



Policy and Criteria to develop, award, monitor and revoke professional designations for Coaches and Mentors as required by Section 28.h.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 December 2021.

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Foreword

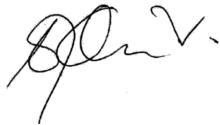
Professional bodies such as Coaches and Mentors of South Africa (COMENSA) have a critical role in quality assurance and standards development in the South Africa National Qualifications Framework (NQF) environment. Professional bodies, and the registration of their designations, contribute to strengthening 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 31st day of January 2022

Colleen Qvist
Vice President



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. “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” as defined by COMENSA means "a partnership in which a mentee is assisted in making significant advances in knowledge, perspective and vision in order 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.
 - d. “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.
 - 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 professional career paths in their own right.
 - 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.

Benefits & Value of Credentialing

8. Being a COMENSA credentialed coach or mentor has numerous benefits and value that includes but is not limited to:
 - 8.1 Reassures clients that the person is approved and licensed as a Professional by the recognised Professional Coaching Body in South Africa
 - 8.2 Indicates that a person is working according to a formal Behavioural Standards Framework that ensures Quality Assurance in Coaching or Mentoring
 - 8.3 Indicates that a person has a level of coaching or mentoring experience.
 - 8.4 Indicates that a person has gone through a structured, observed & vigorous credentialing process.
 - 8.5 Indicates that a person follows and applies to industry standards
 - 8.6 Indicates that a person promotes Continuous Professional Development
 - 8.7 Indicates that a person is regulated by a code of ethics and a code of professional conduct.
 - 8.8 Contribute to professionalizing coaching & mentoring in South Africa.
 - 8.9 Be ahead of the curve of statutory and regulatory requirements.
 - 8.10 Enjoy the benefits of being part of a professional network of other coaches and mentors.
 - 8.11 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

9. COMENSA will develop and continuously improve professional designations and criteria for achieving such designations for Coaches and Mentors in South Africa.

10. COMENSA will develop such professional designations and criteria in an inclusive manner through consultation with its members.
11. COMENSA will continuously align its professional designations and criteria to global best practise.
12. 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. 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
 3. Complete and achieve a 70% pass for a knowledge assessment against the COMENSA Coaching Behavioural Standards Framework attached as Annexure A; and
 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.
 - b. Level 2 for Coaches – COMENSA Senior Coach - CSC
 - i. Award Criteria
 1. Certified qualification for one hundred twenty (120) hours of coach training; and
 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
 3. Complete and achieve a 70% pass for a knowledge assessment COMENSA Coaching Behavioural Standards Framework attached as Annexure A; and
 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.
 - 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 (2 000) hours of coaching, 90% of which is paid work that includes receiving a salary as an internal coach within an organisation; and
 3. Complete and achieve a 70% pass for a knowledge assessment COMENSA Coaching Behavioural Standards Framework attached as Annexure A; and
 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.
 - 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 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
 3. Complete and achieve a 70% pass for a knowledge assessment against the COMENSA Mentoring Behavioural Standards Framework attached as Annexure B; and
 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.
- 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 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
 3. Complete and achieve a 70% pass for a knowledge assessment COMENSA Mentoring Behavioural Standards Framework attached as Annexure B; and
 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.
- 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 (2 000) hours of mentoring, 90% of which is paid work that includes receiving a salary as an internal mentor within an organisation; and
 3. Complete and achieve a 70% pass for a knowledge assessment COMENSA Mentoring Behavioural Standards Framework attached as Annexure B; and
 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

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

- a. Logging in as a Member at <https://www.comensa.org.za/CoachingMentoring/MemberLogin>
- b. Complete the online application process by clicking on “Apply for Credentialing”
- c. This may include Recognition of Prior Learning in lieu of the underlying qualification as an integral part of the credentialing process.

14. 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.

15. All credentialed members of COMENSA may apply for re-credentialing at any time.

Continuous Professional Development

16. 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.

17. 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>.

18. CPD is recommended for all COMENSA members but is mandatory for credentialed members.

Monitoring and Reporting

19. 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

20. 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

21. COMENSA has the right to suspend or revoke in writing the professional designation of any COMENSA member should the member:

- a. Not achieve the required CPD points within the required period as per CPD Policy.
- b. Not pay the required annual membership fees.
- c. Bring COMENSA into public disrepute.
- d. Compromise the COMENSA Code of Ethics
- e. Compromise the COMENSA Confidentiality Agreement in the case of an Office Bearer.
- f. Compromise the COMENSA Conflict of Interest Agreement in the case of an Office Bearer.
- g. Be convicted of a criminal act.

22. 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.

