



Policy and Criteria to develop, award, monitor and revoke professional designations for Coaches and Mentors as required by Section 28.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.

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### **Annexure A – Coaching Behavioural Standards Framework**

### **Annexure B – Mentoring Behavioural Standards Framework**

## Foreword

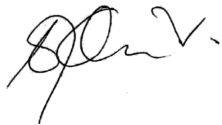
Professional bodies such as Coaches and Mentors of South Africa (COMENSA) have a critical role in quality assurance and standards development in the South Africa National Qualifications Framework (NQF) environment. Professional bodies, and the registration of their designations, contribute to strengthening social responsiveness and accountability within professions and promoting pride in association for all professions and occupations.

Redress is also a key imperative in the South African policy and regulatory environment. It is critical that perceptions of exclusionary practices be addressed upfront and that professions do not apply unjust policies and practices regarding who gains access to a profession.

COMENSA is proud to be working with the custodian of the NQF, the South African Qualifications Authority (SAQA) to make sure that all South Africans benefit from the professional development.

Signed on this 1st day of February 2021

Colleen Qvist  
Vice President



## Definitions

1. In alignment with 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” 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”.
  - b. “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.
  - c. “Mentoring” means a fundamental form of human development where one person invests time, energy, and a personal know-how assisting the growth and ability of another person.
  - d. “Recognition of Prior Learning” means a process undertaken by a member of COMENSA to achieve the qualification criterion required to be considered for achieving a professional designation.
  - e. “Re-Credentialing” means the formal evaluation process undertaken by a member of COMENSA to be considered for an award for the next level of registered professional designation
  - f. “Renewal of Credential” means the formal evaluation process undertaken by a member of COMENSA to be considered for a re-award for a specific registered professional designation at the same level.

## Purpose

2. This policy establishes the criteria for how COMENSA develops, awards, monitors and revokes professional designations for Coaches and Mentors in South Africa.

## Introduction and Background

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

## Objectives

6. The objectives of this policy and criteria are to:
  - 6.1 Advance the objectives of the NQF.
  - 6.2 Promote the public understanding and trust in coaching and mentoring as professions.
  - 6.3 Promote coaching and mentoring as a career path.
  - 6.4 Enable social responsibility, accountability and pride within the coaching and mentoring professions.
  - 6.5 Promote a gold standard of coaching and mentoring in process, skills, understanding and tools/techniques.
  - 6.6 Contribute towards the sustainability of the coaching and mentoring professions.
  - 6.7 Enable the protection of the public from malpractice within the coaching and mentoring professions.
  - 6.8 Continuously improve the quality of coaching and mentoring in line with global best practice.
  - 6.9 Enable qualifying COMENSA members to apply for Coach and Mentor Professional Designations

- 6.10 Promote the Continued Professional Development (CPD) of Coaches and Mentors.
- 6.11 Promote Supervision in Coaching and Mentoring

## Scope

- 7. This policy and criteria applies to:
  - 7.1 All members of COMENSA who apply to be considered for Coach and/or Mentor Professional Designation.
  - 7.2 All office bearers of COMENSA who perform functions associated with the awarding of such designations.
  - 7.3 All persons appointed by COMENSA who perform functions associated with the awarding of such designations.

## Professional Designations and Criteria

- 8. COMENSA will develop and continuously improve professional designations and criteria for achieving such designations for Coaches and Mentors in South Africa.
- 9. COMENSA will develop such professional designations and criteria in an inclusive manner through consultation with its members.
- 10. COMENSA will continuously align its professional designations and criteria to global best practise.
- 11. COMENSA will award the following Professional Designations to Qualifying COMENSA members
  - 11.1 Level 1 for Coaches – COMENSA Credentialed Coach - CCC
    - 11.1.1 Award Criteria
      - 11.1.1.1 Certified qualification for sixty (60) hours of coach training; and
      - 11.1.1.2 Logbook with one hundred and fifty (150) hours of coaching, 90% of which is paid work that includes receiving a salary as an internal coach within an organisation; and
      - 11.1.1.3 Complete and achieve a 70% pass for a knowledge assessment against the COMENSA Coaching Behavioural Standards Framework attached as Annexure A; and
      - 11.1.1.4 Successfully complete the relevant COMENSA credentialing process against the COMENSA Coaching Behavioural Standards Framework, either as an evaluation during a Gold or Silver Comensa approved Training Programme or as an evaluation during the actual credentialing process.
  - 11.2 Level 2 for Coaches – COMENSA Senior Coach - CSC
    - 11.2.1 Award Criteria
      - 11.2.1.1 Certified qualification for one hundred twenty (120) hours of coach training; and
      - 11.2.1.2 Logbook with seven hundred and fifty (750) hours of coaching, 90% of which is paid work that includes receiving a salary as an internal coach within an organisation; and
      - 11.2.1.3 Complete and achieve a 70% pass for a knowledge assessment COMENSA Coaching Behavioural Standards Framework attached as Annexure A; and
      - 11.2.1.4 Successfully complete the relevant COMENSA credentialing evaluation process against the COMENSA Coaching Behavioural Standards Framework, either as an evaluation during a Gold or Silver Comensa approved Training Programme or as an evaluation during the actual credentialing process.
  - 11.3 Level 3 for Coaches – COMENSA Master Coach - CMC
    - 11.3.1 Award Criteria
      - 11.3.1.1 Certified qualification for two hundred (200) hours of coach training; and

