National Occupational Standards

Coaching and Mentoring

2012

LSI CM00
Coaching and Mentoring National Occupational
Standards Introduction

Contents

Coaching and Mentoring National Occupational Standards:

Suite Overview

[The Coaching and Mentoring National Occupational Standards (NOS) aim to define the competencies required to carry out the functions of coaching and mentoring. The NOS are not designed to describe any level, or type of coaching or mentoring role. Role definitions are normally based on a number of the functions defined within the functional map, and therefore a given role may draw on a number of NOS.

There is no expectation that an individual job role would encompass all the performance requirements across every NOS; rather that specific jobs will utilise those NOS appropriate to their role.

The NOS for Coaching and Mentoring do not equate directly to qualifications, but can be used to inform and underpin relevant competency-based qualifications for coaches and mentors. The NOS, as the agreed minimum recommended standards of performance and knowledge required in coaching and mentoring practice across the UK, can be used by employers to inform job descriptions, consider skills needs and identify areas of improvement, and can also support an individual's professional and continuous development.

It should be noted that the landscape of coaching and mentoring support is wide and varied with a number of coaching and mentoring professional and membership bodies, many of these with their own codes of ethics or conduct and standards of competence. The international and/or European codes of ethics and competence which apply to the coach or mentor should be taken into account when reading and using the Coaching and Mentoring NOS.

Regardless of the international context, it is recognised that at the heart of all coaching and mentoring is an ethical and principled approach, and within these NOS, a self-awareness of own fitness to practice coaching or mentoring is encouraged.

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Performance criteria

and

Knowledge and understanding

Each National Occupational Standard comprises a number of performance criteria which an individual should demonstrate to be competent in the sector, as well as the underpinning knowledge and understanding statements.

It should be noted that there is not an immediate and direct relationship between an individual performance criterion and a knowledge and/or understanding statement, with the knowledge statements underpinning the whole of each National Occupational Standard.

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Additional Information

Scope/range   [The scope or reach of the Coaching and Mentoring National Occupational Standards is expressed by the Key Purpose and the Functional Map.

Key Purpose
The key purpose aims to define the purpose, or outcome, of delivering coaching and mentoring.

The Key Purpose of coaching and mentoring is…

To support and motivate an individual in a given context, through a facilitated relational process, in order to achieve desired professional or personal change.

Coaching and mentoring sits on a spectrum of developmental support which ranges from counselling and psychotherapy, to peer mentoring and befriending, to leadership and business coaching. It is based on an ethical and client centred approach.

Functional Map
The functional map shows the key functions ascribed to a given occupational area, at decreasing levels of complexity. In effect it shows how the key purpose breaks down into individual functions. A functional map forms the starting point for developing NOS - by interrogating "what needs to happen?" in order to achieve each function, the performance criteria and associated knowledge and skills can be drawn out.
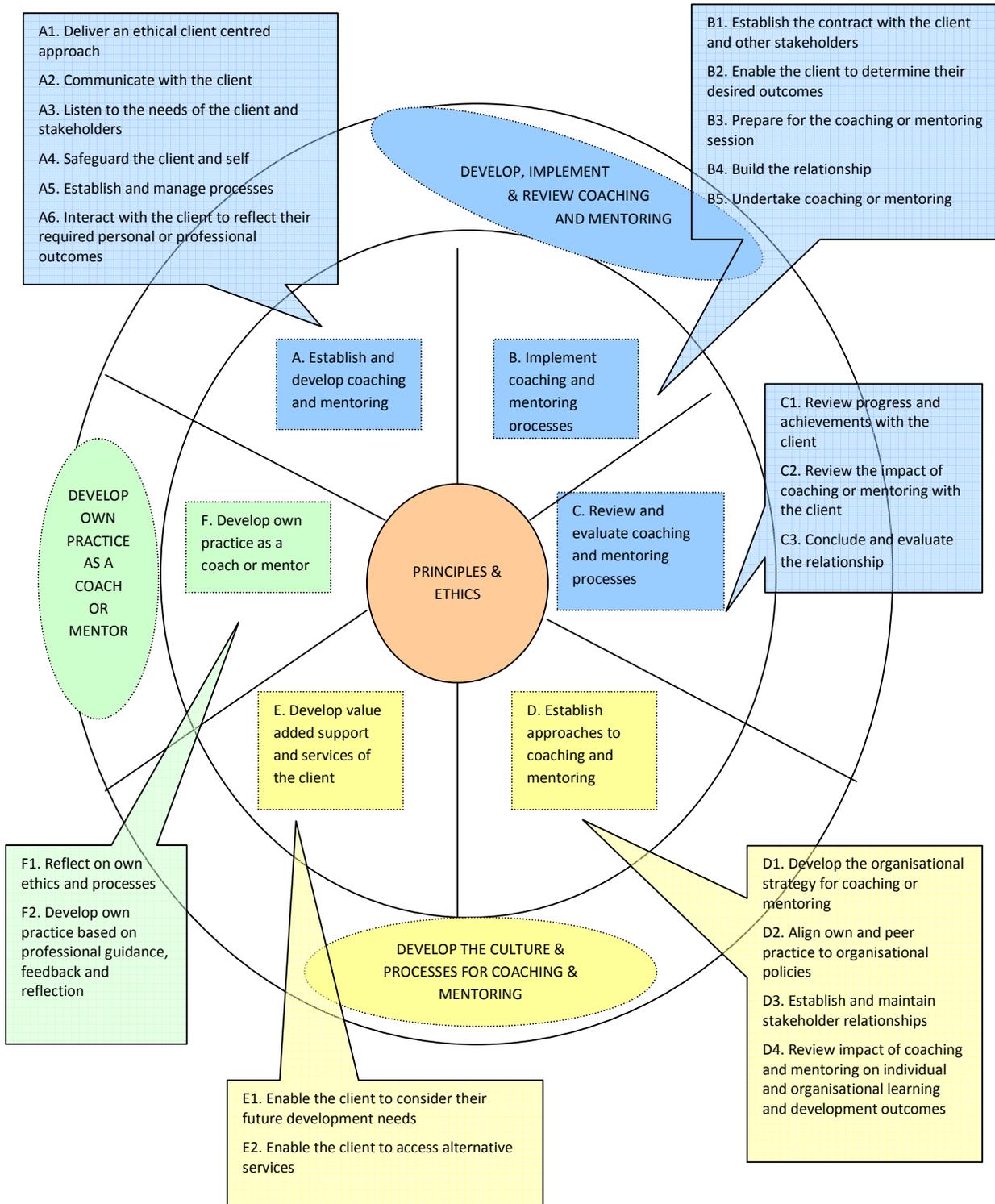
It should be noted that there will not necessarily be individual NOS that are identical in name or related specifically to each of the individual functions, since it is the combination of those functions which define the performance and knowledge requirements for those delivering a given role.