23. 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

24. The COMENSA Board will:

- a. Approve this Policy and Criteria.
- b. Award Professional Designations

- c. Revoke Professional Award designations
- d. Manage Professional Designation Appeals Process

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

- a. Develop, review and maintain this Policy and Criteria.
- b. Manage Credentialing, Renewal of Credentials and Re-Credentialing Processes.
- c. Manage the Recognition of Prior Learning Processes.
- d. Manage the Continuous Professional Development Processes.
- e. Recommend to the Board Awards for Professional Designation.
- f. Recommend to the Board Revoking of Professional Designations.

Implementation and Review

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

27. This policy and criteria will be reviewed procedurally annually.

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

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

- a. The Constitution of South Africa, Act 108 of 1996
- b. The National Qualifications Framework Act, Act 67 of 2008
- c. The Protection of Personal Information Act, Act of 4 of 2013
- d. The SAQA Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation.
- e. The COMENSA Policy and Criteria for Membership and Online Application.
- f. The COMENSA Policy and Criteria for Credentialing and Online Application.
- g. The COMENSA Policy and Criteria for Training Provider Programmes and Online Application.
- h. The COMENSA Policy and Criteria for Recognition of Prior Learning and Online Application.
- i. 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 credentialed coaching to support coaches to understand 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 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 |

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

1. Contracting

Able to:

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

<ul style="list-style-type: none"> • Sets out the administrative aspects of the contract by clarifying what, who, where, when and how coaching agreement will take place. • 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 & at home where the client can be overheard. • Begins to work with what the client wants to explore. • Begins to identify the client's learning style/ way of working. • Sums up what the client has agreed to and revisits the contract if the need arises during the engagement. • Confidentiality is explained to ensure that the client feels safe & secure in the coaching space. 	<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 of what makes issue important for the client. • Begins to identify the client's learning style/ way of working. • Sums up what the client has agreed to and revisits the contract if the need arises during the engagement. • Confidentiality is explained to ensure that the client feels safe & secure in the coaching space. 	<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. • Co-creates success indicators with the client. • Checks whether the process is serving the client's needs • Re-contracts the outcomes in response to the client's feedback and in service of the overall goal. • Takes time to skilfully 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. ○ their motivation for action and openness to learning. • 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 & growth. ○ The implications of his/her learning, growth & not reaching desired outcomes.
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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.

<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 communicate & achieve by using similar language and nuance. • Open ended questions are used with the client to obtain information related to the client’s agenda. • Asks appropriate questions that focus on solving the challenge from the coach’s perspective. 	<ul style="list-style-type: none"> • Pays attention by giving appropriate responses to the client’s input and agenda. Also pays attention to context, environment, experiences, values & beliefs. • Responds in a way that is related to what the client is trying to communicate & achieve by using similar language and nuance. • Becomes aware of client’s choice of words representing their internal representation & understanding. • Questions the client to follow up on what is “both said” and “not said” in relation to the client’s agenda. • Uses questions that enable the client to generate options from their own exploration, by evoking awareness of client’s own context. 	<ul style="list-style-type: none"> • Pays attention by giving appropriate responses to the client’s input and agenda. • 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. • 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, dig deeper to create depth & insight in line with the client’s agenda.
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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.

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

<ul style="list-style-type: none">• Provide direct, fair, and constructive feedback in a respectful manner.• Is invested in exploring the client's insights to broaden their perspective.• Asks questions to stimulate client's thinking about new thoughts and feelings.• Uses different coaching tools & techniques to guide the client to further discoveries and awareness of self.	<ul style="list-style-type: none">• Provides direct, fair, and constructive feedback in a respectful manner.• Is invested in exploring the client's insights to broaden their perspective.• Asks questions to stimulate client's thinking about new thoughts and feelings.• Uses different coaching tools & techniques to guide the client to further discoveries and awareness of self.• Enquires about what the client has learnt during the session with regards to their world, journey & challenges faced.	<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.• Partners with the client on a deep level.• Skilfully invites the client to generate their own methods and tools and in so doing builds confidence and belief in client's capacity.
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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.

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

<ul style="list-style-type: none">• Coach remains neutral while listening to the different points of view of the client, without judgement.• Be flexible in the coaching style to adapt to the client's needs and requirements.	<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 based on an equal partnership.• Demonstrates curiosity and displays confidence by allowing space for reflection, pause and silence.	<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.• Maintains an open and inviting attitude of curiosity and is comfortable with not knowing what they do not know.• Fully trusts the value that is inherent in the coaching process.• Skilfully demonstrates the ability to remain grounded and focused on the client.
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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.

