



**EMCC**

*European Mentoring &  
Coaching Council*

# **CONTINUOUS PROFESSIONAL DEVELOPMENT**

**A CPD Guide for Coaches,  
Mentors and Supervisors**

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# **Continuous Professional Development (CPD)**

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Prepared by  
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# EMCC Foreword

Coaching, mentoring and supervision professions are dynamically evolving with the community of people engaged in them increasing in size quite rapidly. I intentionally use the verb 'engaged' because some might be interested in coaching/mentoring/supervision; others might just have started their training journey while few more might be working as professional coaches, mentors and supervisors for many years. We are from all around the globe with different academic and professional backgrounds, coming from diverse cultures with maybe very different views around the profession. We share however a common belief: everyone's individual development personally and professionally is the only way to maintain high quality standards and deliver at one's best for our clients either internal or external.

The starting point of professional development is in most cases the initial training on coaching, mentoring or supervision skills. How do we continue to develop after this first stage? What is Continuous Professional Development (CPD)? How can we decide what is the best CPD event for our individual needs? How do we define our individual development needs? How can we monitor that we are really improving? And how we can be sure that what we choose to do in CPD is suitable for our accreditation/renewal requirements?

You will find the answer to these questions and more in this guide which has been designed in order to help all of you define a development plan that is meaningful for you personally and assist you in your coaching, mentoring and supervision learning journey.

This book is the result of many months of research, discussions and numerous drafts from a group of people who put their passion for coaching, mentoring and supervision in to making real what was originally just a good idea: 'It would be useful if we had a guide on CPD, what do you think?'. My sincere and warmest thanks to Nadine Hemmer, Michel Moral, Ana Oliveira Pinto and Anita van Vlerken for their dedication and for the high quality of their work.

I would like also to thank David Sleightholm for his continuous support and helpful feedback, in his capacity as previous EMCC International Vice-president Quality, during the entire time we were working on this project. Lastly, this book is at your hands because there is a team of people who edited, formatted and published it so I also like to thank EMCC International Vice-president Operations, Irena Sobolewska and her team - Jane Watherston, Sarah Rhoads and Sarah Lester - for all their help with this publication.

**Marialexia Margariti**

EMCC International Vice-president Quality

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# Continuous Professional Development

Continuous Professional Development (CPD) is one of the key determinants of good practice and it serves as the main vehicle of the dynamic evolution of every coach, mentor and supervisor. Moreover, it contributes to the devising of professional standards and to the attainment of two strategic aims for EMCC: the assurance of fit-for-purpose professionals and the professionalisation of the coaching-mentoring-supervision professions.

CPD has also a very significant and practical function which is to serve as evidence for each coach/mentor/supervisor who decides to enter individual accreditation process or s/he is at the phase of renewing individual accreditation. It is the evidence that this professional has put effort in enhancing coaching/mentoring/supervision skills and competencies and in developing overall as a person.

## Definitions

In workplaces, professional development refers to the acquisition of skills and knowledge both for personal development and for career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences as well as Informal learning opportunities situated in practice. CPD is:

- **Continuing**, because learning never ceases, regardless of age or professional seniority
- **Professional**, because it is focused on professional competence in a professional role and
- On overall **development** since its goal is to improve personal performance and enhance career progression, which arguably is much wider than just formal training courses.

Professional development may be separated into two distinct phases: Continuing Professional Development and Initial Professional Development:

### 1. Initial Professional Development (IPD)

Initial Professional Development is defined by the UK Initial Professional Development Forum as 'a period of development during which an individual acquires a level of competence necessary in order to operate as an autonomous professional'. In other words we are talking about Initial Training which consists of all those development activities that are required to bring a person from the minimum entry requirements for a role to the level where they can undertake that role unsupervised.

## 2. Continuing professional development (CPD)

Continuous Professional Development (CPD) is defined as the learning process (usually documented) required for coach/mentor/supervisors to ensure that their standards and competencies are maintained and enhanced over time. For the individual coach/mentor/supervisor this means on-going commitment to developing their knowledge base and technical expertise as well as personal development. It also means keeping up to date with evolving best practices. Main purpose of CPD is to support professional and personal growth by the coach/mentor/supervisor in order to ensure that EMCC accredited professionals are competent and effective.

CPD is comprised of **formal training** (courses focused on technical skills build up/upgrade with formal qualifications) and **informal training/learning** which is not necessarily 'classroom' training but is intentional learning tailored to the individual coach/mentor/supervisor's development needs (e.g. participation in conferences, self-development processes, reading).

Lastly and with the aim to clarify concepts within the individual accreditation process, CPD is a separate concept from 'Contribution to the Profession' as the latter refers to a specific individual accreditation level only (Master Practitioner) still certain areas of professional development might be linked to either of the two.

## Philosophy and Purpose

Through this CPD guide, EMCC provides one more element of assurance that coach/mentor/supervisors, who are members, operate consistently with high professional standards and a commitments to personal and professional evolution. This CPD document serves as a general guidance for the coach/mentor/supervisor for their on-going professional development and it sets an operational framework for the CPD requirements and structure that can also assist applicants during individual accreditation/renewal. So it serves a number of goals both for the individual professional community and for EMCC as the professional 'go to' body for coaching/mentoring supervision:

### 1. Coach/mentor/supervisor's Goals

- a) To improve professional practice
- b) To strengthen reflective practice as a key vehicle for personal development
- c) Capture what was the output/effect of the CPD for the coach/mentor/supervisor resulting in better performance/impact for the client
- d) Demonstrate the coach/mentor/supervisor's ongoing professional development
- e) Role-model good CPD to their supervisees/mentees.