- 11.3.1.2 Logbook with two thousand (2 000) hours of coaching, 90% of which is paid work that includes receiving a salary as an internal coach within an organisation; and
- 11.3.1.3 Complete and achieve a 70% pass for a knowledge assessment COMENSA Coaching Behavioural Standards Framework attached as Annexure A; and
- 11.3.1.4 Successfully complete the relevant COMENSA credentialing evaluation process against the COMENSA Coaching Behavioural Standards Framework, either as an evaluation during a Gold or Silver Comensa approved Training Programme or as an evaluation during the actual credentialing process.

#### 11.4 Level 1 for Mentors – COMENSA Credentialed Mentor - CCM

##### 11.4.1 Award Criteria

- 11.4.1.1 Certified qualification for sixty (60) hours of mentor training; and
- 11.4.1.2 Logbook with one hundred and fifty (150) hours of mentoring, 90% of which is paid work that includes receiving a salary as an internal mentor within an organisation; and
- 11.4.1.3 Complete and achieve a 70% pass for a knowledge assessment against the COMENSA Mentoring Behavioural Standards Framework attached as Annexure B; and
- 11.4.1.4 Successfully complete the relevant COMENSA credentialing process against the COMENSA Mentoring Behavioural Standards Framework, either as an evaluation during a Gold or Silver Comensa approved Training Programme or as an evaluation during the actual credentialing process.

#### 11.5 Level 2 Mentors – COMENSA Senior Mentor - CSM

##### 11.5.1 Award Criteria

- 11.5.1.1 Certified qualification for one hundred twenty (120) hours of mentor training; and
- 11.5.1.2 Logbook with seven hundred and fifty (750) hours of mentoring, 90% of which is paid work that includes receiving a salary as an internal mentor within an organisation; and
- 11.5.1.3 Complete and achieve a 70% pass for a knowledge assessment COMENSA Mentoring Behavioural Standards Framework attached as Annexure B; and
- 11.5.1.4 Successfully complete the relevant COMENSA credentialing evaluation process against the COMENSA Mentoring Behavioural Standards Framework, either as an evaluation during a Gold or Silver Comensa approved Training Programme or as an evaluation during the actual credentialing process.

#### 11.6 Level 3 for Mentors – COMENSA Master Mentor - CMM

##### 11.6.1 Award Criteria

- 11.6.1.1 Certified qualification for two hundred (200) hours of mentor training; and
- 11.6.1.2 Logbook with two thousand (2 000) hours of mentoring, 90% of which is paid work that includes receiving a salary as an internal mentor within an organisation; and
- 11.6.1.3 Complete and achieve a 70% pass for a knowledge assessment COMENSA Mentoring Behavioural Standards Framework attached as Annexure B; and
- 11.6.1.4 Successfully complete the relevant COMENSA credentialing evaluation process against the COMENSA Mentoring Behavioural Standards Framework, either as an evaluation during a Gold or Silver Comensa approved Training Programme or as an evaluation during the actual credentialing process.

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

12. Any COMENSA member in good standing may apply for credentialing, renewal of credential or re-credentialing by:

- 12.1 Logging in as a Member at <https://www.comensa.org.za/CoachingMentoring/MemberLogin>

- 12.2 Complete the online application process by clicking on “Apply for Credentialing”
- 12.3 This may include Recognition of Prior Learning in lieu of required training hours as an integral part of the credentialing process.
13. 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.
14. All credentialed members of COMENSA may apply for re-credentialing at any time.

### **Continuous Professional Development**

15. 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.
16. To enable CPD COMENSA has developed CPD Policy and Criteria for Coaches and Mentors that can be downloaded at <https://member.comensa.org.za/cpd>.
17. CPD is recommended for all COMENSA members but is mandatory for credentialed members.