In addition, while there will be functions within the functional map which are met by the Coaching and Mentoring suite of NOS, there will also be functions that are met by other suites, such as Management and Leadership NOS.

As noted in the overview, the functional map and NOS are not designed to describe specific roles, but to ensure that breadth of coaching and mentoring functions are met by NOS. Role definitions will normally be based on a number of the functions defined within the functional map, and therefore will draw on a number of different NOS.

However, regardless of the context or level of role, it is expected that all coaches and mentors will have an ethical and principled approach in all aspects of their practice, and the applicable codes of ethics, conduct and competence should be taken into account.

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Functional Map

A1. Deliver an ethical client centred approach

A2. Communicate with the client

A3. Listen to the needs of the client and stakeholders

A4. Safeguard the client and self

A5. Establish and manage processes

A6. Interact with the client to reflect their required personal or professional outcomes

B1. Establish the contract with the client and other stakeholders

B2. Enable the client to determine their desired outcomes

B3. Prepare for the coaching or mentoring session

B4. Build the relationship

B5. Undertake coaching or mentoring

DEVELOP, IMPLEMENT & REVIEW COACHING AND MENTORING

A. Establish and develop coaching and mentoring

B. Implement coaching and mentoring processes

C1. Review progress and achievements with the client

C2. Review the impact of coaching or mentoring with the client

C3. Conclude and evaluate the relationship

DEVELOP OWN PRACTICE AS A COACH OR MENTOR

F. Develop own practice as a coach or mentor

C. Review and evaluate coaching and mentoring processes

PRINCIPLES & ETHICS

E. Develop value added support and services of the client

D. Establish approaches to coaching and mentoring

F1. Reflect on own ethics and processes

F2. Develop own practice based on professional guidance, feedback and reflection

DEVELOP THE CULTURE & PROCESSES FOR COACHING & MENTORING

D1. Develop the organisational strategy for coaching or mentoring

D2. Align own and peer practice to organisational policies

D3. Establish and maintain stakeholder relationships

D4. Review impact of coaching and mentoring on individual and organisational learning and development outcomes

E1. Enable the client to consider their future development needs

E2. Enable the client to access alternative services

Glossary

In this suite of NOS the following terms are used.

Client
In this suite of NOS 'client' can refer to an individual or group receiving coaching or mentoring, or to an organisation in receipt of such service.
The term client is not intended to be limiting (eg to a commercial, business, health or social care context) and in this suite can mean *any* individual, group or organisation receiving coaching and mentoring.
Clients can include:
- individuals seeking independent personal or professional support
- a group of individuals from one or more organisations
- individuals or groups referred from other sources

Stakeholders – in this suite of NOS 'stakeholder' can refer to an individual, group or organisation who may be affected by or has interest in the outcomes, but may not necessarily be directly involved. Stakeholders may be internal or external to the process and can include:
- individuals or groups of clients
- suppliers and providers
- local and regional communities
- National, European and international bodies (including professional and membership bodies and associations)
- Communities of practice (including research and academic groups)

Professional guidance – in this suite of NOS, 'professional guidance' includes the use of supervision or supervised guidance in order to support development.

Links to other NOS

Rather than specifying individual NOS signposted as relevant to coaching and mentoring, suites of other NOS have been identified. This enables those using the NOS to identify the relevant standards that will meet their own particular context (eg in a therapeutic setting, executive coaching, business coaching).

The position of the named suites on the diagram in relation to the Coaching and Mentoring NOS (at the centre) is designed to provide indicative information about the strength of the relationship with coaching and mentoring and how closely they are related.

All National Occupational Standards are available to download from www.ukstandards.org.uk.

Links to other NOS

External Links

The NOS for Coaching and Mentoring have been developed with the input of the coaching and mentoring community from across the UK. They represent the minimum recommended performance and knowledge and, alongside other relevant NOS or accepted standards, can be used to inform and underpin training courses and qualifications, as well as individual professional development.

The NOS have been written to take account of the codes of ethics, conduct and competence which may apply, and links to the most widely recognised are given below.

It should be noted that many of the codes and ethics that apply to coaches and mentors expect that the practitioner will have a clear understanding of their professional boundaries, and should practise only in line with their own knowledge and professional competence.