## 2. EMCC Standards Goals

- a) Facilitate that 'best practice' CPD is embedded in the routine practice of the coach/mentor/supervisor
- b) Incorporate Reflective Practice in CPD
- c) Stimulate learning through exploring the gap between theory/models and practice and to encourage the sharing of that experience
- d) Ensure transparency and accountability of the coach/mentor/supervisor through identified CPD activities (written reports, reflections etc.) beyond quantitative data
- e) Maintenance of high quality standards of professional coach/mentor/supervisor beyond the original EIA/ESIA award.

In conclusion, this CPD guide is meant to function as a link or as a common ground of evaluation for the different stakeholders who have different perspectives/goals/requirements. Stakeholders are:

- a) The Coach/mentor/supervisor (also as individual accreditation/renewal applicants)
- b) EMCC and its strategic aim for the professionalisation of the profession and maintenance of high standards amongst its members
- c) Supervisors and their role in the development of the professional community
- d) Assessors in their role to assess suitability of CPD activities during EIA, EIAR, ESIA processes.

## Principles

This CPD guide is governed by a set of principles that reflect EMCC's philosophy on the subject of continuous professional development:

### **Principle 1 – Achieve a balance between the requirements of different stakeholders**

It is of crucial importance that any guidance on CPD and how it should be approached achieves a balance between EMCC high quality standards, and practical considerations relating to individual effort and the time/financial investment for the professional community. It should be addressing the needs of all members regardless of whether they plan to get accredited or not and at the same time cover all CPD requirements in the accreditation process (initial and renewal) for those of total membership who are interested to get accredited.

## Principle 2 – CPD is individual-centric

Learning must be relevant to the individual coach/mentor/supervisor and focused on their development of the coach/mentor and supervision competence categories. Consequently, any assessment should evaluate CPD in the context of the specific needs of the individual coach/mentor/supervisor and mindful of their experience, method(s) used, client base and business development strategy as those unfold in the reflections and evidence the applicant provides to support CPD choices.

## Principle 3 - Dimensions of CPD (can be assessed via reflective practice)

The components of CPD are: ***knowledge acquired, currency, breadth and depth of learning, competencies developed and their application*** in one's professional practice. When it comes to the use of CPD in accreditation process, all those can be assessed via submitted **reflections** in the application to determine the extent to which the applicant has internalised the learning and is applying it in their practice.

Specifically for Master Practitioner Level, CPD should also be assessed for ***knowledge created*** by these very experienced coach/mentor/supervisors.

## Principle 4 – Adequacy of CPD will be determined mainly by quality of reflection

As CPD is happening mainly with the purpose to improve the professional skills of the coach/mentor/supervisor, the best indicator of this is the reflection(s) of the subsequent use of enhanced skill in one's practice following participation in a specific CPD activity. Education on how to appropriately reflect on one's CPD is necessary. This principle becomes also an assessment principle in the sense that assessment of CPD needs to be based mainly on reflection. A prerequisite for this assessment principle, however, is the education of assessors on what is considered a high quality reflection and how it will be evaluated.

## Principle 5 – Assessment of CPD (initial accreditation/renewal)

Assessment focus will be on evaluating learning outcomes rather than just counting number of CPD hours over a required period of time. The required number of hours is only one element while the coach/mentor/supervisor will be required to demonstrate, through their reflection logs, an awareness of wider trends/latest thinking in coaching/mentoring and supervision, of the influence of any new learning on their coaching practice, and that they have assessed the implications of these influences on their practice.

## **Principle 6 - Responsibilities of the Coach/mentor/supervisor**

The coach/mentor/supervisor will have to ensure that sufficient contextual information is provided to enable the assessment to proceed, without undue requests for further information. The coach/mentor/supervisor is responsible for the authenticity of evidence to validate learning outcomes and for on-going record keeping, with respect to training and other CPD actions, to ensure that he/she will be in a position to provide evidence to support their application/renewal request.

The coach/mentor/supervisor will be encouraged (not mandatory) to develop a Learning Plan which identifies and prioritises their learning needs as well as the relevant learning activities following successful completion of individual accreditation or renewal.

## **Principle 7 – Responsibilities of EMCC**

EMCC will support coach/mentor/supervisor by communicating the philosophy, principles and standards required for CPD. Initial step is the publication of this CPD guide and there will be regular updates on CPD elements that are changed or added.

## **Principle 8 – Validity and Reliability**

A principles-based approach will apply which is valid (measures quality and consistency of CPD) and reliable (CPD guide as an enabler in producing similar outcomes for similar inputs) across all geographies.

## **What would be considered CPD**

CPD consists of any educational activity which helps to maintain, develop or increase knowledge, problem-solving skills, attitudes, abilities, technical skills and/or professional performance standards all with the goal that coach/mentor/supervisors can perform at a higher or broader level. To this end, CPD also consists of activities, educational or other, that promotes enhanced self-awareness as self-discovery is also crucial for their professional development and evolution.

