

National Occupational Standards

Coaching and Mentoring

2012

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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.

LSI CM00

Coaching and Mentoring National Occupational Standards Introduction

Performance criteria

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.

and

Knowledge and understanding

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.

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.

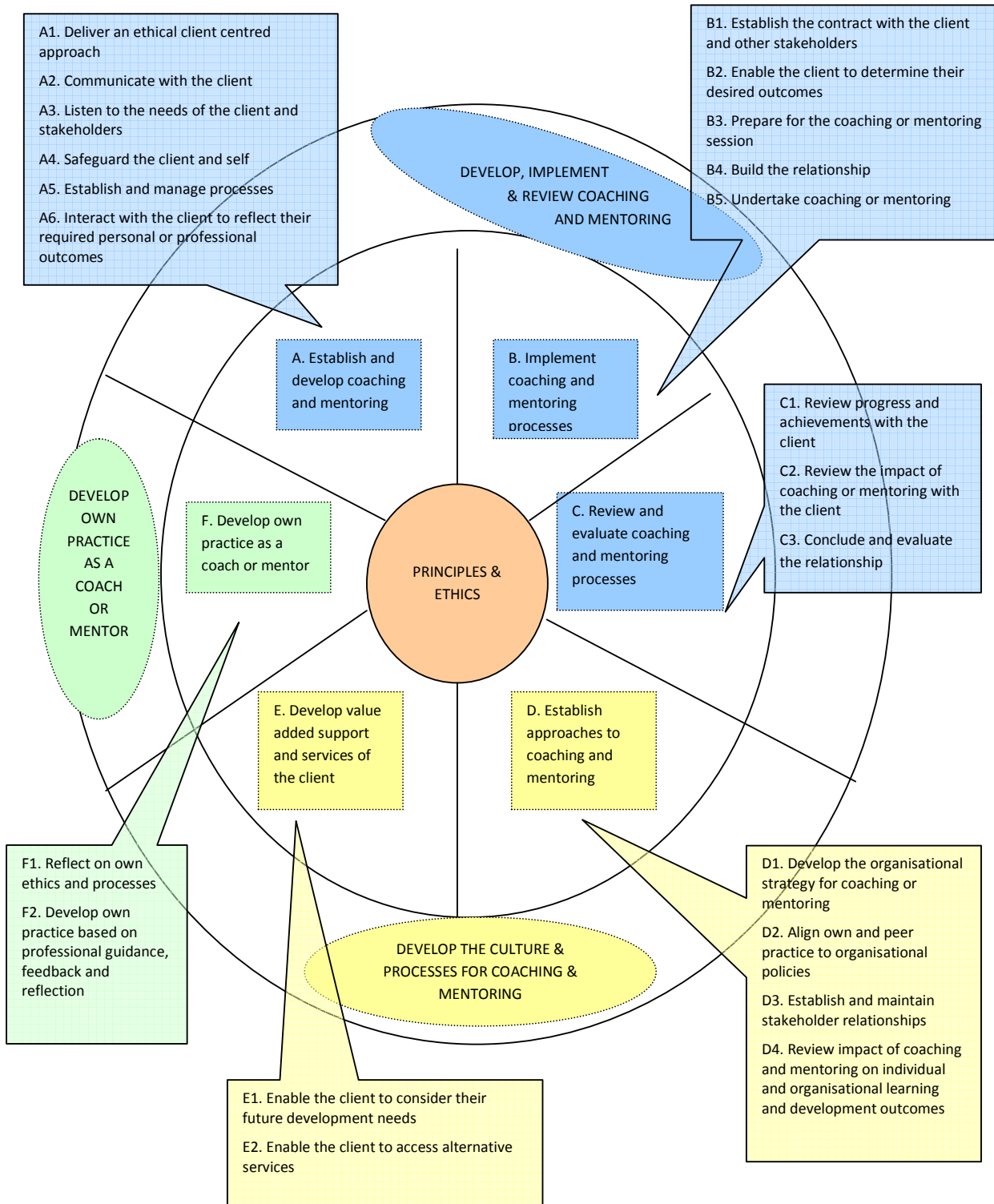
It should be noted that there will not necessarily be individual NOS that are identical in name or related specifically to each of the individual functions, since it is the combination of those functions which define the performance and knowledge requirements for those delivering a given role.

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.

Functional Map



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.