Association for Coaching – Code of Ethics and Good Coaching Practice
http://www.associationforcoaching.com/about/about02.htm

Association for Professional Executive Coaching and Supervision – Code of Ethics and Conduct http://www.apecs.org/coachingEthicalGuidelines.asp

British Association for Counselling & Psychotherapy - Ethics for Counselling and Psychotherapy http://www.bacp.co.uk/ethical_framework/

British Psychological Society - Code of Ethics
http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards

European Mentoring and Coaching Council Code of Ethics
http://www.emccouncil.org/src/ultimo/models/Download/4.pdf

International Coaching Federation – Code of Ethics and Core Competencies
http://www.coachfederation.org/icfcredentials/core-competencies/

Professional Standards for Lecturers in Scotland's Colleges: June 2006;
http://www.scotland.gov.uk/Publications/2006/06/13164029/0

Professional Standards for teachers, tutors and trainers in the lifelong learning sector (England) - http://tinyurl.com/EngTTT
http://collections.europarchive.org/tna/20110214161207/http://www.lluk.org/2010/11/new-overarching-professional-standards-for-teachers-tutors-and-trainers-in-the-lifelong-learning-sector/

Professional standards for teachers, tutors and trainers in the lifelong learning sector (Northern Ireland): - http://tinyurl.com/TTTNIreland
(http://collections.europarchive.org/tna/20110214161207/http://www.lluk.org/2010/10/northern-ireland-professional-standards-for-teachers-tutors-and-trainers-in-the-lifelong-learning-sector/

Professional standards for teachers, tutors and trainers in the lifelong learning sector (Wales) - http://tinyurl.com/TTTCym
http://collections.europarchive.org/tna/20110214161207/http://www.lluk.org/2010/11/new-overarching-professional-standards-for-teachers-tutors-and-trainers-in-the-lifelong-learning-sector-in-wales/

UK Council for Psychotherapy – a range of standards and guidance including ethical principles, code of conduct, and professional standards for psychotherapists -
http://www.psychotherapy.org.uk/ukcp_standards_and_policy_statements.html

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Functional Map to NOS links:
This shows which of the Coaching and Mentoring NOS meet the functions identified.

Develop, implement and review coaching and mentoring			
Functional Area	**Function Reference / Title**	**NOS Ref**	**Relevant NOS title**
A. Establish and develop coaching and mentoring	A1. Deliver an ethical client centred approach	CM01	Develop and apply ethical practice to coaching and mentoring
	A2. Communicate with the client	CM03	Establish and build relationships with the client
	A3. Listen to the needs of the client and stakeholders	CM02	Agree coaching and mentoring contracts with stakeholders
		CM03	Establish and build relationships with the client
		CM06	Explore individuals needs, aspirations and the support required to achieve their goals
	A4. Safeguard the client and self	CM01	Develop and apply ethical practice to coaching and mentoring
		CM06	Explore individuals needs, aspirations and the support required to achieve their goals
	A5. Establish and manage processes	CM10	Develop coaching and mentoring within organisational strategies
	A6. Interact with the client to reflect their required personal or professional outcomes	CM06	Explore individuals needs, aspirations and the support required to achieve their goals
		CM05	Undertake coaching and mentoring
B. Implement coaching and mentoring processes	B1. Establish the contract with the client and other stakeholders	CM02	Agree coaching and mentoring contracts with stakeholders
	B2. Enable the client to determine their desired outcomes	CM06	Explore individuals needs, aspirations and the support required to achieve their goals
	B3. Prepare for the coaching or mentoring session	CM04	Prepare for coaching or mentoring sessions
	B4. Build the relationship	CM03	Establish and build relationships with the client
	B5. Undertake coaching or mentoring	CM05	Undertake coaching and mentoring

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C. Review and evaluate coaching and mentoring processes	C1. Review progress and achievements with the client	CM05	Undertake coaching and mentoring
	C2. Review the impact of coaching or mentoring with the client	CM05	Undertake coaching and mentoring
		CM06	Explore individuals needs, aspirations and the support required to achieve their goals
		CM07	Conclude the coaching or mentoring relationship
	C3. Conclude and evaluate the relationship	CM07	Conclude the coaching or mentoring relationship

Develop the culture and processes for coaching and mentoring			
Functional Area	**Function Reference / Title**	**NOS Ref**	**Relevant NOS title**
D Establish approaches to coaching and mentoring	D1. Develop the organisational strategy for coaching or mentoring	CM10	Develop coaching and mentoring within organisational strategies
	D2. Align own and peer practice to organisational policies work	CM09	Develop as a reflective coach or mentor
		CM10	Develop coaching and mentoring within organisational strategies
	D3. Establish and maintain stakeholder relationships	CM02	Agree coaching and mentoring contracts with stakeholders
		CM03	Establish and build relationships with the client
	D4. Review impact of coaching and mentoring on individual and organisational learning and development outcomes	CM07	Conclude the coaching or mentoring relationship
		CM08	Review and evaluate the coaching and mentoring process
		CM09	Develop as a reflective coach or mentor
		CM10	Develop coaching and mentoring within organisational strategies
E Develop added value support and services for the client	E1 Enable the client to consider their future development needs	CM07	Conclude the coaching or mentoring relationship
	E2 Enable the client to access alternative services	CM06	Explore individuals needs, aspirations and the support required to achieve their goals

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Develop own practice as a coach or mentor			
Functional Area	**Function Reference / Title**	**NOS Ref**	**Relevant NOS title**
F Develop own practice as a coach or mentor	F1 Reflect on own ethics and processes	CM01	Develop and apply ethical practice to coaching and mentoring
		CM09	Develop as a reflective coach or mentor
	F2 Develop own practice based on professional guidance, feedback and reflection	CM01	Develop and apply ethical practice to coaching and mentoring
		CM08	Review and evaluate the coaching or mentoring process
		CM09	Develop as a reflective coach or mentor

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Date approved	January 2012
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Validity	Current
Status	Original
Originating organisation	ENTO
Original URN	LSI CM00
Relevant occupations	3563 Executive Coach; team leaders; first line managers; supervisors; 3232 Learning Mentor; Mentor
Suite	Coaching and Mentoring
Key words	ethical practice; values; principles; behaviours; client-centred approach; impartial; equality; diversity; inclusion; boundaries; relationships; confidentiality; different contexts; legal requirements; processes; professional standards; code of ethics; competence; reflection; continuous professional development; culture; environment; learning; development; performance review; indicators; success measures; competence measures; principles and ethics; training; induction; recruitment; methods and approaches; coaching; mentoring; effective performance; professional practice

LSI CM01
Develop and apply ethical practice to coaching and mentoring

Overview   This standard is about understanding how your values, beliefs and ethics shape your behaviours and professional practice and impact on clients and others with whom you are working.