We believe CPD includes 'formal' activities and self-directed as long as they are a means to increase one's competencies as per the respective framework (coaching, mentoring, supervision)

CPD covers the following areas:

- Professional coaching/mentoring/supervision skills, attitudes and behaviours
- Self-improvement (Self-understanding and Self-awareness)
- Ethics and legal issues
- Professional knowledge about coaching/mentoring/supervision and specific tools, methods and processes, which can apply to coaching/mentoring/supervision.
- Management and Business Skills (for own practice).

## Range of CPD Events:

- Supervision individual and group (both for supervisors and supervisees)
- Participating in appropriate courses (where 'appropriate' is defined by one's development plan)
- Participating in conferences (not limited to EMCC Conferences)
  - It provides a helicopter view on the profession
  - It is an opportunity to exchange views with colleagues
  - It is an opportunity to learn about new trends/other practices.
- Co-development group: working in a project team on a subject related to developing the profession or the knowledge in coaching/mentoring/supervision (local/international level)
- Actively contributing in research activities or projects
- Facilitating courses and conferences (keynote/workshops/break-out sessions)
- Design of coaching/mentoring/supervision training programmes
- Activities on Self Improvement (Self Understanding and Self-Awareness)
- Reading appropriate material ((where 'appropriate' is defined by one's development plan)
  - Balance between number of hrs from reading and the total hrs of CPD required
  - Appropriate reflection is what would make a certain reading a valid CPD element
- Writing an article/book
  - Care should be taken to avoid entering the 'Contribution to the Profession' area.

Though mentioned along with coaching and mentoring, we would like to re-iterate that the above is meant to cover supervision profession and, consequently, all accreditation CPD requirements. There are also some key activities suitable for supervisors' CPD:

- Co-development group
- Design of supervision training programmes
- Reading/writing activities related to supervision of coach/mentor/supervisor
- Facilitating supervision courses and related conferences (keynote/workshops/break-out sessions).

This list is not exhaustive and supervisors' CPD will be further detailed as we go along. That said, a broad rule of the thumb will be that supervision CPD can be considered every activity for which reflection proves that it was subsequently used for/enhanced/improved one's supervisory practice.

## Evaluation of CPD Output and the Experience of a Learning Cycle

When talking about evaluation of CPD, the starting point is the professional himself/herself and no one else. S/he needs to be able to identify the benefit as a result of any CPD activity and to place it in the context of the individual developmental path. When one is able to evaluate own development plan and related CPD, then it is definite that s/he will successfully reflect on these activities during individual accreditation/renewal process.

In other words, the professional coach/mentor/supervisor is evaluating the CPD activities s/he is planning to attend which, ideally, should be part of an individual CPD plan which stems from the developmental needs the professional has identified, probably with the help of a supervisor. This can be done in a number of ways that do have similarities (details on Evaluation Types in Appendix):

- |  |                              |
|--|------------------------------|
| 1. When designing a CPD plan             | <b>Diagnostic evaluation</b> |
| 2. During the CPD period                 | <b>Formative evaluation</b>  |
| 3. Directly after completion of CPD plan | <b>Summative evaluation</b>  |

(and before an accreditation/renewal application)

The active involvement in designing hands-on our own development plan and selection of relevant CPD activities enables us to explain **the learning cycle** we followed when an accreditation/renewal process is underway. A learning cycle has the following steps that should be owned by the professional:

1. **Plan** CPD activities and **identify** expected outcomes
2. **Implement** CPD plan
3. **Reflect** on CPD outcomes and experience
4. **Establish** gains from the experience and **incorporate** them in new behaviours and practice.

So in summary, the key elements of the stages of any CPD system we create in order to improve personally and professionally are:

### ■ **Preparing a CPD Plan (coach/mentor/supervisor)**

- Current methods used in practice.
- Identification of areas of improvement/evolution (usually as part of a supervision process)

- 'What I want to learn/strengthen/add in my skill set': Which specific CPD activity/ies (see the range mentioned previously) and how they will complement my practice (in quality or diversity of methods/tools/professional perspective)
- Expected outcomes of each CPD activity (vs. objective(s) of the session).

### 🟡 Evaluating a CPD activity

- How this is integrated into the lifelong learning process of the coach/mentor/supervisor both as a person (personal development) and a professional 'how this allowed me to grow professionally and personally'
- Actual outcome of each CPD process/activity
- What has the professional learned to do differently (concrete examples). 'What can I do/address differently in my practice'
- Concrete changes made in practice (skills) 'How do I do it differently'.
- How this CPD activity helped the coach/mentor/supervisor to increase their competencies.

## The Supervisor's Role

While, we will be talking in much more details about the role of supervisor in the professional development of coach/mentor/supervisor in the next section, we would like to say here in summary that CPD should be part of the supervisor-supervisee relationship through the individual development plan in which the supervisor should contribute based on the work that is happening during supervision. The supervision channel can also be explored as a form of assessing the quality of reflection about a CPD experience and of introducing its learning in one practice.

## The Assessor's Role

Throughout this document, we tried to make as clear as possible that Continuous Professional Development (CPD) is primarily a self-development process, the evaluation starts from the coach/mentor/supervisor himself in the sense that one should be in a position to explain how the chosen field of CPD is linked to best practices in coaching/mentoring/supervision and in their practice and to give examples through reflections on the implementation.