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

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

<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 include 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. • Has an awareness of generational differences between: <ul style="list-style-type: none"> ○ Traditionalists or Silent Generation - 1945 and before ○ Baby Boomers - 1946-1964 ○ Generation X - 1965-1976 ○ Millennials or Gen Y - 1977-1995 ○ Generation Z or iGen or Centennials - 1996-now 	<ul style="list-style-type: none"> • Explores assumptions underpinning contextual and cultural differences to enhance insight. • Is open to be impacted by the client's unfolding context. • Can deal with complexity and ambiguity, not pushing to a clear boxed solution. • Explores worldview and paradigm of the client and self to understand patterns of thinking. • Demonstrates an understanding of the systemic 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. • Coach displays genuine curiosity about client and context in diversity & culture. • Has an awareness of generational differences between: <ul style="list-style-type: none"> ○ Traditionalists or Silent Generation - 1945 and before ○ Baby Boomers - 1946-1964 ○ Generation X - 1965-1976 ○ Millennials or Gen Y - 1977-1995 ○ Generation Z or iGen or Centennials - 1996-now
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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
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 |

1. Self-Understanding			
<ul style="list-style-type: none"> • 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 • Be aware of diversity challenges and have sufficient maturity to identify and deal with personal prejudices biases and /or stereotypes 	<ul style="list-style-type: none"> • Understands and communicates own values effectively within the mentor/mentee relationship • Manages issues of diversity and is aware of own biases and stereotypes. • Behaves appropriately to facilitate the mentoring process • Is aware of own strengths and 	<ul style="list-style-type: none"> • Builds self-understanding based on established models of human behaviour and reflection of practice • Is self-aware and aware of others potential challenges around diversity, stereotypes and biases 	<ul style="list-style-type: none"> • Incorporates insights gained from extensive exploration of theoretical models of human behaviour and extensive insight gained from experience and personal reflection • Demonstrates high levels of self-awareness and maturity • Stays abreast and evaluates

<ul style="list-style-type: none"> • Demonstrate sufficient self-awareness to have a realistic perception of own strengths and weaknesses • Take responsibility for own actions and demonstrate commitment to meeting obligations and keeping promises made. • Self-insight into why offering to mentor 	<p>weaknesses and what they bring to the mentor/mentee relationship</p> <ul style="list-style-type: none"> • Demonstrates and applies solid time management practices and personal commitment to the mentor/mentee relationship • Is able to separate own agenda from that of the mentee • Participates in regular supervision 	<ul style="list-style-type: none"> • Participates in regular supervision • Continuously reviews and updates skills to improve their mentoring practices 	<p>current research on mentoring and human development models</p> <ul style="list-style-type: none"> • 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. • Proficiently connected to all other levels regarding this competency
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2. Relationship Building			
<p>2. Relationship Building</p> <ul style="list-style-type: none"> • Has the ability to build and maintain effective, trusting relationships with both the mentee and , where appropriate, the sponsor 	<ul style="list-style-type: none"> • Demonstrates interest, empathy and genuine support for the mentees development and goals • Effectively builds and manages trust • Understands the difference 	<ul style="list-style-type: none"> • Seeks to further understand the mentees thinking around issues/goals • Effectively recognises and works with mentees emotions, body language, beliefs and values. 	<ul style="list-style-type: none"> • Able to fully explain different approaches/modes /strategies of working with humans to mentees • Invites the mentee to share thinking in the development of goals/strategies

<ul style="list-style-type: none"> • Is able to communicate effectively within the mentor/mentee relationship and, where appropriate, with the sponsor • Demonstrates the ability to discuss provide effective feedback and challenge both the mentee and, where appropriate, the sponsor • Establish and maintain trust through open, honest and ethical behaviour • Maintain a safe space in which the mentee can courageously explore their own thinking • Support the mentee to recognize the impact of their own thoughts and feelings about any given situation • Be fully present for the mentee/manage own 	<p>between mentoring and other modalities of practice</p> <ul style="list-style-type: none"> • Focuses on mentees agenda • Is able to gently challenge the mentee • Uses feedback appropriately to support the mentee and build further trust • Checks for understanding and is able to obtain clarity on mentee issues/challenges • Displays ethical behaviour • Demonstrates an active listening style 	<ul style="list-style-type: none"> • Focuses attention on the mentees performance • Shares personal thinking and experience around mentees issues/challenges • Able to dance in the moment with the client and adjust mentoring style appropriately • Identifies patterns within the mentee and creates awareness appropriately • Invites the mentee to share thinking in the development of goals/strategies 	<ul style="list-style-type: none"> • Invites the mentee to share thinking on an equal level in the development of goals/strategies • Co creates levels of interpersonal connection and resonance with mentee • Co-creates a safe space for mentees to work in • Proficiently connected to all other levels regarding this competency
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emotions and judgements			
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3. Professional skills			
<ul style="list-style-type: none"> • Has sufficient knowledge of the to meet the mentee/sponsors development needs • Has a strong network within the organisation • Has demonstrated skills to support the mentees development • Use knowledge/skills to promote the personal/professional development needs of the mentee and ,where appropriate, the sponsor(s) • 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) • Mentor has good referral networks • Contract • Documentation 	<ul style="list-style-type: none"> • Has been with the mentee organisation or similar field for at least 1-2 years and has sufficient knowledge to support the mentee • Has established referral network within the organisation or industry • Understands the organisations/industries demographics and can clearly state the companies vision, mission and values • Can support the mentee to map goals that align with their own development and organisational strategies • Is willing to share experience and skills with mentee Is fully engaged with mentee development at all levels 	<ul style="list-style-type: none"> • Has been with the mentees organisation or similar field for at least 3-5 years and has sufficient knowledge to support the mentee • Has established referral network at senior management levels to support mentee development • Is aware of adult learning principles • Knows the companies strategies and future staffing needs • Can assist the mentee to map career within the 	<ul style="list-style-type: none"> • Holds a senior management position within the organisation or similar industry • Has excellent life skills • Proficiently connected to all other levels regarding this competency