It is also about ensuring your coaching and mentoring practice is client-centred and at the same time adheres to relevant organisational and ethical principles and codes of practice that apply to coaching and mentoring.

This standard is for all coaches and mentors.

LSI CM01
Develop and apply ethical practice to coaching and mentoring

Performance criteria

You must be able to:

P1   examine how own values, beliefs and ethics shape your behaviours and appear to other people

P2   adhere to the ethical practice and standards required by own and/or relevant organisations

P3   promote the values of coaching and mentoring through own practice

P4   challenge own assumptions about the opinions and behaviours of individuals

P5   ensure approach is client centred, designed to meet their goals, not yours

P6   develop open, impartial and transparent relationships with clients

P7   recognise the impact of context on the behaviour and attitudes of clients

P8   consider client's opinions and suggestions objectively

P9   encourage client responsibility, ownership and autonomy in decision-making

P10 act in the best interest of clients at all times

P11 proactively promote equality of opportunity, diversity and inclusion when working with clients

P12 challenge prejudice, use of stereotypes, discrimination, assumptions and unethical behaviour by own self, other people or organisational processes

P13 respect the client's right to privacy, confidentiality and self-disclosure within legal and organisational requirements

P14 safeguard own self and those with whom you are working

P15 reflect on own coaching and mentoring practice, adapting ethics and behaviours to improve future outcomes for clients

P16 where relevant, propose changes to organisational processes to strengthen ethical practices

P17 participate in continuous professional development in order to improve own competence, knowledge and skills as a coach or mentor

LSI CM01
Develop and apply ethical practice to coaching and mentoring

Knowledge and understanding

You need to know and understand:

K1   values, ethical principles, codes of ethical practice, professional standards and coaching and mentoring standards, and how they impact on behaviours

K2   the consequence of not adhering to values, ethical principles, codes of ethical practice and professional standards

K3   the effects of own practice and behaviour on others

K4   the relationship between own values, ethics, beliefs and professional practice

K5   how to challenge own assumptions constructively

K6   how to take into account the values, ethics, beliefs and behaviours of clients when they differ to your own

K7   how to encourage clients to take responsibility for and ownership of their decisions

K8   the importance of open, impartial and transparent relationships when working with clients

K9   how to maintain a client-centred approach, balanced with the requirements of own organisation and other stakeholders

K10   legal and organisational requirements relating to equality of opportunity, diversity and inclusion, ethical practices, data protection, privacy, confidentiality, safeguarding and disclosure

K11   how to safeguard own self and those with whom your are working

K12   when it may be appropriate or necessary to disclose confidential information to others and how to do so

K13   how to act when there is evidence of risk to the welfare of own self and others

K14   contemporary models, policies and approaches to coaching and mentoring

K15   the boundaries and limits of own professional expertise and responsibility

K16   how to identify potential changes and make recommendations to strengthen professional practices, ethics and behaviours in your organisation

K17   the importance of reflection to identify improvements to own professional practice, ethics and behaviours

K18   how to support own continuous professional development as a coach or mentor

LSI CM01

Develop and apply ethical practice to coaching and mentoring

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Validity	Current
Status	Original
Originating organisation	ENTO
Original URN	LSI CM01
Relevant occupations	3563 Executive Coach; 3232 Learning Mentor; team leaders; first line managers; supervisor; Mentor
Suite	Coaching and Mentoring
Key words	ethical practice; values; beliefs; behaviours; client-centred approach; impartiality; equality; diversity; inclusion; different contexts; boundaries; confidentiality; safeguarding; legal requirements; organisational processes; responsibility; professional standards; code of ethics; reflection; continuous professional development;

LSI CM02
Agree coaching and mentoring contracts with stakeholders

Overview

This standard is about informing stakeholders about the value of coaching and mentoring, agreeing stakeholder needs and expectations and defining the nature of the relationship you and/or your organisation will provide. It includes ensuring that there are specific terms of engagement for the relationship, but does not require the coach or mentor to draw up contracts.

For the purpose of this standard the stakeholder could be a client's own organisation, an external or partner organisation with an interest in coaching or mentoring or an individual client.

The term 'contract' can apply to a formal, informal or verbal agreement with a stakeholder or client.

This standard is for all coaches and mentors.

LSI CM02
Agree coaching and mentoring contracts with stakeholders

Performance criteria

You must be able to:

P1   identify the stakeholders with whom you will be working

P2   explain the values, principles and ethics of coaching and mentoring to gain stakeholder understanding

P3   enable the stakeholder to express their requirements and anticipated benefits of the coaching or mentoring relationship

P4   agree the stakeholder requirements which can be met by coaching or mentoring

P5   agree approaches to ensure stakeholder, individual client and own safety and wellbeing

P6   agree what success will look like for the stakeholder and the individual clients

P7   identify with the stakeholder any factors that might impact on the achievement of anticipated benefits and expected outcomes

P8   agree ground rules of engagement, operational and resource requirements to achieve the anticipated benefits and expected outcomes

P9   agree the role of the stakeholder in providing feedback, reviewing, evaluating and concluding the coaching or mentoring

P10   agree with stakeholders appropriate benchmarks and measures of success for the review and evaluation

P11   agree with the stakeholder how to deal with unforeseen consequences and take appropriate action

P12   ensure that contractual arrangements reflecting expected outcomes are put into place before the coaching or mentoring commences

LSI CM02
Agree coaching and mentoring contracts with stakeholders

Knowledge and understanding

You need to know and understand:

K1	the key stakeholders with whom you may be working
K2	the values, principles and ethics of coaching and mentoring
K3	how to explain the likely benefits of coaching and mentoring to gain stakeholder understanding
K4	how to explore with stakeholders their specific requirements and those of individual clients
K5	the importance of agreeing approaches to ensure stakeholder, individual client and own safety and wellbeing
K6	why it is important to manage the expectations of the stakeholder and agree in advance what success will look like
K7	factors that might impact on the achievement of anticipated benefits and expected outcomes
K8	why it is necessary to agree ground rules of engagement, operational and resource requirements in advance of agreeing a contract
K9	why the stakeholder needs to be involved in providing feedback, reviewing and evaluating the coaching and mentoring
K10	the importance of agreeing with the stakeholder benchmark and measures of success
K11	the importance of agreeing with the stakeholder when and how the coaching and mentoring will be concluded
K12	actions that may be necessary in order to deal with unforeseen consequences
K13	why contracts defining clearly expected outcomes and anticipated benefits must be in place before coaching or mentoring commences
K14	who in your organisation is responsible for preparing stakeholder contracts
K15	limits of own responsibility in establishing and managing contracts with stakeholders

LSI CM02

Agree coaching and mentoring contracts with stakeholders

Developed by	Learning and Skills Improvement Service
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Indicative review date	January 2015
Validity	Current
Status	Original
Originating organisation	ENTO
Original URN	LSI CM02
Relevant occupations	3563 Executive Coach; team leaders; first line managers; supervisor; 3232 Learning Mentor; Mentor
Suite	Coaching and Mentoring
Key words	stakeholders; contracts; relationships; values; principles and ethics; requirements; anticipated benefits; expected outcomes; ground rules of engagement; operational and resource requirements; concluding coaching and mentoring; unforeseen circumstances; feedback; review and evaluation; benchmarks; measures of success; limits of own responsibility

Overview   This standard is about establishing and building rapport and maintaining
relationships with the client. Building rapport and developing relationships will
enable the client to drive their learning, personal and professional development.

This standard is for all coaches and mentors.

LSI CM03
Establish and build relationships with the client

Performance criteria

You must be able to:

P1 ensure your approach reflects the context within which you are working

P2 recognise how your values, behaviours, attitudes and emotional awareness affects relationships with clients

P3 explore with the client the likely benefits and their expectations of coaching or mentoring

P4 build a relationship and understanding that enables the client to feel at ease and develop confidence and self-esteem

P5 show respect for the client's strengths, needs and learning preferences

P6 agree the ground rules of engagement and boundaries of the relationship with the client

P7 explore with the client their responsibility and autonomy for making changes

P8 jointly agree, record and continuously update the coaching or mentoring agreement

P9 deal with misunderstandings, disagreements, conflicts barriers promptly and sensitively so as to strengthen the relationship with the client; seeking support as required

P10 plan ways to improve the relationship with the client

P11 adhere to the ethical and professional standards and practice required by your own and/or relevant organisations

LSI CM03
Establish and build relationships with the client

Knowledge and understanding

You need to know and understand:

K1   the context within which the coaching or mentoring will take place

K2   the importance of recognising how your values, behaviours, attitudes and emotional awareness can impact on clients you are working with

K3   the likely benefits of coaching or mentoring within the given context

K4   ways to behave that are non-judgmental and respectful of others

K5   how to respect views of the client

K6   why it is important to build a relationship and understanding with the client

K7   ways to enable the client to feel at ease and express their expectations about coaching or mentoring

K8   how to adapt your approach to reflect the strengths, needs and learning preferences of the client

K9   why it is important for the client to take responsibility and have autonomy for making changes

K10 why it is important to establish ground rules for engagement and boundaries with the client and how to do this effectively

K11 what needs to be in a coaching or mentoring agreement and why it needs to be continuously updated

K12 how to deal with misunderstandings, disagreements and barriers in ways that strengthen the relationship with the client

K13 why some relationships may lead to conflict, sabotage and difficult issues

K14 sources of support to deal with client relationship issues which are outside of your expertise or authority

K15 how to identify and act on ways to improve client relationships

K16 the importance of acting according to ethical and professional standards and practice at all times

LSI CM03
Establish and build relationships with the client

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Originating organisation	ENTO
Original URN	LSI CM03
Relevant occupations	3563 Executive Coach; team leaders; first line managers; supervisor; 3232 Learning Mentor; Mentor
Suite	Coaching and Mentoring
Key words	Relationships; context; behaviour; respect; individuality; confidence; rapport; positive; ground rules of engagement; boundaries; non-judgmental; coaching agreement; improve practice; conflict; barriers; sources of support; professional practice

LSI CM04
Prepare for coaching or mentoring sessions

Overview

This standard is about preparing for coaching or mentoring sessions. It includes the requirement to plan for sessions, to agree with clients the plans and ensure that you are fully ready to deliver the sessions.

It should be noted that in some organisations or in certain circumstances the term 'interventions' may be used in place of 'sessions'. The terms 'sessions' as used in the standard apply to both coaching and mentoring.

In the context of this standard, the term 'preparation' includes planning activities, ensuring resources and a suitable environment for the session is available, as well as the coach or mentor being aware of their own mental and physical readiness to deliver a purposeful coaching or mentoring session.

This standard is for all coaches and mentors.