Now entering an accreditation or renewal process, the role of the assessor comes at the forefront and an assessor's main aim is to ensure that the review of an applicant's chosen CPD activities, the submitted outcome and the 'show-case' examples of their reflections are:

- Congruent (shows a thoughtful learning journey)
- Demonstrate learning of breadth and depth to the level of the application
- Supervisor to sign that they agree that this is the current, and appropriate, journey for the professional they work with
- Does not show that lower level competences have not yet been met
- Explicit as to the kind of learning that the CPD enabled – acquired or adaptive.

There are ways to help the assessors on their work and this can be done by specify what they need to search for, to ask for in their evaluation and by providing tools that could help them organise what they need to look for. In the Appendix related information is provided. As mentioned previously, supervisors can also have an active assessment role since they are fully aware of the development areas of their supervisees.

# **How to start on your continuous professional development plan**



## Introduction

This outline on How to Start on Your CPD Plan is meant to serve as a guide for all coaches/mentors/supervisors who want to design a development plan which will help them strengthen their practice. It is also suitable when they come to undergo individual accreditation (EIA, ESIA) or renewal process for the accreditations they hold. Therefore it is:

1. Reflecting the purpose, principles and key elements of CPD discussed so far summarised also in the table here below
2. Fit with the structure of a renewal
3. Fit with the recent changes on the roles of assessors and panel (new structure established in January 2016).

	<b>Traditional CPD Schemes</b>	<b>Contemporary CPD Schemes</b>
<b>Needs</b>	Pre-determined	Self-identified
<b>Motivation</b>	External	Internal
<b>Relevance</b>	May be absent	High
<b>Measure</b>	Process (hours)	Outcomes (learning/impact)
<b>Outcomes</b>	May be absent	Evident in process (competence, practice, etc.)
<b>Duration</b>	Isolated event	On-going, cyclical
<b>Directed by</b>	Others	Self
<b>Perspective</b>	Timely/punctual	Integrated (actions/initiatives are interrelated)
<b>Process</b>	Passive	Active/Proactive

All the work a professional undergoes to design a CPD plan and keep record of their results and reflections can be kept in the tool EMCC has designed and it is the EIA Mentor-Coach On-going Development Record (it can be downloaded from the EMCC website [www.emccouncil.org](http://www.emccouncil.org))

## The Role of Supervision

Supervision is one of the basic pillars in the process of personal development and professional growth of a coach/mentor/supervisor. It is an **individual, group or peer** learning process which methodically examines the personal learning questions that anyone has regarding his or her work.

It is important that CPD is heavily based on the learning issues determined in supervision but not exclusively. It's an ongoing process that starts – or it should start - within one quarter after your training certificate award (coaching/mentoring/supervision training). The suggested timeline is meaningful if paid coaching/mentoring/supervision practice has also started. In the case of internal coaches/mentors/supervisors, supervision needs to be starting as soon as they have a critical mass of colleagues they are working with (at least 3 cases).

When it comes to the choice of type of supervision, it is left up to the individual to decide whether they participate in individual, group or peer supervision. EMCC is defining in EIA and EIAR the allocation of hours between individual and group/peer supervision that will be required for the applicants so this should also be taken into consideration. Specifically when in reference to peer supervision – as it is the only type of supervision without necessarily a more senior supervisor – a specified set of rules should be applicable for the peer supervision hours to be valid and accepted.

There are some guidelines EMCC for the choice of supervisor that should be taken into account:

1. The role of the supervisor is this of a supporter of the coach/mentor/supervisor in his professional development journey and not this of an assessor. Part of the role of the supervisor is to review together with the supervisee his development plan and assist him/her in pursuing a suitable development journey. It is not expected from the supervisor to sign off the development plan nor to act as the manager of the CPD process to be followed by the supervisee. This responsibility always remains with the professional
2. It is recommended that the supervisor is a professional coach/mentor for supervisees of all accreditation levels.
  - a) The supervisee might choose a supervisor from other disciplines (e.g. psychology, counselling, etc) as long as evidence shows the effectiveness of supervision in the personal and professional development of the supervisee
3. The supervisor should always be at least one accreditation level higher from the supervisee.
  - a) Exception to that is Master Practitioner Level supervisee
4. For the cases of supervisors who are accredited coaches/mentors, all international accreditations are accepted (EMCC, ICF, AoC, WABC etc)

- a) Similarly in the case of supervisors from other disciplines, it is expected that they hold a valid accreditation/work license from a recognised and independent professional body.

With the above in mind, the final choice of supervisor is also left upon the coach/mentor who needs to do his research and choose the professional who, in his view, cover his supervisory needs.