		organisatio n or similar field	
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4. Role Management			
<ul style="list-style-type: none"> • Can demonstrate effective role management with the mentee/sponsor in defining the purpose and expected outcomes of the mentoring journey. • Mentor is committed to mentee development as well as self-development • Mentor explores and improves their own practice of mentorship skills and promotes the practice and reputation of the profession • Establishes the boundaries of the mentor/mentee relationship and adheres to ethical guidelines with the mentee and, where appropriate, the sponsor's • Skilfully builds the on-going relationship with the mentee and, where appropriate, the sponsor(s) 	<ul style="list-style-type: none"> • Acts as a role model • Committed to mentee development • Is able to hold mentee accountable for own progress • Can communicate effectively • Is aware of own biases/stereotypes • Is open to self-reflection and renewal • Is able to model collaborative leadership • Is open to new ideas and being challenged by mentee • Is able to set boundaries/ground rules with the mentee • Has a positive attitude • Demonstrates a strong work ethic • Is respected as a professional in his/her position/field • Is approachable 	<ul style="list-style-type: none"> • Has a more senior management role in the organisation • Has mentored others 	<ul style="list-style-type: none"> • Accessible • Models collaborative leadership • Understands the dynamics of diversity in the workplace • Involved in strategic decision making • Fully supportive and committed to mentorship • Proficiently connected to all other levels regarding this competency

<ul style="list-style-type: none"> • Demonstrates ability to recognize and promote mentees strengths and self-awareness • Understands the mentorship role & challenges 			
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5. Personal/Professional knowledge			
<ul style="list-style-type: none"> • Demonstrates skills needed by the mentor/sponsor to meet their individual needs and meet their personal/professional development goals • Understands the purpose of the mentorship journey and the desired outcomes of the mentee and , where appropriate, sponsor(s) • Uses personal/professional knowledge to support and enhance the mentee’s personal/professional growth • Demonstrates good time management • Has been a mentee 	<ul style="list-style-type: none"> • Has skills needed to support mentee development • Has demonstrated experience in their field of work • Is committed to mentee development • Is open and willing to share both personal experiences and job related skills • Understands goal setting and tools used to define and set them 	<ul style="list-style-type: none"> • Has skills and knowledge required at a senior level • Has a solid knowledge of HR practices within the organisation in regards to employee growth • Has a solid knowledge of organisations future growth strategies and staffing requirements • Can recognize and support rising stars within the organisation 	<ul style="list-style-type: none"> • Stays abreast and evaluates current research on mentoring and human development models. • Fully supportive and committed to mentorship • Proficiently connected to all other levels regarding this competency

6. Personal/Professional development plan and measurement			

<ul style="list-style-type: none"> • Demonstrates the ability to support and negotiate with the mentee/sponsor's in the development of an effective personal/professional development plan • Has the ability to re-contract with the mentee/sponsor as priorities/objectives shift/change • Has the ability to support the mentees/sponsor to set SMART goals • Has the ability to hold the mentee accountable for agreed on actions • Has the ability to gather information and demonstrate measurement(s) of success throughout the mentoring journey • Works with the mentee to support their on-going development/insight and learning • Supports the mentee to make desired changes 	<ul style="list-style-type: none"> • Familiar with personal development plan tool • Can challenge/support mentee in building SMART goals • Willing to push mentee where necessary to allow them to stretch their comfort zones • Ability to recognize and support mentee strengths • Ability to provide constructive feedback 	<ul style="list-style-type: none"> • Has knowledge of tools and measurements to identify mentee strengths/areas for improvement • Has senior level management experience 	<ul style="list-style-type: none"> • Has the ability to promote mentees professional/personal development plans • Has influence within the organisation to promote/create positions • Proficiently connected to all other levels regarding this competency
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