LSI CM04
Prepare for coaching or mentoring sessions

Performance criteria

You must be able to:

P1   Identify any required outcomes and client goals to be progressed within planned sessions

P2   refer to records of previous interactions, as appropriate

P3   develop clear, agreed plans to meet required outcomes and client goals

P4   identify approaches required to manage planned sessions

P5   source and prepare resources and environment required to deliver session outcomes

P6   ensure the client is advised of and agrees to session arrangements

P7   manage any disruption to planned sessions

P8   ensure own preparation for coaching or mentoring sessions

P9   review and revise plans in the light of client progress towards their goals

P10 comply with all organisational policies and procedures for delivering coaching and mentoring sessions

LSI CM04
Prepare for coaching or mentoring sessions

Knowledge and understanding

You need to know and understand:

K1   contemporary models and processes used for planning learning, development, coaching and mentoring in a given context

K2   why it is important to make time to plan and prepare for sessions

K3   how to obtain the information and resources that may be needed to deliver sessions

K4   the importance of own mental and physical preparation for the session and how this can impact on your practice

K5   how to identify agreed outcomes and goals with clients

K6   how to devise agreed plans with clear objectives and outcomes reflecting client needs

K7   what constitutes a safe and comfortable environment for coaching or mentoring

K8   procedures for advising clients of the content of and arrangements for sessions

K9   how to manage any disruption to planned sessions

K10 the importance of reviewing and revising plans in the light of client progress towards their goals

K11 organisational policies and procedures for delivering coaching and mentoring sessions

LSI CM04
Prepare for coaching or mentoring sessions

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Status	Original
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Original URN	LSI CM04
Relevant occupations	3563 Executive Coach; team leaders; first line managers; supervisor; 3232 Learning Mentor; Mentor
Suite	Coaching and Mentoring
Key words	preparations; planning; sessions; plans; contemporary models; information; resources; environment; progress; outcomes; goals; agreements; disruption; organisational policies and procedures; intervention

LSI CM05
Undertake coaching or mentoring

Overview

This standard is about undertaking coaching or mentoring to achieve desired outcomes and goals. It includes planning, supporting achievement and reviewing coaching and mentoring objectives and goals.

For this standard, the client in receipt of the coaching or mentoring could be an individual or group. The coaching or mentoring could also be delivered face to face, online or by other appropriate telecommunication or media.

This standard is for all coaches and mentors.

LSI CM05
Undertake coaching or mentoring

Performance criteria

You must be able to:

P1   plan coaching or mentoring objectives and goals with the client to meet identified aspirations, motivations and priorities

P2   agree approaches to deliver the planned objectives and goals

P3   apply coaching or mentoring methods to achieve agreed objectives and goals

P4   elicit motivation in clients to work towards their objectives and goals

P5   provide opportunities for the client to review progress towards achievement of their goals

P6   check with the client that that the coaching or mentoring has met the needs and expectations

P7   take timely action to support clients who may not be achieving their objectives and goals

P8   enable the client to take responsibility for and ownership of their objectives and goals

P9   review the coaching or mentoring agreement and reflect on progress toward objectives and goals with the client

P10   enable clients to revise objectives, modify goals and plan new ones based on their progress

P11   confirm with the client the course of action and methods to achieve outstanding goals, modified goals or identified new ones

P12   agree and record the interactions, outcomes and progress towards objectives and goals with the client in accordance with organisational requirements

LSI CM05
Undertake coaching or mentoring

Knowledge and understanding

You need to know and understand:

K1   contemporary approaches and models to plan, deliver and review coaching and mentoring interventions and achievements in different contexts

K2   how to clarify aspirations and agree or modify outcomes with clients to ensure they are achievable

K3   why it is important to motivate clients to achieve and review objectives and goals and take responsibility for and ownership of their progress and achievements

K4   situations that may occur when coaching or mentoring that require immediate action and how to deal with them

K5   sources of additional information and support available for the coach, mentor or client

K6   how to encourage the client to identify and find ways to address issues faced when working towards goals

K7   how to encourage the client to apply their learning to modify or set new goals

K8   ways to enable the client modify their goals based on their progress and experience

K9   the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals

K10 organisational systems and processes for recording interactions, objectives and goals

K11 how to agree revised objectives and goals with clients and to plan future interventions

LSI CM05
Undertake coaching or mentoring

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Originating organisation	ENTO
Original URN	LSI CM05
Relevant occupations	3563 Executive Coach; team leaders; first line managers; supervisor; 3232 Learning Mentor; Mentor
Suite	Coaching and Mentoring
Key words	planning; outcomes; goals; achievable; interventions; methods; needs; expectations,; motivate; ownership; progress; interactions; responsibility; reflection; recording;

LSI CM06
Explore clients' needs, aspirations and the support required to achieve their goals

Overview

This standard is about the role the coach or mentor has in supporting the client's self-awareness of their needs, enabling them to reflect on their motivations. It also identifies ways to support achievement of their needs and aspirations.

This standard is for all coaches and mentors.

LSI CM06
Explore clients' needs, aspirations and the support required to achieve their goals

Performance criteria

You must be able to:

P1 use models and methods to explore and analyse with clients their needs, requirements, aspirations and expectations as appropriate for the individual and context

P2 ensure the environment for discussion is safe and appropriate for self and clients

P3 support and encourage clients to talk, reflect, draw their own conclusions and take ownership of decisions, treating them with empathy and respect

P4 enable clients to become more aware of their strengths and aptitudes and areas which they may wish to develop

P5 identify with clients their objectives and priorities for learning and development

P6 communicate and establish rapport with clients in ways that engage them and keep them interested and motivated

P7 identify issues or barriers to development and help clients to overcome them

P8 agree with clients realistic actions and outcomes in relation to their needs and aspirations and how coaching or mentoring can support them

P9 identify any outcomes that cannot be achieved by coaching or mentoring and signpost where other support can be obtained

P10 review with the client the impact of their progress on aspirations, motivations and needs

P11 evaluate and continuously improve the support provided to clients

LSI CM06
Explore clients' needs, aspirations and the support required to achieve their goals

Knowledge and understanding

You need to know and understand:

K1 safe environments and settings appropriate for coaching and mentoring

K2 how coaching and mentoring can impact on individual learning, development and performance improvement,

K3 the link between raising aspirations and improving motivation and achievement of goals

K4 contemporary models and methods to analyse needs, identify requirements, aspirations and expectations of client

K5 how to select the right method to determine the specific needs, aspirations and expectations of the client

