

Coaching competence framework



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Coaching competence framework



Core coaching competences

The following competences are for trained therapists who wish to develop the scope of their practice to include coaching.

1. Establishing and maintaining the partnership

Metacompetence: Knowledge and understanding of, and ability to manifest, the values, standards and behaviours that characterise professional coaching activity.

- 1.1** Knowledge and understanding of the foundational principles of coaching
- 1.2** Knowledge and understanding of the differences and similarities between coaching and related disciplines such as psychological therapy, mentoring, training and consultancy
- 1.3** Ability to explain the differences between coaching and related disciplines in accessible language to prospective clients and stakeholders
- 1.4** Ability to collaboratively assess on an ongoing basis the suitability of coaching for a person and their circumstances, and, where necessary, to facilitate the process of referral
- 1.5** Knowledge and understanding of the variety of possible coaching contracts, and ability to use this knowledge in agreeing and managing contracts with clients and other stakeholders
- 1.6** Knowledge and understanding of, and ability to address, the practical and ethical issues involved in three-, four- or multi-party contracting
- 1.7** Ability to instigate periodic reviews to enable the client to reflect on the coaching process and their learning, and to ensure ongoing alignment of the coach's and client's expectations and purposes
- 1.8** Ability to maintain, and where necessary adapt, the contract throughout the duration of the coaching assignment in collaboration with the client and other stakeholders.

2. Managing the process and the relationship

Metacompetence: Ability to facilitate a coaching process from inception to conclusion that is characterised by respectful, empathic and authentic relating with the client.

- 2.1** Knowledge and understanding of one or more theories or models of coaching, and ability to apply it or them in facilitating individual sessions and the process as a whole
- 2.2** Ability to adopt a relational stance, and to model behaviours, that are congruent with the foundational principles of coaching
- 2.3** Ability to foster an ethos of collaboration based on the coach's and client's respective domains of expertise
- 2.4** Knowledge and understanding of how issues of power and autonomy can manifest in the coaching process and relationship, and how to work with these
- 2.5** Ability to foster the client's capacity for self-directed learning, living and problem-solving
- 2.6** Ability to notice, and address with the client, indications of behaviours or relationship dynamics that might work against the aim of fostering self-directed learning, living and problem-solving
- 2.7** Ability to solicit feedback from the client on their experiences of the coach and the coaching process, and to respond constructively and non-defensively to feedback
- 2.8** Ability to challenge the client by exploring unacknowledged, unhelpful and/or inappropriate behaviours or attitudes
- 2.9** Ability to understand how risk might present in coaching relationships and how the context might inform the response
- 2.10** At the conclusion of the coaching, ability to conduct a review that helps to embed the client's learning.

3. Facilitating awareness of self, others and situation

Metacompetence: Ability to help the client to develop a broader and more detailed awareness of their self, other people and their situation.

- 3.1** Ability to help the client to view their self, other people and their situation from a variety of perspectives
- 3.2** Ability to help the client to identify and explore different ways of framing experiences
- 3.3** Ability to listen for, and help the client to identify, underlying assumptions and how they shape perceptions of self, others and situations
- 3.4** Ability to enable a shift in the client from a deficit to a possibility mindset
- 3.5** Ability to listen for, and help the client to identify, personal strengths, qualities and values
- 3.6** Ability to help the client to identify and reflect on ways in which their world view and sense of self have been shaped by experiences of similarity and difference, and by cultural, societal and/or familial narratives and attitudes
- 3.7** Ability to listen for, and help the client to identify, aspects of the micro-, meso- and macro-contexts that influence, constrain or enable ways of thinking and acting
- 3.8** Ability to listen for, and help the client to reflect on, how other people might experience the client and their situation
- 3.9** Ability to listen for, and help the client to identify, emotions and their impact on thought and behaviour
- 3.10** Ability to share knowledge, information and experiences that are relevant to the client's circumstances and the aims of the coaching.

4. Facilitating the identification and pursuit of desired outcomes

Metacompetence: Ability to help the client to envision, contemplate, decide on and pursue outcomes that, where possible, are congruent with their personal values.

