



Coach Competency Framework



Together we are **Reshaping** the world

one **Coaching Conversation** at a time



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Introduction

The Universal Coaching Alliance (UCA) Coach Competency Framework is intricately crafted to align with our fundamental objectives of upholding rigorous standards within the coaching community. Within our framework we explore the essential skills for cultivating effective client-coach relationships and driving significant personal and professional development. These competencies are invaluable tools for coaches, enabling them to guide clients through self-discovery, goal setting, and action planning. Furthermore, they enable coaches to create a safe environment that supports clients to achieve their utmost potential. By mastering these competencies, coaches can effectively assist individuals in leveraging their innate strengths, overcoming obstacles, and achieving sustainable growth across various aspects of their lives. Ultimately, these competencies lay the groundwork for transformative coaching experiences, facilitating individuals' flourishing and realising their desired outcomes.

1.0 Professional Context

Adhering to ethical, legal, and professional standards within a set of competencies is crucial for maintaining integrity, trust, and accountability in the coaching profession. These standards serve as guiding principles that ensure coaches prioritise their clients' well-being and best interests. By upholding ethical standards, coaches establish boundaries, confidentiality, and respect for diversity, fostering a safe and supportive environment for clients. Legal adherence protects clients and coaches by ensuring compliance with relevant laws and regulations, safeguarding against potential risks or liabilities. Moreover, adherence to professional standards promotes professionalism, competence, and continuous learning, enhancing the credibility and reputation of the coaching profession. A commitment to ethical, legal, and professional standards is essential for upholding the integrity and effectiveness of coaching practices.

Competency indicators

- 1.1 Adheres to the UCA's Code of Professional Conduct, which includes alignment with the Global Code of Ethics for Coaches. Mentors and Supervisors
- 1.2 Ability to clearly articulate the distinction between coaching and other helping professions
- 1.3 Demonstrates proficiency in one or more coaching theories or models, coupled with the capability to effectively employ them in guiding individual sessions and the overall coaching process
- 1.4 Ability to work within professional boundaries and discern the precise moment to refer the client to another appropriate professional
- 1.5 Ability to explain to clients and stakeholders the coaching process, personal coaching approach, models and techniques
- 1.6 Establishes a formal coaching agreement defining clear roles and responsibilities with the client and stakeholders, detailing the purpose, measurable outcomes, confidentiality, session logistics, contingencies, progress monitoring, reporting, and financial arrangements, including re-contracting as needed.

2.0 The Coaching Relationship

Establishing a productive and supportive coaching environment enables clients to thrive. This environment sets the stage for open communication, trust, and collaboration between the coach and the client. It creates a safe space where clients feel empowered to explore their goals, challenges, and aspirations without fear of judgment. Additionally, a supportive environment encourages clients to take risks, experiment with new ideas, and step outside their comfort zones to pursue growth and development. By creating such an environment, coaches can facilitate deeper self-awareness, insight, and motivation in their clients, ultimately leading to more meaningful and impactful coaching outcomes.

Competency Indicators

- 2.1 Ability to treat all individuals equally and respectfully, demonstrating fairness and dignity
- 2.2 Ability to create an enabling coaching environment, building solid rapport and trust with the client, acknowledging the client's motivation, progress and learning
- 2.3 Ability to embrace clients as they acknowledge and believe in their achievements, potential and abilities
- 2.4 Maintains a high level of attentiveness and focus on the client's agenda and desired outcomes
- 2.5 Demonstrates the capability to recognise personal emotions and states and to understand their potential impact on the coaching relationship and session
- 2.6 Ability to assist the client in identifying their emotions and understanding the effects on thoughts and behaviours
- 2.7 Demonstrates flexibility in maintaining personal coaching approach and values. Respecting client values and the need to adapt original goals as coaching progresses
- 2.8 Demonstrates collaboration through honouring the diverse expertise between coach and client

3.0 Maintaining Momentum

Collaboratively crafting strategies, plans, and actionable steps alongside the client is integral to enhancing the effectiveness of coaching outcomes within a set of competencies. This collaborative approach fosters ownership, commitment, and alignment with the client's goals and aspirations. By involving the client in the process, coaches tap into their unique insights, perspectives, and expertise, which enriches the coaching journey and leads to more tailored and relevant interventions. Moreover, collaborative planning promotes accountability and empowerment, as clients actively define their path forward and take concrete steps towards their desired outcomes. Ultimately, this collaborative approach results in more meaningful and sustainable changes, as clients are fully invested in the strategies and plans developed with their Coach.

Competency Indicators

- 3.1 Ability to engage in open and honest conversations with confidence and skill while avoiding collusion
- 3.2 Ability to identify personal strengths, qualities and values to cultivate an outcome-orientated mindset to promote client independence, self-confidence and self-coaching capabilities for continuous development
- 3.3 Demonstrates openness to emerging issues and themes, adapting coaching techniques, methods, and models to effectively facilitate client progress
- 3.4 Ability to observe, pose questions that challenge client assumptions to reshape perceptions, create self-awareness and learning, inspire innovative thinking, and devise strategies to achieve goals
- 3.5 Ability to acknowledge and address client resistance effectively
- 3.6 Ability to offer 'in the moment' feedback when appropriate, allowing the client to choose whether to act upon it
- 3.7 Ability to review agreed-upon plans and actions, challenge as needed, and identify resources and obstacles that may impede goal achievement
- 3.8 Ability to offer support, if necessary, as the client experiments with new approaches or behaviours, encouraging client accountability to the ongoing development
- 3.9 Ability to use effective listening and clarifying techniques
- 3.10 Ability to distinguish between explicit and implicit messages, appropriately responding to non-verbal cues
- 3.11 Ability to use clear, credible language tailored to the client's context