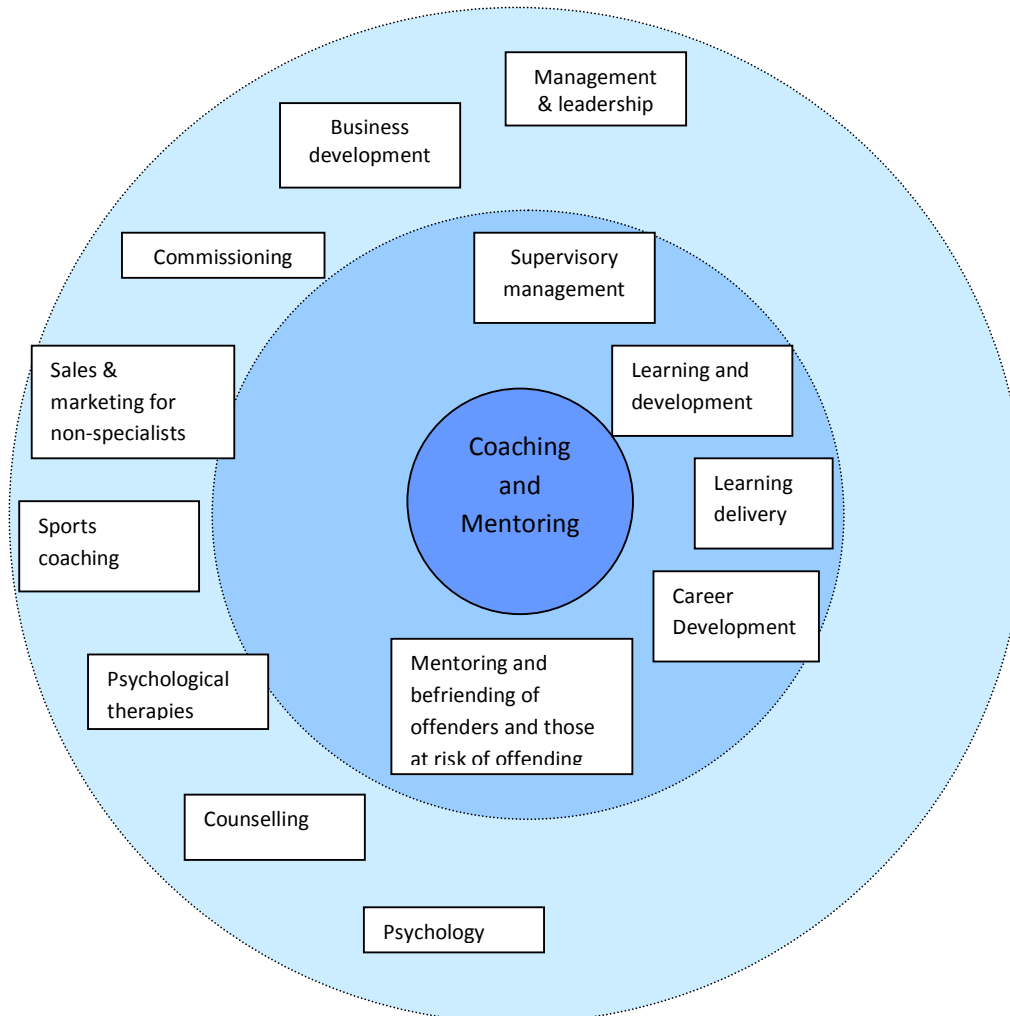
Links to other NOS

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/](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

LSI CM00

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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 |

LSI CM00

Coaching and Mentoring National Occupational Standards Introduction

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| Developed by | Learning and Skills Improvement Service |
| Version number | 3.0 |
| 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 you 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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| Developed by | Learning and Skills Improvement Service |
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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

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| 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 |

LSI CM03

Establish and build relationships with the client



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 Suite | 3563 Executive Coach; team leaders; first line managers; supervisor; 3232 Learning Mentor; Mentor 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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| 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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| 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 |

LSI CM07

Conclude the coaching or mentoring relationship



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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| Original URN | LSI CM07 |
| 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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| 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 |

LSI CM09

Develop as a reflective coach or mentor



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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| Relevant occupations | 3563 Executive Coach; team leaders; first line managers; supervisor; 3232 Learning Mentor; Mentor |
| 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 |