EMCC Competence Framework – Senior Practitioner level

Please refer to the EMCC website for full details of the four levels of mentoring/coaching accreditation for both EQA and EIA; This full document in PDF format can be found here: https://www.emccouncil.org/wp-content/uploads/2018/10/EMCC-competences-framework-v2-EN.pdf. Published September 2015 (version 2).

You will need to (a) familiarise yourself with the competences and Cis, as they are the foundation for the programme and (b) understand the Cis at Senior Practitioner level in the context of the other levels that went before (the competences you already have to a lesser or greater degree from your prior learning and experience.

Senior Practitioner level is for:
• Professional mentors and coaches who draw on a range of models and frameworks.
• They role-model good practice
• Likely to be working with a range of clients, contexts and organisations.
• The focus of work is building capacity for progression, managing complex and challenging relationships, working with ambiguity and change.
• Likely to be working fluidly in the moment, with varied and often complex client issues in demanding contexts.

Eight mentoring/coaching competence categories

1. Understanding Self
Demonstrates awareness of own values, beliefs and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the client's, and where relevant, the sponsor's objectives

2. Commitment to Self-Development
Explore and improve the standard of their practice and maintain the reputation of the profession

3. Managing the Contract
Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client and, where appropriate, with sponsors

4. Building the Relationship
Skillfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor

5. Enabling Insight and Learning
Works with the client and sponsor to bring about insight and learning

6. Outcome and Action Orientation
Demonstrates approach and uses the skills in supporting the client to make desired changes

7. Use of Models and Techniques
Applies models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning

8. Evaluation
Gathers information on the effectiveness of own practice and contributes to establishing a culture of evaluation of outcomes

Capability Indicators

The table below sets out Capability Indicators (CIs) for each of the eight competence categories across the four levels of mentoring/coaching.

Competence Category	Senior Practitioner Capability Indicators (Cis)
1. Understanding Self Demonstrates awareness of own values, beliefs and behaviours, recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the client's, and where relevant, the sponsor's objectives	• Builds self-understanding based on a range of theoretical models and structured input from external sources with rigorous reflection on experience and practice (73) • Proactively manages own 'state of mind' to suit the needs of the client (74)
2. Commitment to Self-Development Explores and improves the standard of their practise and maintains the reputation of the profession	• Continuously reviews, reflects on and updates personal beliefs, attitudes and skills to improve their mentoring/ coaching (75) • Proactively identifies gaps in skills, knowledge and attitudes and uses a structured process to meet learning needs (76) • Selects relevant themes, ideas and models to explore and develop their practice (77) • Translates new learning into practice and evaluates goals and process with stakeholders (78) • Invites feedback from peers by demonstrating their practice before them (79)

Competence Category	Senior Practitioner Capability Indicators (Cis)
3. Managing the contract Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client and, where appropriate, with sponsors	• Establishes an ethically-based mentoring/coaching contract in ambiguous and / or conflicted circumstances with the client (and with sponsors where relevant) (80) • Identifies clients who may have an emotional or therapeutic need which is beyond their professional capability to work with safely (81)
4. Building the relationship Skilfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor	• Attends to and works flexibly with the client's emotions, moods, language, patterns, beliefs and physical expression (82) • Demonstrates a high level of attentiveness and responsiveness to the client in the moment while mindful of client's work towards outcomes (83)
5. Enabling insight and learning Works with the client and sponsor to bring about insight and learning	• Uses a range of techniques to raise awareness, encourage exploration and deepen insight (84) • Uses feedback and challenge effectively to increase awareness, insight and responsibility for action (85) • Responds to the full sensory range of client communication, in the moment, to infer possible areas for questioning (86) • Is flexible in applying a wide range of questions to facilitate insight (87) • Uses language to help client reframe or challenge current thinking/understanding (88) • Applies a holistic perspective to building understanding and insight (89) • Recognises the uncertainties, possibilities and constraints of the client's situational context and helps client to appreciate their impact (90)

Competence Category	Senior Practitioner Capability Indicators (Cis)
6. Outcome and Action Orientation Demonstrates approach, and uses the skills, in supporting the client to make desired changes	• Encourages client to explore wider context and impact of desired outcomes (91) • Draws on a range of diverse techniques and methods to facilitate achievement of outcomes (92) • Describes and applies a range of methods for building commitment to outcomes, goals and actions (93) • Helps client explore their approach to change, promotes active experimentation and self-discovery (94) • Works effectively with resistance to change (95)
7. Use of Models and Techniques Applies models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning	• Connects various models and new ideas into their own approach to mentor/coaching and can substantiate that approach (96) • Applies in depth knowledge and experience of models, tools and techniques to help the client deal with specific challenges as well as the overall outcome (97)
8. Evaluation Gathers information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes	• Critiques diverse approaches to evaluation of mentoring/coaching (98)