- 4.1 Knowledge and understanding of, and ability to foster the client's awareness of, distinctions between different types of goals
- 4.2 Knowledge and understanding of, and ability to apply, one or more theories of motivation
- 4.3 Ability to help the client to envision and articulate desired or preferred outcomes, and to situate these outcomes in the broader context of their values, needs and aspirations
- 4.4 Ability to help the client to identify and assess possible courses of action through which they might pursue their desired or preferred outcomes
- 4.5 Ability to help the client to consider the consequences (both intended and unintended, and both for self and for others) of pursuing a given course of action
- 4.6 Ability to help the client to create specific plans for realising their desired or preferred outcomes
- 4.7 Ability to help the client to identify and consider potential resources and obstacles (personal, interpersonal or contextual) that might help or hinder the attainment of their desired outcomes
- 4.8 Ability to review with the client, and challenge where necessary, their progress in pursuing agreed-upon courses of action
- 4.9 Ability to help the client to reflect on what has enabled or obstructed their pursuit of an agreed-upon course of action

Competences for integrating therapy and coaching

The following competences are for trained therapists and coaches who wish to integrate therapy and coaching in a single form of practice.

1. Theoretical foundations

- 1.1** Knowledge and understanding of the general differences and similarities between therapy and coaching
- 1.2** Knowledge and understanding of the differences and similarities between therapy and coaching in the practitioner's chosen modality or modalities
- 1.3** Knowledge and understanding of how an approach that integrates therapy and coaching differs from therapy as a separate practice
- 1.4** Knowledge and understanding of how an approach that integrates therapy and coaching differs from coaching as a separate practice
- 1.5** Knowledge and understanding of the potential benefits and drawbacks, for both clients and practitioners, of integrating therapy and coaching to create a combined practice
- 1.6** Ability to formulate a coherent rationale for integrating therapy and coaching to create a combined practice
- 1.7** Knowledge and understanding of the variety of ways in which therapy and coaching can be integrated to create a combined practice
- 1.8** Detailed working knowledge of at least one way of integrating therapy and coaching to create a combined practice.

2. Assessment and contracting

- 2.1** Ability to explain to clients and other potential stakeholders the nature of and rationale for an integration of therapy and coaching, and how such an approach is likely to differ from both therapy and coaching as separate practices
- 2.2** Ability to collaboratively assess, on an ongoing basis, the client's needs and the suitability or otherwise of a combined therapeutic and coaching approach
- 2.3** Ability to hold and negotiate any differences between the client's, the practitioner's and other stakeholders' perceptions of the client's needs and desired outcomes
- 2.4** Ability to contract with each client for an integrated approach, including arrangements for referral should this prove necessary
- 2.5** Ability to recognise when there is a need to review the contract; ability to reaffirm or revise the contract as appropriate, in consultation with the client and other stakeholders
- 2.6** Ability to recognise the need for, and manage the process of, referral to another practitioner or service.

3. Managing the process and relationship

- 3.1** Working knowledge and understanding of the interpretive nature of listening, and awareness of how the practitioner's listening and responding are informed by their particular interpretive frame(s)
- 3.2** Ability to gauge when and how, with the client's involvement, to move between therapeutic and coaching ways of working
- 3.3** Ability to recognise and manage the different relational dynamics of therapy and coaching when integrating the two practices
- 3.4** Ability to recognise and address signs of avoidance or collusion
- 3.5** Ability to apply the BACP's *Ethical Framework for the Counselling Professions* or another appropriate ethical code or framework to the integration of therapy and coaching.

4. Personal attitude and qualities

- 4.1** Ability to manifest the attitudes, behaviours and qualities that enable the effective integration of therapy and coaching such as:
- Intellectual flexibility
 - Open-mindedness
 - Curiosity
 - Creativity
 - Willingness to learn
 - Tolerance of uncertainty, self-doubt, ambiguity and complexity
- 4.2** Ability to maintain an ethos of collaboration that honours each client's perspective and experiences, and seeks to harness and promote their resourcefulness
- 4.3** Ability to be responsive to the full range of human experience, and to commit to ongoing personal development work in order to enable and enhance such responsiveness
- 4.4** Ability to take a whole-person approach to personal development, grounded in the practitioner's own experiences of personal development.