K6 how to encourage clients to talk, reflect and draw their own conclusions without leading them, being judgemental and giving them empathy and respect

K7 ways to support and encourage clients to make choices and take responsibility for and ownership of decisions

K8 how to communicate with clients in ways that engage them and keep them interested and motivated

K9 potential barriers to personal and professional development of client's development and ways to overcome them

K10 how to plan with clients realistic interventions and outcomes in relation to their needs and aspirations

K11 why it is important to evaluate continuously the support given to clients

K12 how to improve support to clients in the future

LSI CM06
Explore clients' needs, aspirations and the support required to achieve their goals

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Relevant occupations	3563 Executive Coach; team leaders; first line managers; supervisor; 3232 Learning Mentor; Mentor
Suite	Coaching and Mentoring
Key words	learning; development; performance improvement; communication; analysis; diagnosis; contemporary model and methods; communicate; rapport; aspirations; realistic expectations; objectives; decision making; planning interventions and outcomes; relationships; confidentiality; recording; evaluation; organisational and legal procedures

Overview	This standard is about concluding the coaching or mentoring relationship, emphasising the progress that has been made and outcomes achieved wherever possible.
	It involves the coach or mentor working with the client to agree an 'exit strategy' and includes the rationale for any unplanned ending of the relationship. It also includes the role the coach or mentor has in encouraging and supporting clients to review their own progress and identify future development needs.
	This standard is for all coaches and mentors.

LSI CM07
Conclude the coaching or mentoring relationship

Performance criteria

You must be able to:

P1   prepare clients for the conclusion of coaching or mentoring

P2   discuss openly and honestly with the client any feelings of loss of support or conflict surrounding the end of the relationship

P3   advise clients and stakeholders about the process to conclude the relationship

P4   enable the client to review their progress towards achieving the goals defined in the original agreement and any subsequent revisions

P5   encourage and support the client to establish their own measures for success and review progress towards them

P6   encourage the client to continue own development following the conclusion of the coaching or mentoring relationship

P7   celebrate progress, achievements and successes with the client

P8   identify when it may be necessary to conclude a coaching or mentoring relationship prematurely, and the limits of your responsibility in this respect

P9   identify with the client any unresolved issues, unintended consequences and future opportunities to address them

P10 ensure that the conclusion of the relationship facilitates future professional relationships between the client and the coach or mentor

P11 record the conclusion of the coaching or mentoring relationship and contract in accordance with organisational systems and procedures

LSI CM07
Conclude the coaching or mentoring relationship

Knowledge and understanding

You need to know and understand:

K1   how to acknowledge and address feelings and conflicting emotions generated by loss of support at the conclusion of the coaching or mentoring relationship

K2   how to determine when a relationship has achieved its objectives and run its course

K3   how to support the client in planning for the future independently

K4   methods to review progress towards and achievement of goals of a coaching or mentoring agreement

K5   the role of the client in reviewing their own progress, and setting measures for their own success

K6   the encouragement and support client may need to review their own progress and identify future development needs

K7   why it is important to celebrate progress, achievement and success

K8   reasons why a coaching or mentoring agreement might be terminated prematurely

K9   how to recognise unresolved issues and unintended consequences derived from the coaching or mentoring relationship

K10   why it is important to consider future opportunities to address unresolved issues and unintended consequences

K11   how to agree the conclusion of the relationship contract with the client in a way that maintains professional relationships

K12   organisational systems and procedures for managing the conclusion and recording the end of agreements and contracts

LSI CM07

Conclude the coaching or mentoring relationship

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Relevant occupations	3563 Executive Coach; team leaders; first line managers; supervisor; 3232 Learning Mentor; Mentor
Suite	Coaching and Mentoring
Key words	emotions; loss; clients; independence; review; outcomes; reflection; contract; measure of success; client self-review; termination; unintended consequences; issues; organisational systems and procedures; recording

LSI CM08
Review and evaluate the coaching or mentoring process

Overview

This standard is about reviewing and evaluating the process of coaching or mentoring and its success in achieving outcomes. It involves the coach or mentor working with the client or stakeholders to conduct the review and evaluation.

For the purpose of this standard the stakeholder could be a client's own organisation, an external organisation with an interest in coaching or mentoring, or an individual client.

This standard is for coaches or mentors who have responsibility for managing coaching or mentoring programmes and/or processes.

LSI CM08
Review and evaluate the coaching or mentoring process

Performance criteria

You must be able to:

P1   identify the scope of the review and evaluation of the coaching or mentoring process

P2   identify those who may be required or may wish to be involved in the review and evaluation of the process

P3   ensure that outcomes from client self-review and evaluation are incorporated in the process of review and evaluation

P4   reflect with stakeholders on the strengths of the coaching or mentoring process and potential areas for improvement

P5   ensure the timely conclusion of contractual agreements and requirements, liaising with colleagues as required

P6   agree objectives and goals with stakeholders to improve the process, checking they are realistic

P7   record agreed outcomes of review and evaluation and timelines for proposed improvements to processes

P8   use the outcomes of review and evaluation to propose changes to coaching and mentoring and organisational processes and procedures

LSI CM08
Review and evaluate the coaching or mentoring process

Knowledge and understanding

You need to know and understand:

K1   how to identify the scope of review and evaluation of the coaching or mentoring process

K2   contemporary models of practice used to review and evaluate the coaching or mentoring process

K3   how to identify benchmarks and success measures to review and evaluate the coaching or mentoring process

K4   the information required to review and reflect on coaching or mentoring processes

K5   the importance of involving stakeholders in the review and evaluation of the coaching or mentoring process

K6   how to recognise strengths and weaknesses of current relationships and areas that can be realistically improved

K7   how to work with stakeholders to agree changes to processes

K8   how to agree and record the outcomes of review and evaluation

K9   how to use the outcomes of review and evaluation to identify potential changes to improve coaching or mentoring processes

K10 how to identify realistic timelines to implement proposed improvement to processes

K11 how to propose changes to organisational programmes, processes or procedures to improve future coaching or mentoring

LSI CM08
Review and evaluate the coaching or mentoring process

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Original URN	LSI CM08
Relevant occupations	3563 Executive Coach; team leaders; first line managers; supervisor; 3232 Learning Mentor; Mentor
Suite	Coaching and Mentoring
Key words	stakeholders; coaching or mentoring process; review; evaluate; programme; benchmarks; measures of success; feedback; timelines; improvement; programmes; organisational processes and procedures; recording

Overview	This standard is about the way in which the coach or mentor develops their own competence and practice through supervised guidance, communities of practice, review and reflection.
	This standard is for all coaches and mentors.

