool or process but to rather adapt to the client's exploration and needs.</li><li>• Conducts self-reflection as a coach.</li></ul>	<ul style="list-style-type: none"><li>• Is completely emerged, connected and present with the client with an observer attitude.</li><li>• Pays full attention to the whole client (cognitive, emotional, reactive), who the client is, how the client learns and becomes aware of their own growth.</li><li>• Stays fully present and connected, whatever might arise.</li><li>• To be skilful in being adaptive, agile, dancing in the moment and to evolve and transform as a coach.</li></ul>

## **CONTEXT MANAGEMENT BEHAVIOURAL STANDARDS**

### **9. Managing Diversity**

#### **Able to:**

- Work with diversity and adapt behaviour in response to unfolding contextual and cultural differences.
- Work with issues such as prejudice, bias, and stereotyping within unfolding cultural contexts.
- Demonstrate an understanding of and show empathy for past, current, and future cultural contexts.
- Adapt coaching style to suit a continuously changing environment (internal and external).
- Evaluate the purpose of the context to ensure congruency to the specific context.

<b>CCC</b>	<b>CSC</b>	<b>CMC</b>
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<ul style="list-style-type: none"> <li>• Is aware of and respects diversity in the client.</li> <li>• Hears and accepts different points of view without judgement.</li> <li>• Is aware of unfolding context and sees the client as part of a system.</li> <li>• Is aware of own and client's biases and prejudices.</li> <li>• Attempts to create deep awareness of consequences of bias and prejudice for both self and client.</li> <li>• Demonstrates awareness of specific contextual issues by asking questions that show context knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Is non-judgemental and responsive to diversity.</li> <li>• Adapts coaching to include differences from the client.</li> <li>• Explores impact of the system on the client and the client on the system.</li> <li>• Explores biases, prejudices to understand impact on behaviour.</li> <li>• Identifies cause and effect relationships between bias. and behaviour and vice versa</li> <li>• Uses questions to challenge and explore the assumptions and values that underpin the specific context.</li> <li>• Has an awareness of generational differences between: <ul style="list-style-type: none"> <li>○ Traditionalists or Silent Generation - 1945 and before</li> <li>○ Baby Boomers - 1946-1964</li> <li>○ Generation X - 1965-1976</li> <li>○ Millennials or Gen Y - 1977-1995</li> <li>○ Generation Z or iGen or Centennials - 1996-now</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explores assumptions underpinning contextual and cultural differences to enhance insight.</li> <li>• Is open to be impacted by the client's unfolding context.</li> <li>• Can deal with complexity and ambiguity, not pushing to a clear boxed solution.</li> <li>• Explores worldview and paradigm of the client and self to understand patterns of thinking.</li> <li>• Demonstrates an understanding of the systemic relationship between the client and their unique context.</li> <li>• Personalises the coaching process, at the same time showing awareness of the interplay between context and the individual.</li> <li>• Coach displays genuine curiosity about client and context in diversity &amp; culture.</li> <li>• Has an awareness of generational differences between: <ul style="list-style-type: none"> <li>○ Traditionalists or Silent Generation - 1945 and before</li> <li>○ Baby Boomers - 1946-1964</li> <li>○ Generation X - 1965-1976</li> <li>○ Millennials or Gen Y - 1977-1995</li> <li>○ Generation Z or iGen or Centennials - 1996-now</li> </ul> </li> </ul>
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## Annexure B – Mentoring Behavioural Standards Framework

The Mentoring Behavioural Standards Framework recognises competencies in six key areas that span three levels of mentoring in order to support mentors across the board to understand the requirements of each. The competencies and examples given are indicators of behaviours or principles the mentors should be displaying in order to meet each competency level.