## In Summary

Maybe the best closure for a guide is to put together a summary of what has been discussed; even better in a form of an outline so to enable you to do quick checks:

- Step 1** Collect from the start - after the award of your training certificate your practice hours, make an overview and provide evidence as required in the accreditation/renewal process.
- Step 2.** Decide whether you want individual supervision, group supervision or peer supervision (or a combination based also on accreditation/renewal requirements). Start within one semester after you get your training certificate (accreditation) or your credential (renewal).
- Step 3** Choose a supervisor.
- Step 4.** Define a Personal Development Plan (PDP) in which you make clear which are/you want to be your area(s) of coaching/mentoring specialisation and your related decisions as to the directions your CPD should be taking to reflect those areas of specialisation.
- Step 5** Continue your PDP during the five year period and attach it in your renewal application along with the **Mentor/Coach On-going Development Record**.
- Step 6** Use the **Mentor/Coach Ongoing Development Record** as a tool to keep your reflective logs as well as CPD events and hours and discuss learnings and further development needs.

# Further reading and useful contacts

## Journals

*Coaching at Work* – highly accessible, short articles aimed at practitioners and users of coaching <http://www.coaching-at-work.com>

*International Journal of Mentoring and Coaching* – aimed equally at coaches and academics <http://www.emccouncil.org/eu/en/journal>

*International Journal of Evidence-based Coaching* – aimed mainly at academics, but also useful for practitioners <http://ijebcm.brookes.ac.uk>

## Professional associations

Some of the most important ones are:

European Mentoring and Coaching Council (EMCC). As the name suggests, focused mainly on Europe and also incorporates mentoring as a related discipline. A member of the Global Coaching and Mentoring Alliance (GCMA). The longest established of the coaching bodies, it has taken the lead internationally on standards and coach competence.

International Coach Federation (ICF) – a global association, with 20,000 members. Historically heavily US-dominated, it is gradually adapting to the needs of different international cultures. Also a member of the GCMA.

Association for Coaching (AC). UK-based, with international aspirations. Also a member of the GCMA.

World Association of Business Coaches

Association of Professional Executive Coaches and Supervisors (APECS). Aimed at coaches, who are also qualified psychologists

International Coaching Community (ICC) – strong presence in Latin America

COMENSA – South African professional body for coaches and mentors

## Other resources

Find a Mentor/Coach a search database of all of EMCC's members  
[www.emccouncil.org/find\\_mentorcoach](http://www.emccouncil.org/find_mentorcoach)

Eurocoachlist: [eurocoach-list@forcoaches.com](mailto:eurocoach-list@forcoaches.com). A subscription group on-line

Institute of Coaching Professional Association, Harvard Business School

## Becoming a coach

There are hundreds of courses to train coaches. However, very few are specifically aimed at leaders and even fewer at senior leaders. One that is, is Coaching for Senior Leaders [www.human-systems.biz](http://www.human-systems.biz). You might also find it interesting to explore the concept of professional mentoring – a useful resource is [www.theprofessionalmentor.com](http://www.theprofessionalmentor.com).

You can also check EMCC's website for coaching and mentoring courses that have the EMCC quality award (EQA) [www.emccouncil.org](http://www.emccouncil.org)

# Appendices

## Types of CPD Evaluation

Types	Focus of evaluation	Questions to ask
<p><b>Diagnostic evaluation</b></p> <p>Before delivery of the CPD programme</p>	<p>The design of the programme</p> <p>Existing skills levels of learners as part of the CPD needs analysis</p>	<p>Are the training and learning facilitation methods appropriate to achieve the outcomes?</p> <p>Do the training methods coincide with the learners' preference and learning styles?</p> <p>Has the learning programme been designed in the most efficient manner?</p>
<p><b>Formative evaluation</b></p> <p>During the CPD intervention</p>	<p>The quality of the delivery process</p> <p>The adequacy of the learning material</p> <p>The appropriateness of the delivery methods</p>	<p>Are the learners enjoying the delivery of the programme?</p> <p>Are the methods being used in the delivery of the programme effective in achieving the programme objective and learning outcomes?</p> <p>What is the quality of the delivery of the learning programme?</p> <p>Are all the administrative arrangements running smoothly?</p>
<p><b>Summative evaluation</b></p> <p>Directly after the CPD intervention</p>	<p>Satisfaction of the learners with the learning programme</p> <p>The achievement of the outcomes by the learners</p> <p>The overall effectiveness of the learning programme</p>	<p>Have the learners achieved the learning outcomes? What are the learners' assessment results?</p> <p>Was the learning programme effectively delivered?</p> <p>Did the learning programme achieve its overall objectives?</p> <p>What could we have done differently?</p> <p>What needs to be changed?</p> <p>How would we improve the learning programme?</p>

## CPD Indicator Matrix Table

<b>Activities</b>	<b>Results</b>	<b>Indicator</b>	<b>Definition</b>	<b>Target</b>	<b>Reporting</b>	<b>Data source</b>
List all activities listed in the CPD plan	The expected status after activity implementation - attendance	How will you measure the achievement of results	Define the indicator in detail	What the indicator is expected to achieve by end of CPD activity implementation.	Monthly, quarterly, or as per CPD activity timeline	



## PEER SUPERVISION

### Example of a Structured Peer Supervision System - EMCC Netherlands

#### (Translation from Dutch: Anita van Vlerken)

Peer Supervision is a method where colleagues help each other to become better at their jobs. This usually happens in a peer group.

The participants deal with problems that arise in the workplace. This includes a subject matter, 'technical' issue as well as personal ones. The questions that are addressed vary in terms of the depth of the intervention. On the one hand questions are addressed with regard to content, such as 'How do you send your invoices?' or 'How do you solve this technically?' On the other hand, personal issues can be discussed, such as questions about personal motivations and barriers: 'Do I still want to be doing this work?' or 'Why am I often in this situation of conflict with a supervisor or subordinate?'

