



AC Competency Framework

The AC Competency framework is designed to be an ongoing and dynamic resource for the membership. It is informed by the processes AC members believe to be core to excellence across the many differing areas of coaching, which enable client / coachee to obtain their outcome.

CORE COMPETENCY	POSITIVE INDICATOR	NEGATIVE INDICATOR	RATIONALE
Knowledge and accreditation	The coach is clear about the philosophy and coaching models they use.	The coach practices in a haphazard way and is not informed about the various coaching models available.	To ensure the coach is practicing from a sound theoretical base.
	The coach is aware of his / her professional boundaries, and has contacts should they need to refer on.	The coach believes they can assist anyone and their generalist coaching model is a panacea for every type of client.	To assist the coach effectively discriminate, and develop in those areas where they lack capability.
	The coach has a coaching diploma covering at least 20 days and accreditation from an independent professional body	The coach has no qualifications, or the ones he / she does have do not meet the criteria for independent accreditation.	To ensure a basic entry level in to the coaching industry.
Self Awareness	The coach is sufficiently self aware so as to be able to effectively work with the client's model of the world, not their own.	The coach consistently works from their own perspective and is not aware of his / her blind spots which distort their intervention.	To assist the client become aware of the richness of their own resources, and how these can be used to obtain their outcome.
	Coach develops a reflective style and is open to improvement accordingly.	Coach continues with same style year on year.	Professional development.
	Coach takes responsibility for self development, based upon self awareness.	Coach fails to allocate time for self development.	Recognition a coach will not develop unless they factor in time for this discipline.
	The coach recognizes negative feelings and can effectively manage this.	The coach does not recognize negative feelings or does not effectively manage them.	CPD for the coach, and effective coaching for the coachee.
	Coach develops a reflective style and is open to improvement accordingly.	Coach continues with same style year on year.	Professional development.
	Coach takes responsibility for self development, based upon self awareness.	Coach fails to allocate time for self development.	Recognition a coach will not develop unless they factor in time for this discipline.

Self Awareness (cont/d)	The coach is aware of the many personal skills, abilities and amount of knowledge he / she can bring to the coaching intervention.	The coach has little flexibility and if one approach is not providing benefit to the coachee, can not make use of the other resources they possess.	To ensure the coachee obtains the appropriate coaching, based upon their personal needs.
	The coach is aware of the many coaching skills, abilities and amount of knowledge he / she can bring to the coaching intervention.	The coach has little flexibility and if one approach is not providing benefit to the coachee, can not make use of the other coaching skills they possess.	To ensure the coachee obtains the appropriate coaching, based upon their personal needs.
CPD and Supervision.	The coach engages in CPD which is supported by a log.	The coach does not have a log to support his / her CPD.	To ensure continual development, and to role model what coaching is about.
	The coach has supervision arrangements.	The coach has no supervision arrangements.	Professional accountability.
	The coach is enthusiastic and positive about the concept of CPD and supervision.	The coach provides the evidence for CPD and supervision, but only does so because of professional constraints.	When hitting personal "glass ceilings" It is essential a coach models the appropriate emotional response.
	As a result of CPD and Supervision the coach demonstrates effective change. Examples are log book, testimonials, certification.	Despite a CPD and supervision process the coach does not show any evidence of professional development.	Walking the Talk.
Fostering independence in coachee	The coach encourages the coachee to believe in their own efficacy.	The coach fosters a dependency in the coaching relationship.	Ethical practice.
	The coach monitors improvement in the coachee and feeds this back as evidence of development.	The coach is unaware of any change occurring in the coachee and does not encourage evidence of development.	Provision of feedback and development of self belief.
	The coach from the outset sees the coachee's potential and capability.	The coach from the outset sees the coachee as damaged goods.	Pygmalion effect and self fulfilling prophesy.
Rapport	The coach can communicate at an unconscious level as well as a conscious level.	The coach is blind to many of the unconscious cues being provided by the client.	Acuity.

Rapport (cont/d)	The coach has the ability to experience the problem from the client's perspective and coach from that point.	The coach has difficulty in experiencing the world from his / her coachee's perspective, and interventions are thus irrelevant to the client.	Developing an understanding of the client's model of the world, and to work from that perspective.
	The coach shows they accept the validity of the coachee's experience.	The coach shows no appreciation of the coachee's experience.	Setting the frame for effective reframes.
Effective communication	The coach demonstrates good listening skills.	The coach does not allow the coachee to speak freely and interrupts frequently.	Allows the coach to develop a rich picture of the coachee's world.
	The coach has good questioning skills.	The coach cannot move the intervention forward by asking relevant questions.	Good questioning skills assist the coachee recognize areas for development.
	The coach is aware of the nature of unconscious communication and makes use of it.	The coach only behaves on the basis of overt conscious communication, and misses the unconscious context.	Awareness of unconscious communication alerts coach to deeper patterning with in their coachee.
	Ensures notes are accurate, and makes them as soon after session to facilitate accurate recall.	Does not take notes on coaching sessions, and relies on memory.	Accurate matching of client's world
	Discretion. Sharing of client's issues strictly with their permission only.	Revealing their clients issues indiscriminately, or reveal details of their clients, in order to talk up their own practice	Professional Practice and confidentiality.
Contracting	The coach contracts with the coachee what will happen.	The coach dives into the intervention without any contracting.	Contracting provides structure and clarity for both parties.
	The coach is aware of 3 rd party stakeholders and contracts accordingly.	The coach only contracts with coachee and is oblivious to stakeholders.	Contracting with stakeholders makes the coaching intervention that much more comprehensive.
	Provides coachee with the opportunity to work with another coach.	Does not provide the coachee with the opportunity to work with another coach.	Ensures a good fit between coach and coachee and increases coachee's motivation.
Legal	Coach is aware of such legislation that would affect coaching, e.g. Disability Discrimination Act, Health & Safety at work act, insurance, Data protection.	Coach is aware of such legislation but does not conform to the requirement, or the coach is not aware.	Professional Practice.

Legal (cont/d)	Coach continually revises coaching practice in the light of new legislation.	Coach is not aware of new legislation affecting the coaching industry.	Professional Practice.
	Coach is aware of differing legal frameworks in differing countries and acts where appropriate.	Coach is not aware of such differences, or if they are does not act accordingly.	Professional Practice. Cultural awareness.
Professional Citizenship	Contributes actively towards the movement to a fully fledged profession.	Does not contribute to the growth of coaching in any way.	Growth, and collaboration.
	Role models at all times the benefits of coaching	Does not role model the benefits of coaching at all times, with life not reflecting that of a successful person.	Marketing. Walking the talk.
Facilitation and Learning	The coach is aware of enabling and hindering factors when facilitating the coaching relationship.	The coach is unaware of disabling factors such as being authoritative and controlling the coaching relationship	A facilitative coach will be sensitive to a range of diverse learning styles and needs of coachees.
	The coach is aware of and promotes in the facilitative relationship the notion of the coachee as an adult learner.	The coach is unable to recognise the need for the coachee to work towards becoming an independent and autonomous learner.	Facilitative coaching relationships are based on respecting the coachee as having needs but within the context of also being an adult and responsible learner.
	The coach offers him/her self as a resource to the coachee in a relationship that is intent on working with the coachee.	The coach is unable to view his/her self as a co-learner in the facilitation process retaining instead the role of 'expert'.	A facilitative coach recognises the strengths of working in a learning co-alliance with the coachee.