### **Monitoring and Reporting**

18. COMENSA will monitor and report on:
- 18.1 Recognition of Prior Learning (RPL)
  - 18.2 Credentialing
  - 18.3 Renewal of Credentials
  - 18.4 Re-Credentialing
  - 18.5 Designations Awarded
  - 18.6 Designation Revoked
  - 18.7 Continuous Professional Development (CPD) Activity
19. COMENSA will submit a list of all designated members in a form acceptable to SAQA for uploading to the National Learners Record Database.

### **Revoking of Professional Designations**

20. COMENSA has the right to suspend or revoke in writing the professional designation of any COMENSA member should the member:
- 20.1 Not achieve the required CPD points within the required period as per CPD Policy.
  - 20.2 Not pay the required annual membership fees.
  - 20.3 Bring COMENSA into public disrepute.
  - 20.4 Compromise the COMENSA Code of Ethics
  - 20.5 Compromise the COMENSA Confidentiality Agreement in the case of an Office Bearer.
  - 20.6 Compromise the COMENSA Conflict of Interest Agreement in the case of an Office Bearer.
  - 20.7 Be convicted of a criminal act.
21. Any COMENSA member that has their professional designation revoked has the right to appeal to the COMENSA Board within a period not exceeding thirty (30) working days from date of notification.

22. Subject to the outcome of an appeal process if instituted, COMENSA will advise SAQA to remove the designation of the member from the National Learners Record Database.

### **Roles and Responsibilities of Key Role Players**

23. The COMENSA Board will:

- 23.1 Approve this Policy and Criteria.
- 23.2 Award Professional Designations
- 23.3 Revoke Professional Award designations
- 23.4 Manage Professional Designation Appeals Process

24. The Membership Criteria and Standards of Competence Portfolio Committee (MCSC) will:

- 24.1 Develop, review and maintain this Policy and Criteria.
- 24.2 Manage Credentialing, Renewal of Credentials and Re-Credentialing Processes.
- 24.3 Manage the Recognition of Prior Learning Processes.
- 24.4 Manage the Continuous Professional Development Processes.
- 24.5 Recommend to the Board Awards for Professional Designation.
- 24.6 Recommend to the Board Revoking of Professional Designations.

### **Implementation and Review**

25. This policy and criteria comes into effect on the date of signature by the Vice President of COMENSA.

26. This policy and criteria will be reviewed procedurally after five years or earlier if necessary

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

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

- 27.1 The Constitution of South Africa, Act 108 of 1996
- 27.2 The National Qualifications Framework Act, Act 67 of 2008
- 27.3 The Protection of Personal Information Act, Act of 4 of 2013
- 27.4 The SAQA Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation.
- 27.5 The COMENSA Policy and Criteria for Membership and Online Application.
- 27.6 The COMENSA Policy and Criteria for Credentialing and Online Application.
- 27.7 The COMENSA Policy and Criteria for Training Provider Programmes and Online Application.
- 27.8 The COMENSA Policy and Criteria for Recognition of Prior Learning and Online Application.
- 27.9 The COMENSA Policy and Criteria for Continuous Professional Development for Coaches and Mentors.



# 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 coaching in order to support coaches across the board to understand the requirements of each. The competencies and examples given are indicators of behaviours or principles the coaches should be displaying in order 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 own 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  |

## 1. Contracting

### 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 only the administrative aspects of the contract</li> <li>• Begins to work with what the client wants to explore</li> <li>• Begins to identify the client's learning style</li> <li>• Sums up what the client has learned and terminates the contract with some time for evaluation</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</li> <li>• Takes time to engage the client's learning style and preferences</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>• Designs success indicators with the client</li> <li>• Checks whether the process is serving the client's needs</li> </ul>

	<ul style="list-style-type: none"> <li>• Invites the client to reflect on their own learning</li> <li>• Terminates the contract with significant time for reflection and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Re-contracts the outcome in response to the client's feedback and in service of the overall goal.</li> <li>• Takes time to 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> </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</li> <li>○ The implications of his/her learning</li> </ul> </li> </ul>
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**2. Communicating**

**Able to:**

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

CCC	CSC	CMC
<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 achieve and uses similar language and nuance</li> <li>• Questions the client to obtain information related to the client's agenda</li> <li>• Uses some questions to generate own anticipated answers</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 in a way that is related to what the client is trying to achieve and uses similar language and nuance</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 to generate own anticipated answers</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 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 in line with the client's agenda</li> </ul>