The following six competencies are recognized:

1. Self-understanding
2. Relationship building
3. Professional Skills
4. Role management

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5. Personal/Professional knowledge
6. Personal/Professional development plan and measurement

Three levels of mentoring designations are recognised for COMENSA credentialing:

- |       |                             |                      |
|-------|-----------------------------|----------------------|
| • CCM | COMENSA Credentialed Mentor | Designation Level 1. |
| • CSM | COMENSA Senior Mentor       | Designation Level 2  |
| • CMM | COMENSA Master Mentor       | Designation Level 3  |

Competency	CCM	CSM	CMM
<b>1. Self-Understanding</b> <ul style="list-style-type: none"> <li>Has a clear understanding of personal value system and how it relates to the mentoring relationship and the effectiveness in managing the mentees/sponsor's objectives</li> <li>Be aware of diversity challenges and have sufficient maturity to identify and deal with personal prejudices biases and /or stereotypes</li> <li>Demonstrate sufficient self-awareness to have a realistic perception of own strengths and weaknesses</li> <li>Take responsibility for own actions and demonstrate commitment to meeting obligations and keeping promises made.</li> <li>Self-insight into why offering to mentor</li> </ul>	<ul style="list-style-type: none"> <li>Understands and communicates own values effectively within the mentor/mentee relationship</li> <li>Manages issues of diversity and is aware of own biases and stereotypes.</li> <li>Behaves appropriately to facilitate the mentoring process</li> <li>Is aware of own strengths and weaknesses and what they bring to the mentor/mentee relationship</li> <li>Demonstrates and applies solid time management practices and personal commitment to the mentor/mentee relationship</li> <li>Is able to separate own agenda from</li> </ul>	<ul style="list-style-type: none"> <li>Builds self-understanding based on established models of human behaviour and reflection of practice</li> <li>Is self-aware and aware of others potential challenges around diversity, stereotypes and biases</li> <li>Participates in regular supervision</li> <li>Continuously reviews and updates skills to improve their mentoring practices</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates insights gained from extensive exploration of theoretical models of human behaviour and extensive insight gained from experience and personal reflection</li> <li>Demonstrates high levels of self-awareness and maturity</li> <li>Stays abreast and evaluates current research on mentoring and human development models</li> <li>Knows how to connect to self-knowledge, skills, wisdom and experience and how to communicate it and share it with their mentee to</li> </ul>

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	that of the mentee <ul style="list-style-type: none"> <li>• Participates in regular supervision</li> </ul>		provide the most value. <ul style="list-style-type: none"> <li>• Proficiently connected to all other levels regarding this competency</li> </ul>
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Competency	CCM	CSM	CMM
<b>2. Relationship Building</b> <ul style="list-style-type: none"> <li>• Has the ability to build and maintain effective, trusting relationships with both the mentee and , where appropriate, the sponsor</li> <li>• Is able to communicate effectively within the mentor/mentee relationship and, where appropriate, with the sponsor</li> <li>• Demonstrates the ability to discuss provide effective feedback and challenge both the mentee and, where appropriate, the sponsor</li> <li>• Establish and maintain trust</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates interest, empathy and genuine support for the mentees development and goals</li> <li>• Effectively builds and manages trust</li> <li>• Understands the difference between mentoring and other modalities of practice</li> <li>• Focuses on mentees agenda</li> <li>• Is able to gently challenge the mentee</li> <li>• Uses feedback appropriately to support the mentee and build further trust</li> <li>• Checks for understanding and is able to obtain clarity on mentee issues/challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks to further understand the mentees thinking around issues/goals</li> <li>• Effectively recognises and works with mentees emotions, body language, beliefs and values.</li> <li>• Focuses attention on the mentees performance</li> <li>• Shares personal thinking and experience around mentees issues/challenges</li> <li>• Able to dance in the moment with the client and adjust mentoring style appropriately</li> <li>• Identifies patterns within the mentee</li> </ul>	<ul style="list-style-type: none"> <li>• Able to fully explain different approaches/mod els /strategies of working with humans to mentees</li> <li>• Invites the mentee to share thinking in the development of goals/strategies</li> <li>• Invites the mentee to share thinking on an equal level in the development of goals/strategies</li> <li>• Co creates levels of interpersonal connection and resonance with mentee</li> <li>• Co-creates a safe space for mentees to work in</li> <li>• Proficiently connected to all other levels regarding this competency</li> </ul>