4.0 Transitions

Ensuring coaching interventions conclude in a planned manner is crucial for fostering clients' ongoing development and ensuring lasting coaching impact within a set of competencies. By concluding coaching engagements intentionally, coaches provide closure and clarity for clients, enabling them to reflect on their progress and accomplishments. This structured approach also identifies areas for continued growth and development beyond the coaching relationship. Moreover, a planned conclusion

facilitates the integration of newfound insights and skills into clients' daily lives, enhancing the sustainability of their growth and success. Ultimately, by guiding clients through a well-organised conclusion, coaches empower them to navigate future challenges autonomously and effectively continue their personal and professional development journey.

Competency Indicators

- 4.1 Ability to partner with the client and relevant stakeholders to formulate enduring strategies to continue to attain mutually agreed goals
- 4.2 Ability to work with the client to ensure timely closure of the coaching intervention
- 4.3 Acknowledges the client's milestones, achievements and growth during the coaching relationship and how to continue their growth
- 4.4 Explore the potential continuation of the coaching relationships and the requirements for re-contracting
- 4.5 Acknowledges the emotional impact that closure may bring and recognises the achievements of the coaching intervention
- 4.6 Assess the efficacy of the coaching intervention in alignment with agreed-upon objectives, taking into account any adjustments made through recontracting

5.0 Maintenance of Professional Practice

Engaging in ongoing improvement of self and coaching practice within a set of competencies is paramount for maintaining relevance, effectiveness, and growth in the coaching profession. Continual self-improvement allows coaches to stay abreast of emerging trends, theories, and best practices, enabling them to adapt and evolve with the changing needs of their clients and the industry. By continuously refining their skills and expanding their knowledge base, coaches can enhance their ability to serve clients effectively, foster deeper connections, and achieve meaningful outcomes. Furthermore, ongoing improvement fosters a mindset of curiosity, reflection, and innovation,

encouraging coaches to challenge assumptions, explore new methodologies, and strive for excellence in their practice. Ultimately, a commitment to ongoing improvement benefits coaches personally and ensures their clients' continued advancement and success.

Competency Indicators

5.1 Effectively solicits feedback from the client and, if applicable, other stakeholders

5.2 Engages in active reflection on coaching practices and outcomes

5.3 Implements changes based on critical self-reflection and client feedback to enhance coaching effectiveness

5.4 Participates in regular and consistent contracted coaching supervision to reflect on and refine practice

5.5 Reflects on and incorporates Continuous Coach Development into coaching practice

6.0 The Executive Landscape

Understanding the executive landscape is paramount for coaching competencies, particularly in demonstrating proficiency in navigating the organisational terrain and fostering collaborative partnerships. An intimate comprehension of the executive landscape enables coaches to grasp the intricacies of power dynamics, decision-making processes, and cultural nuances within an organisation. By honing this skill, coaches can tailor their approach, effectively aligning coaching objectives with organisational goals. Moreover, forging collaborative partnerships hinges on the coach's ability to navigate this landscape adeptly, fostering trust and rapport with key stakeholders. Ultimately, this understanding enhances the coach's credibility and facilitates meaningful interventions that drive sustainable organisational growth and development.

Competency Indicators

- 6.1 Ability to gather organisational context information and collaborate effectively
- 6.2 Collaborate with stakeholders and clients to consider the remit of the coaching intervention whilst maintaining confidentiality
- 6.3 Utilises client's role knowledge to create well-formed outcomes
- 6.4 Ability to positively challenge the client to enhance their contribution in areas critical to the organisation
- 6.5 Aligns coaching objectives with organisational values
- 6.6 Works in partnership with organisational leaders
- 6.7 Understands client's leadership sphere
- 6.8 Identifies leadership issues and challenges

This is not a mandatory requirement, however for coaches who work in the Executive Environment, this is an opportunity to demonstrate adherence to these competencies.

7.0 The Team Landscape

Understanding the team landscape is crucial for effective team coaching as it enables coaches to facilitate cohesive team dynamics and address dysfunction within the group. By comprehensively grasping the dynamics at play, team coaches can tailor their approaches to foster collaboration, communication, and trust among team members, thus maximising productivity and morale. Moreover, early identification and addressing dysfunction can prevent it from escalating and adversely impacting team performance. A deep understanding of the team landscape ultimately empowers coaches to guide teams towards greater cohesion, resilience, and success.

Competency Indicators

- 7.1 Understands the developmental stages of teams, including models of team maturity and stages of team development.

7.2 Familiar with theories and models of team effectiveness and various methods for assessing team effectiveness.

7.3 Applies systems theories and adopts a systemic perspective, acknowledging the intricate and uncertain nature of organisational dynamics

7.4 Understands the dynamics of change within teams, including pivotal processes, strategies, and their repercussions on team dynamics and members

7.5 Identifies and supports teams navigating group dynamics and resolving issues while maintaining an impartial coaching stance.

7.6 Possesses expertise in collaborating with team leaders, recognising and addressing their organisational hurdles.

This is not a mandatory requirement, however for coaches who work with teams, this is an opportunity to demonstrate adherence to these competencies.