#### Two forms of peer supervision

1. The members of the group meet each other on a voluntary and equal basis regularly. There is no leader, but during every session one of the participants is session leader.
2. The members of the group meet each other on a voluntary basis regularly. They are accompanied by a supervisor.

#### Who are the participants of the peer supervision group?

1. 50% of the participants who are members and/or have a credential of a professional body (EMCC, ICF etc)
2. Equivalence of authority, skills and commitment: there are no hierarchical relations within the group, in the sense that there is no executive of delegates. Also, the participants are of about the same level of knowledge or experience. If there are participants who are beginning to participate in their field, the chances are that what they have to contribute is much less than the experienced participants. If this ratio of 'give and take' is too skewed, then this can be frustrating in the long run for the other participants.
3. Never with your boss in the peer group! There is no hierarchy, because it obscures the achievement of the objectives of peer supervision.

#### Size of the group

It is usually composed of five or six participants. With smaller groups you run the risk that in case of cancellations too few participants remain. For larger groups, there is little opportunity for each participant to bring their personal issues.

## Frequency

The peer group meets once every eight weeks more or less. Personal development is a process that takes time. It often takes a while before you can process the things you have learned and can apply it. The preparations for the upcoming meeting will take time. A period of longer than eight weeks is also not desirable as it is considered far too long. Otherwise, the group will together less than five times a year (think holidays and sickness which sometimes throws a spanner in the works).

## Before the start

1. The mutual expectations and goals of the participants should be clarified.
2. The method and results of peer supervision should be related to the different learning styles of the participants.
3. Make clear agreements with each other (think about date, time, location, frequency, period that this group will exist, methods, session leaders, reports, confidentiality, ethics, confidentiality, discipline in attendance, and so on).
4. Every participant signs the contract and receives a copy of that contract.
5. Make an attendance list for every meeting and let participants sign the list. After the meeting every participant receives a copy of that attendance list.
6. For each session a session leader is appointed. This provides the technical guidance of the conversation. The session leader keeps the practical affairs in order:
  - a) Invites participants for that session
  - b) Ensures that all participants know the agenda items well in advance
  - c) Ask for preparation for the session i.e. who brings a question?
  - d) Chooses the structure and methodology of the peer supervision meeting that fits at this point in the development of this group (Five Steps method – Gossip method – Clinic method or another one)
  - e) Brings the attention to the topic as to what is happening in the here-and-now situation with the participants. This increases the visibility of and commitment to the common theme.
7. For each session a minute taker is appointed. After the session every participant receives a copy of the minutes.
8. After each session all participants record their own experiences/reflections of their personal learning points and add these to the minutes.

## Points of attention

1. Spend plenty of time on the identification of problems at work and the right choice of the problem to discuss.
2. Pay close attention to the precise and concise formulation of the problem.
3. Reformulate the problem after the analysis phase.
4. Ask lots of questions. Question further! But do not interpret, judge or suggest as that blocks the person posing the problem.
5. Positive feedback is a powerful tool for behavioural change.

# European Individual Accreditation

## Mentor/Coach On-going Development Record

### Record-keeping templates

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## Introduction

Welcome to the ***EMCC Mentor/Coach On-going Development Record***.

The EMCC exists to “develop, promote and set the expectation of best practice in mentoring and coaching across Europe and beyond.” We recognise that for all of us, as practicing mentors and coaches, on-going development is critical to ensure high standards, both in our practice and across our profession. We strongly believe that reflective practice is a crucial activity for all mentors and coaches. In fact, it is a key element in our European Individual Accreditation (EIA).

As part of our drive for raising and promoting quality standards in mentoring/coaching, we are now providing an individual accreditation process based on our The EMCC Competency Framework. The EIA process has been based on research and consultation with our members and the wider mentoring/coaching community.

This pack has been designed to support our members with their on-going professional development. It will help you to:

- Keep a log of your practice work
- Keep a log of your development work
- To reflect on key elements of your work and document how you have applied that learning in your practice.

The following record templates have been designed so that you can cut and paste straight into an EIA application, should you wish to.

### Terminology

The following extract from the EMCC Global Code of Ethics may help explain the terminology used in this document:

The term “mentoring/coaching” is used to describe all types of mentoring or coaching that may be taking place, both in the work environment and outside. The EMCC recognises that there will be many types of mentoring/coaching taking place...

The term “client” denotes anyone using the services of a mentor/coach ... It is recognised that there are circumstances where the mentor/coach may have two “clients”, the individual being mentored/coached and the organisation who may have commissioned the mentoring/coaching ... we have used the term “sponsor” to differentiate the latter.

The terms “supervision” and “supervisor” describe the process by which the work of the mentor/coach is overseen and advice/guidance sought. The terminology is the same, but the process may differ in significant ways from that undertaken in other professions, such as psychotherapy and counselling.

## Guiding principles – reflective practice

The EMCC exists to promote good practice and the expectation of good practice in mentoring and coaching across Europe. One key feature of the EIA process is the requirement for evidence of not only a level of professional competence but also current and consistent application to practice underpinned by professional development through reflection on practice, client feedback, continuous professional development activities and professional supervision. This approach is consistent with generally accepted good professional development practice (such as Kolb and Schon) and, as such, is congruent with key features of mentoring/coaching.