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<p>through open, honest and ethical behaviour</p> <ul style="list-style-type: none"> <li>• Maintain a safe space in which the mentee can courageously explore their own thinking</li> <li>• Support the mentee to recognize the impact of their own thoughts and feelings about any given situation</li> <li>• Be fully present for the mentee/manage own emotions and judgements</li> </ul>	<ul style="list-style-type: none"> <li>• Displays ethical behaviour</li> <li>• Demonstrates an active listening style</li> </ul>	<p>and creates awareness appropriately</p> <ul style="list-style-type: none"> <li>• Invites the mentee to share thinking in the development of goals/strategies</li> </ul>	
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Competency	CCM	CSM	CMM
<b>3. Professional skills</b> <ul style="list-style-type: none"> <li>• Has sufficient knowledge of the to meet the mentee/sponsors development needs</li> <li>• Has a strong network within the organisation</li> <li>• Has demonstrated skills to support the mentees development</li> </ul>	<ul style="list-style-type: none"> <li>• Has been with the mentee organisation or similar field for at least 1-2 years and has sufficient knowledge to support the mentee</li> <li>• Has established referral network within the organisation or industry</li> <li>• Understands the organisations/indust</li> </ul>	<ul style="list-style-type: none"> <li>• Has been with the mentees organisation or similar field for at least 3-5 years and has sufficient knowledge to support the mentee</li> </ul>	<ul style="list-style-type: none"> <li>• Holds a senior management position within the organisation or similar industry</li> <li>• Has excellent life skills</li> <li>• Proficiently connected</li> </ul>

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<ul style="list-style-type: none"> <li>• Use knowledge/skills to promote the personal/professional development needs of the mentee and ,where appropriate, the sponsor(s)</li> <li>• Has demonstrated professional knowledge required by the mentee for their personal/professional development and that meet the needs identified by both the mentee and , where appropriate, the sponsor(s)</li> <li>• Mentor has good referral networks</li> <li>• Contract</li> <li>• Documentation</li> </ul>	<ul style="list-style-type: none"> <li>• ries demographics and can clearly state the companies vision, mission and values</li> <li>• Can support the mentee to map goals that align with their own development and organisational strategies</li> <li>• Is willing to share experience and skills with mentee Is fully engaged with mentee development at all levels</li> </ul>	<ul style="list-style-type: none"> <li>• Has established referral network at senior management levels to support mentee development</li> <li>• Is aware of adult learning principles</li> <li>• Knows the companies strategies and future staffing needs</li> <li>• Can assist the mentee to map career within the organisation or similar field</li> </ul>	<p>to all other levels regarding this competency</p>
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Competency	CCM	CSM	CMM
<b>4. Role Management</b> <ul style="list-style-type: none"> <li>• Can demonstrate effective role management with the mentee/sponsor in defining the purpose and expected outcomes of the mentoring journey.</li> <li>• Mentor is committed to mentee development as</li> </ul>	<ul style="list-style-type: none"> <li>• Acts as a role model</li> <li>• Committed to mentee development</li> <li>• Is able to hold mentee accountable for own progress</li> <li>• Can communicate effectively</li> <li>• Is aware of own biases/stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• Has a more senior management role in the organisation</li> <li>• Has mentored others</li> </ul>	<ul style="list-style-type: none"> <li>• Accessible</li> <li>• Models collaborative leadership</li> <li>• Understands the dynamics of diversity in the workplace</li> </ul>