LSI CM09
Develop as a reflective coach or mentor

Performance criteria

You must be able to:

P1   reflect on own practice and performance against coaching and mentoring standards and criteria

P2   critically reflect on own values, behaviours, attitudes and commitment to improving professional and personal development

P3   reflect on how own values, behaviours, attitudes and emotional awareness impact on own role and practice as a coach or mentor

P4   recognise the boundaries of own competence as a coach or mentor and own relationship with other professionals

P5   seek feedback on own performance from colleagues, clients and stakeholders within communities of practice

P6   seek professional guidance to identify priorities and develop own competence as a coach or mentor

P7   maintain and update own knowledge of coaching and mentoring in order to develop own practice

P8   agree own professional and personal development priorities with relevant colleagues

P9   review and update own continuous professional development plan taking account of feedback and changing coaching and mentoring practice

P10 record the outcomes of continuous professional development in accordance with organisational policies and procedures

LSI CM09
Develop as a reflective coach or mentor

Knowledge and understanding

You need to know and understand:

K1 contemporary models, tools and techniques of reflection

K2 the importance of critically reflecting on own values, behaviours, attitudes, emotional awareness and commitment and how they impact on own practice

K3 why it is important to have a clear understanding of own competence

K4 national and international professional standards and criteria used to evaluate own ethical and professional practice and performance

K5 how to receive objective feedback on own performance

K6 the boundaries of own competence as a coach or mentor and your relationship with other professionals

K7 the purpose of professional guidance for the development of own role

K8 how gain advice and support from communities of practice

K9 how to use professional guidance to set priorities for and review own professional development plan

K10 contemporary models and techniques which could be used to improve own performance as a coach or mentor

K11 why it is important to keep own knowledge of coaching and mentoring current

K12 trends in coaching and mentoring theory and practice and their potential impact on future practice

K13 opportunities available to support own professional and personal development

K14 the importance of reflecting on and taking responsibility for own professional and personal development

K15 how to update own continuous professional development plan taking account of feedback

K16 how to record the outcomes of continuous professional development in accordance with organisational policies and procedures

LSI CM09
Develop as a reflective coach or mentor

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Relevant occupations	3563 Executive Coach; team leaders; first line managers; supervisor; 3232 Learning Mentor; Mentor
Suite	Coaching and Mentoring
Key words	reflect; review; evaluate; national and international professional standards; criteria; development; competence; feedback; professional guidance; priorities; professional and personal development plan; taking responsibility; continuous professional development; organisational procedures; recording; community of practice

LSI CM10
Develop coaching and mentoring within organisational strategies

| Overview | This standard is about the role the coach or mentor has in developing coaching and/or mentoring within the organisational strategy. It includes creating an environment for the development and embedding of coaching and/or mentoring in the organisation.

This standard is for all coaches and mentors with a role in creating the strategy and supporting the planning for coaching and mentoring within the organisation. |

LSI CM10
Develop coaching and mentoring within organisational strategies

Performance criteria

You must be able to:

P1   champion the role coaching and mentoring can play in organisational culture, learning and performance improvement

P2   explain the values, ethics and principles underpinning coaching and mentoring

P3   contribute to a clear and compelling vision for coaching and mentoring as a part of organisational learning and development process

P4   prioritise strategic objectives related to coaching and mentoring consistent with the vision of the organisation

P5   manage and support change within the organisation to embed a culture and environment for coaching and mentoring

P6   encourage colleagues and stakeholders to recognise coaching and mentoring as a way to create and support a culture of learning and development in the organisation

P7   ensure coaches and mentors are selected based on standards, indicators and measures of competence

P8   ensure coaches and mentors are inducted, trained and their performance continuously reviewed

P9   use standards, indicators and success measures to monitor and evaluate the impact of coaching and mentoring in the organisation

LSI CM10
Develop coaching and mentoring within organisational strategies

Knowledge and understanding

You need to know and understand:

K1   contemporary models of organisational culture, learning and performance improvement

K2   why it may be necessary to champion the importance of coaching and mentoring

K3   the values, ethics and principles underpinning coaching and mentoring

K4   what constitutes a clear and compelling vision for coaching and mentoring in the organisation

K5   the importance of coaching and mentoring in organisational strategy

K6   how to determine and agree strategic objectives related to coaching and mentoring consistent with the vision of the organisation

K7   cultures and environments appropriate to embedding coaching and mentoring in the organisation

K8   theories of organisational management and transformational change

K9   the role of coaching and mentoring in change management

K10   ways to encourage colleagues and stakeholders to use coaching and mentoring to support learning and development

K11   organisational strategies and policies for selection, recruitment, training and performance review

K12   standards, indicators and measures of competence applicable to coaches and mentors

K13   standards, indicators and success measures that can be used to monitor and evaluate the impact of coaching and mentoring in an organisation

LSI CM10
Develop coaching and mentoring within organisational strategies

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Suite	Coaching and Mentoring
Key words	Strategy; planning; vision; championing; organisation; transformational and change management; culture; environment; learning; development; performance review; impact; standards; indicators; success measures; relationships; competence measures; principles and ethics; training; induction; recruitment