

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:

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|-------|----------------------------|----------------------|
| • 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"> • Sets out only the administrative aspects of the contract • Begins to work with what the client wants to explore • Begins to identify the client's learning style • Sums up what the client has learned and terminates the contract with some time for evaluation 	<ul style="list-style-type: none"> • Sets out the administrative aspects of the contract and includes the implications of agreements between both parties • Works with the client's agenda with some deeper exploration • Takes time to engage the client's learning style and preferences 	<ul style="list-style-type: none"> • Sets out the administrative aspects of the contract including the implications of agreements between all parties • Ensures that the agendas of all parties are aligned and transparent • Explores what the client wants from the session thoroughly • Designs success indicators with the client • Checks whether the process is serving the client's needs

	<ul style="list-style-type: none"> Invites the client to reflect on their own learning Terminates the contract with significant time for reflection and evaluation 	<ul style="list-style-type: none"> Re-contracts the outcome in response to the client's feedback and in service of the overall goal. Takes time to explore with the client: <ul style="list-style-type: none"> how best they will work together how the client learns how the client accepts challenges for maximum change Reviews the coaching process by inviting authenticity and openness Invites the client to reflect regularly on: <ul style="list-style-type: none"> His/her learning The implications of his/her learning
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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"> Pays attention by giving appropriate responses to the client's input and agenda Responds in a way that is related to what the client is trying to achieve and uses similar language and nuance Questions the client to obtain information related to the client's agenda Uses some questions to generate own anticipated answers 	<ul style="list-style-type: none"> Pays attention by giving appropriate responses to the client's input and agenda Responds in a way that is related to what the client is trying to achieve and uses similar language and nuance Questions the client to follow up on what is both said and not said in relation to the client's agenda Uses questions to generate own anticipated answers 	<ul style="list-style-type: none"> Pays attention by giving appropriate responses to the client's input and agenda Responds in a way that is related to what the client is trying to achieve and uses similar language and nuance Asks questions which: <ul style="list-style-type: none"> challenge the client's assumptions elicit new insights raise self-awareness facilitate learning Uses questions to generate new thinking in line with the client's agenda

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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

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

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

CCC	CSC	CMC
<ul style="list-style-type: none"> • Is mostly fairly direct, but sometimes uses many words in giving feedback to soften the impact • Is invested in their own insight being correct • Asks questions to stimulate clients thinking about new thoughts and feelings sometimes gives their own interpretation 	<ul style="list-style-type: none"> • Is usually direct but sometimes holds back in sharing an insight, in case the client might not be ready to hear it • Asks questions to invite the client to realise the impact of new insights – both into the situation and who the client is • Shares from own experience in a detached way 	<ul style="list-style-type: none"> • Shares easily and directly with the client, has no attachment to being right • Trusts the client to choose how to respond in their own way without forcing awareness • Allows enough space for the client to experience their own insights • Is comfortable with not knowing where the exploration might lead

<ul style="list-style-type: none"> • Shares from own experience in a way that invites the client to do their own thinking 		<ul style="list-style-type: none"> • Connects with the client on a deep level and shares own experience lightly • Believes in the power of sharing a deep connection rather than sharing methods and knowledge
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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"> • Co creates an action plan based on: <ul style="list-style-type: none"> ○ The client’s needs and expected outcomes ○ The main focus covering criteria and sequential actions steps toward the desired outcomes • Builds in measurements at chosen intervals • Ensures that client keeps to the pace and time of desired time-lines 	<ul style="list-style-type: none"> • Co creates an action plan based on: <ul style="list-style-type: none"> ○ The client’s needs and expected outcomes ○ The main focus covering criteria and sequential actions steps toward the desired outcomes • Builds clarity and purpose into the process • Aligns the client’s needs to their own values and meaning • Builds in measurements at chosen intervals • Ensures that the client keeps to the pace and time of desired time-lines with reminders to the client • Encourages the client to continue to manage the gaps 	<ul style="list-style-type: none"> • Co creates an action plan based on: <ul style="list-style-type: none"> ○ The client’s needs and expected outcomes ○ The main focus covering criteria and sequential actions steps toward the desired outcomes • Builds clarity and purpose into the process • Aligns the client’s needs to their own values and meaning • Builds in measurements at chosen intervals • Ensures that the client keeps to the pace and time of desired time-lines with reminders to the client • Ensures that evaluation and measurement are designed along with execution flow • Promotes the process of self-governance by helping the client learn about their own strengths and weaknesses

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"> • Respects diversity in the client and hears and accepts different points of view without judgement • Shows flexibility in matching the client’s learning style 	<ul style="list-style-type: none"> • Is responsive to information from the client that relates both to actions as well as the client’s way of thinking, learning and being • Moves coaching process forward on the basis of an equal partnership • Reflects with the client openly and without being defensive on the value he/she is adding 	<ul style="list-style-type: none"> • Is open to being impacted by the client • Moves towards a resonance that impacts both self and the client • Keeps an attitude of curiosity and is comfortable with “not” knowing. • Trusts the value that is inherent in the coaching process fully • Displays an attitude of groundedness

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"> • Fulfils the supervision requirements as set out in the COMENSA Supervision Policy. •

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



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"> • Is aware of and respects diversity in the client • Hears and accepts different points of view without judgement • Is aware of unfolding context and sees the client as part of a system • Is aware of own and client's biases and prejudices • Attempts to create deep awareness of consequences of bias and prejudice for both self and client • Demonstrates awareness of specific contextual issues by asking questions that show context knowledge 	<ul style="list-style-type: none"> • Is non-judgemental and responsive to diversity • Adapts coaching to take into account differences from the client. • Explores impact of the system on the client and the client on the system • Explores biases, prejudices to understand impact on behaviour • Identifies cause and effect relationships between bias and behaviour and vice versa • Uses questions to challenge and explore the assumptions and values that underpin the specific context • 	<ul style="list-style-type: none"> • Explores assumptions underpinning contextual and cultural differences in order to enhance insight • Is open to be impacted by the client's unfolding context • Is able to deal with complexity and ambiguity, not pushing to a clear" boxed" solution • Explores worldview and paradigm of the client and self in order to understand patterns of thinking • Demonstrates an understanding of the systematic relationship between the client and their unique context • Personalises the coaching process, at the same time showing awareness of the interplay between context and the individual