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<p>well as self-development</p> <ul style="list-style-type: none"> <li>• Mentor explores and improves their own practice of mentorship skills and promotes the practice and reputation of the profession</li> <li>• Establishes the boundaries of the mentor/mentee relationship and adheres to ethical guidelines with the mentee and, where appropriate, the sponsor's</li> <li>• Skilfully builds the on-going relationship with the mentee and, where appropriate, the sponsor(s)</li> <li>• Demonstrates ability to recognize and promote mentees strengths and self-awareness</li> <li>• Understands the mentorship role &amp; challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Is open to self-reflection and renewal</li> <li>• Is able to model collaborative leadership</li> <li>• Is open to new ideas and being challenged by mentee</li> <li>• Is able to set boundaries/ground rules with the mentee</li> <li>• Has a positive attitude</li> <li>• Demonstrates a strong work ethic</li> <li>• Is respected as a professional in his/her position/field</li> <li>• Is approachable</li> </ul>		<ul style="list-style-type: none"> <li>• Involved in strategic decision making</li> <li>• Fully supportive and committed to mentorship</li> <li>• Proficiently connected to all other levels regarding this competency</li> </ul>
Competency	CCM	CSM	CMM
<p><b>5. Personal/Professional knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrates skills needed by the mentor/sponsor to meet their individual needs and meet their personal/professional development goals</li> <li>• Understands the purpose of the mentorship journey and the desired outcomes of the mentee and , where</li> </ul>	<ul style="list-style-type: none"> <li>• Has skills needed to support mentee development</li> <li>• Has demonstrated experience in their field of work</li> <li>• Is committed to mentee development</li> </ul>	<ul style="list-style-type: none"> <li>• Has skills and knowledge required at a senior level</li> <li>• Has a solid knowledge of HR practices within the organisation in regards</li> </ul>	<ul style="list-style-type: none"> <li>• Stays abreast and evaluates current research on mentoring and human development models.</li> <li>• Fully supportive and committed to mentorship</li> </ul>

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appropriate, sponsor(s) <ul style="list-style-type: none"> <li>• Uses personal/professional knowledge to support and enhance the mentee's personal/professional growth</li> <li>• Demonstrates good time management</li> <li>• Has been a mentee</li> </ul>	<ul style="list-style-type: none"> <li>• Is open and willing to share both personal experiences and job related skills</li> <li>• Understands goal setting and tools used to define and set them</li> </ul>	to employee growth <ul style="list-style-type: none"> <li>• Has a solid knowledge of organisation's future growth strategies and staffing requirements</li> <li>• Can recognize and support rising stars within the organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Proficiently connected to all other levels regarding this competency</li> </ul>
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Competency	CCM	CSM	CMM
<b>6. Personal/Professional development plan and measurement</b> <ul style="list-style-type: none"> <li>• Demonstrates the ability to support and negotiate with the mentee/sponsor's in the development of an effective personal/professional development plan</li> <li>• Has the ability to re-contract with the mentee/sponsor as priorities/objectives shift/change</li> <li>• Has the ability to support the mentees/sponsor to set SMART goals</li> <li>• Has the ability to hold the mentee</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar with personal development plan tool</li> <li>• Can challenge/support mentee in building SMART goals</li> <li>• Willing to push mentee where necessary to allow them to stretch their comfort zones</li> <li>• Ability to recognize and support mentee strengths</li> <li>• Ability to provide constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of tools and measurements to identify mentee strengths/areas for improvement</li> <li>• Has senior level management experience</li> </ul>	<ul style="list-style-type: none"> <li>• Has the ability to promote mentees professional/personal development plans</li> <li>• Has influence within the organisation to promote/create positions</li> <li>• Proficiently connected to all other levels regarding this competency</li> </ul>

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# Credentiaing Process

MCSC

ENSA  
NATIONAL ASSOCIATION OF  
TEACHERS OF SOUTH AFRICA

## CREDENTIATING PROCESS



<p>accountable for agreed on actions</p> <ul style="list-style-type: none"><li>Has the ability to gather information and demonstrate measurement(s) of success throughout the mentoring journey</li><li>Works with the mentee to support their on-going development/insight and learning</li><li>Supports the mentee to make desired changes</li></ul>			
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## Annexure D – MCSC Credentiaing Designations



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