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

**Able to:**

- Establish and maintain trust through open, honest and ethical behaviour,
- Maintain 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>• Adjusts own tone, pitch, pace and volume to empathise with the client's emotional state</li> <li>• Enables client to share some fears and concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts own tone, pitch, pace and volume to empathise with the client's emotional state</li> <li>• Enables client to share fears and concerns and is able to express own emotions freely</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts own tone, pitch, pace and volume to empathise with the client's emotional state</li> <li>• Enables client to uncover unrealized concerns / hopes</li> <li>• Observes where trust is absent and is able to discuss this freely</li> </ul>

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

**Able to:**

- Express insights to the client in a way that provides useful and meaningful feedback
- Help 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>• Is mostly fairly direct, but sometimes uses many words in giving feedback to soften the impact</li> <li>• Is invested in their own insight being correct</li> <li>• Asks questions to stimulate clients thinking about new thoughts and feelings sometimes gives their own interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Is usually direct but sometimes holds back in sharing an insight, in case the client might not be ready to hear it</li> <li>• Asks questions to invite the client to realise the impact of new insights – both into the situation and who the client is</li> <li>• Shares from own experience in a detached way</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> </ul>

<ul style="list-style-type: none"> <li>• Shares from own experience in a way that invites the client to do their own thinking</li> </ul>		<ul style="list-style-type: none"> <li>• Connects with the client on a deep level and shares own experience lightly</li> <li>• Believes in the power of sharing a deep connection rather than sharing methods and knowledge</li> </ul>
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## 5. Designing actions and managing accountability

### Able to:

- Assist in developing and supporting an effective coaching plan in partnership with the client
- Maintain and hold 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
- Hold 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>○ The main focus covering criteria and sequential actions steps toward the desired outcomes</li> </ul> </li> <li>• Builds in measurements at chosen intervals</li> <li>• Ensures that client keeps to the pace and time of desired time-lines</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 expected outcomes</li> <li>○ The main focus covering criteria and sequential actions steps toward the desired outcomes</li> </ul> </li> <li>• Builds clarity and purpose into the process</li> <li>• Aligns the client’s needs to their own values and meaning</li> <li>• Builds in measurements at chosen intervals</li> <li>• Ensures that the client keeps to the pace and time of desired time-lines with reminders to the client</li> <li>• Encourages the client to continue to manage the gaps</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 expected outcomes</li> <li>○ The main focus covering criteria and sequential actions steps toward the desired outcomes</li> </ul> </li> <li>• Builds clarity and purpose into the process</li> <li>• Aligns the client’s needs to their own values and meaning</li> <li>• Builds in measurements at chosen intervals</li> <li>• Ensures that the client keeps to the pace and time of desired time-lines with reminders to the client</li> <li>• Ensures that evaluation and measurement are designed along with execution flow</li> <li>• Promotes the process of self-governance by helping the client learn about their own strengths and weaknesses</li> </ul>

**6. Building self-awareness**

**Able to:**

- Demonstrate sufficient self-awareness to have a realistic perception of own strengths and weaknesses
- Demonstrate sufficient maturity to identify and deal with own prejudices, biases and/or stereotypes
- Take responsibility for own actions and demonstrate commitment to meeting obligations and keeping promises made

CCC	CSC	CMC
<ul style="list-style-type: none"> <li>• Respects diversity in the client and hears and accepts different points of view without judgement</li> <li>• Shows flexibility in matching the client's learning style</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 on the basis of an equal partnership</li> <li>• Reflects with the client openly and without being defensive on the value he/she is adding</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>• Keeps an attitude of curiosity and is comfortable with "not" knowing.</li> <li>• Trusts the value that is inherent in the coaching process fully</li> <li>• Displays an attitude of groundedness</li> </ul>

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

**Able to:**

- Seek out and act on feedback to build on strengths and mitigate weaknesses
- Demonstrate a commitment to lifelong learning via participation in supervision and continuing professional development

CCC	CSM	CMC
		<ul style="list-style-type: none"> <li>• Fulfils the supervision requirements as set out in the COMENSA Supervision Policy.</li> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• Fulfils the supervision requirements as set out in the COMENSA Supervision Policy.</li> <li>• Fulfils the COMENSA CPD Requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Fulfils the supervision requirements as set out in the COMENSA Supervision Policy.</li> <li>• Fulfils the COMENSA CPD Requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Fulfils the COMENSA CPD Requirements</li> </ul>
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**8. Maintaining a coaching presence**

**Able to:**

- Be fully present and engaged during the coaching session
- Be aware of and manage own emotions and reactions in such a way as to contribute positively to the coaching interaction
- Be aware of, and contain, any judgement pertaining to the client’s situation
- Identify and separate own agenda from that of the client