The templates in this ***On-going Development Record*** can be adapted to suit your individual preferences and circumstances, and are also ideal for collecting the kind of evidence of reflective practice that you need to submit an EIA application.

Whether or not you use these for an EIA application, we hope that you find them useful in developing your own practice. Any feedback and suggestions you have to develop these resources would be very welcome (see contact information at the end of the document).

## Reflective practice and EIA

The EIA is a Europe-wide recognised award that demonstrates that an individual is practicing as a professional mentor/coach and they have both the appropriate level of knowledge and the ability to apply it effectively in their mentoring/coaching practice.

The EIA sets very high standards and is recognised as a quality mentor/coach accreditation in the marketplace. It raises standards and professionalism in mentoring/coaching by:

- Setting high standards in assessment criteria
- Measuring ability against an evidence-based competence framework
- Using reliable and rigorous assessment processes
- Demanding a professional, reflective approach
- Ensuring a commitment to continuing development.

The EIA is relevant for anyone involved in mentoring/coaching, whether it is just one part of their role or their main function. Applications can be made at a level appropriate to practice - from Foundation to Master Practitioner level. The advantage of this staged, accreditation process is that new mentors/coaches can join early on in their careers and gain accreditation at higher levels as their abilities and experience grow. Having an EIA award distinguishes professional mentors/coaches with sound underpinning knowledge and the ability to demonstrate ability against demanding and rigorous standards. Specifically it:

- Provides users/buyers of mentoring/coaching services greater certainty of competence and ability
- Raises personal credibility and professional standing of the accredited mentor/coach
- Demonstrates that the mentor/coach is continually developing and improving their mentoring/coaching abilities
- Raises the credibility and standards of the profession
- Is more than a qualification – it recognises that a qualified mentor/coach is also applying and developing these competencies in practice
- Provides a framework for continuing personal and professional development.

It is recognised that achieving the EIA accreditation requires commitment and hard work from applicants, demanding a professional approach. Applicants say that the process of working towards their accreditation is both affirming and developmentally useful.

One-to-one personal support from an advisor who is a trained EIA assessor is also available (see contact details below).

## Section 1. Client Work

The following templates are designed to help you to keep records about your mentoring/coaching practice sessions with clients. They are formatted in a compatible style to those in the EIA Application to make the transfer of this information as simple as possible when you make an application.

### Client contact hours and number of clients

For EIA, you will need to demonstrate at least the minimum number of hours required for the level you are applying for, using the layout in the application form. The log captures information on dates of mentoring/coaching, client initials, organisation type or name, client role, hours mentored/coached and areas worked on. When completing these, and then preparing this information for an application, please consider the following notes:

- Sort by client, then date
- Client name, initials or an identifying code should be used to identify the client (the EIA process requires that clients could be contacted directly if necessary and sampled as a quality assurance check)
- Where you have worked with a client for several hours you may decide to summarise this work on a separate form, documenting this as one entry, showing the “from” and “to” dates in the date column rather than submitting entries of every session separately
- The number of required hours for an EIA application should be one-to-one mentoring/coaching activity rather than group facilitation/training or role-played mentoring/coaching sessions on a training event (one-to-one sessions which follow a training event are admissible)
- You may wish to keep a separate record of other mentoring/coaching activities

you are involved in, in addition to your hours (for example, group mentoring/coaching, mentoring/coaching within part of a training programme) and please show this separately from the client contact form.

**Client profiles information sheet (one sheet per client):**

START DATE / CONTRACTING / FINISH DATE (IF APPROPRIATE)	CLIENT IDENTIFIER / INITIALS	CLIENT ORGANISATION TYPE / NAME	CLIENT ROLE	CONTRACTED FOCUS OF WORK	OTHER NOTES / linked document references

START DATE / CONTRACTING / FINISH DATE (IF APPROPRIATE)	CLIENT IDENTIFIER / INITIALS	CLIENT ORGANISATION TYPE / NAME	CLIENT ROLE	CONTRACTED FOCUS OF WORK	OTHER NOTES / linked document references

START DATE / CONTRACTING / FINISH DATE (IF APPROPRIATE)	CLIENT IDENTIFIER / INITIALS	CLIENT ORGANISATION TYPE / NAME	CLIENT ROLE	CONTRACTED FOCUS OF WORK	OTHER NOTES / linked document references

Use further sheets as necessary



**Total client hours summary sheet for the period (dates):**

DATE	CLIENT	CLIENT ORGANISATION TYPE / NAME	CLIENT ROLE	HOURS	AREAS WORKED ON linked document reference if relevant

Insert more rows as required; use further sheets as necessary.

	Subtotal / Total Hours
--	------------------------

## Section 2. Professional Development

### Continuous professional development

For EIA you need to provide evidence for the preceding 12 months, of at least the minimum number of CPD hours required for the level for which you are applying.

Ideally, this will include reference to a range of learning methods such as conferences, seminars, workshops, reading and presentations. Tangible evidence of attendance and participation such as certificates of attendance is useful to keep.