CCC	CSM	CMC
<ul style="list-style-type: none"> <li>• Is mostly focused on the client’s agenda and the coaching process</li> <li>• Is sometimes attached to his/her own performance and allows own emotions to distract from being totally present</li> </ul>	<ul style="list-style-type: none"> <li>• Is focused on the client’s agenda and actively chooses appropriate coaching tools to match the client’s style of learning</li> <li>• Remains present with the client as well as showing evidence of moving in the direction of a solution</li> </ul>	<ul style="list-style-type: none"> <li>• Is completely connected and present with the client with an observer attitude.</li> <li>• Pays attention to the whole client, who the client is, how the client learns and what he/she can learn from the client</li> <li>• Stays fully present and connected, whatever might arise.</li> </ul>



**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

CCC	CSC	CMC
<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 take into account 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>•</li> </ul>	<ul style="list-style-type: none"> <li>• Explores assumptions underpinning contextual and cultural differences in order to enhance insight</li> <li>• Is open to be impacted by the client's unfolding context</li> <li>• Is able to deal with complexity and ambiguity, not pushing to a clear" boxed" solution</li> <li>• Explores worldview and paradigm of the client and self in order to understand patterns of thinking</li> <li>• Demonstrates an understanding of the systematic 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> </ul>

## 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
5. Personal/Professional knowledge
6. Personal/Professional development plan and measurement
7. Virtual Mentoring

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</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> </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</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</li> </ul>



<p>strengths and weaknesses</p> <ul style="list-style-type: none"> <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>• Demonstrates and applies solid time management practices and personal commitment to the mentor/mentee relationship</li> <li>• Is able to separate own agenda from that of the mentee</li> <li>• Participates in regular supervision</li> </ul>	<p>their mentoring practices</p>	<p>development models</p> <ul style="list-style-type: none"> <li>• Knows how to connect to self-knowledge, skills, wisdom and experience and how to communicate it and share it with their mentee to provide the most value.</li> <li>• Proficiently connected to all other levels regarding this competency</li> </ul>
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<b>Competency</b>	<b>CCM</b>	<b>CSM</b>	<b>CMM</b>
<p><b>2. Relationship Building</b></p> <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</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> </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> </ul>	<ul style="list-style-type: none"> <li>• Able to fully explain different approaches/models /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> </ul>

<p>discuss provide effective feedback and challenge both the mentee and, where appropriate, the sponsor</p> <ul style="list-style-type: none"> <li>• Establish and maintain trust through open, honest and ethical behaviour</li> <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>• 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> <li>• Displays ethical behaviour</li> <li>• Demonstrates an active listening style</li> </ul>	<ul style="list-style-type: none"> <li>• Able to dance in the moment with the client and adjust mentoring style appropriately</li> <li>• Identifies patterns within the mentee and creates awareness appropriately</li> <li>• Invites the mentee to share thinking in the development of goals/strategies</li> </ul>	<ul style="list-style-type: none"> <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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Competency	CCM	CSM	CMM
<p><b>3. Professional skills</b></p> <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> </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>

<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>• Understands the organisations/industries 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
<p><b>4. Role Management</b></p> <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 well as self-development</li> <li>• Mentor explores and improves their own practice of mentorship skills and</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> <li>• Is open to self-reflection and renewal</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> <li>• Involved in strategic decision making</li> <li>• Fully supportive and committed</li> </ul>

<p>promotes the practice and reputation of the profession</p> <ul style="list-style-type: none"> <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 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>		<p>to mentorship</p> <ul style="list-style-type: none"> <li>Proficiently connected to all other levels regarding this competency</li> </ul>
<b>Competency</b>	<b>CCM</b>	<b>CSM</b>	<b>CMM</b>
<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 appropriate, sponsor(s)</li> <li>Uses personal/professional knowledge to support and enhance</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> <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>	<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 to employee growth</li> <li>Has a solid knowledge of organisations future growth strategies and staffing requirements</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> <li>Proficiently connected to all other levels regarding</li> </ul>

<p>the mentee's personal/professional growth</p> <ul style="list-style-type: none"> <li>• Demonstrates good time management</li> <li>• Has been a mentee</li> </ul>		<ul style="list-style-type: none"> <li>• Can recognize and support rising stars within the organisation</li> </ul>	<p>this competency</p>
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Competency	CCM	CSM	CMM
<p><b>6. Personal/Professional development plan and measurement</b></p> <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 accountable for agreed on actions</li> <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</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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development/insight and learning <ul style="list-style-type: none"><li>• Supports the mentee to make desired changes</li></ul>			
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