### Continuing professional development log:

DATE	HOURS	EVENT/ACTIVITY	COMPETENCE AREAS COVERED

Insert more rows as required; use further sheets as necessary.

Subtotal / Total Hours
------------------------

### Mentor/coach supervision

For the EIA, you need to provide evidence of at least the minimum number of mentor/coach supervision hours for the preceding 12 months required for the level for which you are applying (see the Guide to Applying for details).

Your Supervisors should be suitably qualified and/or experienced (a description of your supervisors' qualifications and/or experience is required for EIA).

It is useful to keep separate records for each supervisor if you have more than one because, for EIA, each supervisor should sign a relevant log (so) as a true reflection of your sessions.

### Mentor/coach supervision log (use separate sheets for each supervisor if more than one):

DATE	HOURS	TYPE	COMPETENCE AREAS COVERED			

Insert more rows as required; use further sheets as necessary.

Subtotal / Total Hours
------------------------

## Reflective Log - learning and application from reflection

For EIA, you will need to provide evidence of at least five reflections/learning over the preceding 12 months – so keeping regular Learning Log notes in this format would give you examples from which to choose (and it is good practice in preparation for supervision). These reflections should be drawn from a range of the following:

- **Client Work - learning and application from reflecting on your client work**

Demonstrate how you reflect on your work with clients: what have been some of the key issues that have arisen; what have you reflected upon and what sense have you made of that and how is that now applied to your practice?

- **Client feedback**

Show how you have reflected on and applied the client feedback you have received.

- **Mentor/Coach Supervision – learning and application from structured supervision sessions**

Include learning that has come from your reflections in supervision and how you have applied this to your practice.

- **Continuous Professional Development – learning and application from planned development activity**

Demonstrate learning from planned development activity and how you have then applied them to your practice.

**Total client hours summary sheet for the period (dates):**

DATE	CLIENT NAME / EVENT / LEARNING EXPERIENCE	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA

Insert more rows as required; use further sheets as necessary.

## Further Information

For more information on applying for EIA, please visit the EMCC website where you can download the appropriate Guide to Applying, Application Form, and other resourceful documents:

[http://www.emccouncil.org/eu/en/accreditation/eia/how\\_to\\_apply](http://www.emccouncil.org/eu/en/accreditation/eia/how_to_apply).

If you seek further information about making an EIA application, please contact the EMCC or your local accreditation manager, posted at the above website.

If you would like to make any suggestions about the development of these resources, please contact: [EMCC.Accreditation@emccouncil.org](mailto:EMCC.Accreditation@emccouncil.org)

# Annual Professional Development Plan

## Introduction

The purpose of this Professional Development Plan's template is to facilitate the professional development planning process.

This planning process will enable you to take charge more easily and in a more efficient way of your own learning and become proactive in what concerns its decisions.

It also enables a two-fold perspective – prioritising more immediate development needs, as well as putting into perspective longer term aspirations/goals.

Prior to completing the CPD Plan, it is advised that you undertake a competence review (going through the Competence Framework) to determine your development needs also in relation to the Competence Framework and then identifying the learning/development objectives to meet those needs. We recommend that you do not identify more than three development objectives each time. This will enable you to focus and prioritise.

It is recommended that this planning process takes place in a time frame established by you. It can be designed having the overall five year period for the renewal of your accreditation or can be designed having a more short term perspective. The annual term perspective is more typical. What should be taken into account is that your plan should not be seen as a stand-alone activity, but as a work-in-progress activity, dynamic, and subject to revision and adaptations, according to your progress and requirements.

It is also advisable that you review your Professional Development Plan periodically (approximately every six months). This will enable you to:

- Assess your progress and put your development journey in perspective
- Reflect on your learning in an integrative and overall mode
- Identify whether your development objectives need to be reviewed
- Identify external factors and barriers that may have prevented you from achieving your development objectives
- Eventually seen patterns of development and learning and build on that for defining other development strategies.

We also recommend that the ownership of the personal development planning process belongs to you still there are clear benefits in discussing the Plan with your Supervisor and other people (peer/buddy) with whom you might entail developmental conversations/relationships.

It also needs to be closely linked with the Mentor/Coach On-going Development Record.

### Explanatory note (template)

- **Development Objectives:** objectives to enable you to meet the learning and development needs identified
- **What will be different:** specific indications/measures when a difference has been made (e.g. behaviours, attitudes, skills)
- **Competence area covered:** Specify the competence area (and Capability Indicator) is covered accordingly with the EMCC Competence Framework
- **Activities:** Learning or development activities that enable you to achieve your development objectives (e.g. formal training, practicing, self-reflecting practice, supervision, reading etc)
- **Support/Resources:** What you need to help you achieve your development objectives (e.g. supervisor, coach colleague etc)
- **Target date:** By when you intend to achieve your development objectives
- **Review date:** By when you will review progress on your Personal Development Plan
- **Self-assessment:** Statement of owner's view and assessment in relation to their own journey of development and accomplishments to date.



**Template:**

My Development Objectives	What will be different?	Competence area covered	What activities do I need to undertake to achieve my objectives?	What support / resources do I need to achieve my objectives	What support / resources do I need to achieve my objectives
<b>Self-assessment in (date)</b>					
<b>Self-assessment in (date)</b>					

**EMCC**

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