



EMCC GLOBAL ACCREDITATION STANDARDS FRAMEWORK

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PURPOSE STATEMENT

The purpose of the EMCC Global Accreditation Standards Framework is to provide a description of a Team Coach at four distinct levels of professional expertise and learning outcomes, incorporating knowledge, understanding, skills and behaviours. This enables Team Coaches, Training Providers and Organisations to fully understand and respond to the breadth and depth of the role, development and progression. Learning outcomes provide an important instrument for planning, and for internal and external dialogue.

Defining team coaching: Team coaching focuses on helping the team collectively achieve the team's work in terms of both task work and team work through a sustained series of conversations that raises the individual and collective level of reflection and self-awareness, and challenges the team's thinking and behaviours as they develop their own sustainable solutions and practices.

The professional core standards and performance indicators at the four distinct levels enable **Team Coaches** to:

1. Categorise the level of Team Coach training (TCQA Level Descriptors).
2. Evaluate the level currently operating at (ITCA Level Descriptors).
3. Create a development plan which aligns to the professional core standards and performance criteria to support career progression.

The professional core standards and performance indicators at the four distinct levels enable **Training Providers** to:

1. Design, deliver and evaluate training programmes which are appropriate for different Team Coach level/s of expertise.
2. Develop training opportunities which provide appropriate progression routes.
3. Continually raise the standards of team coaching practice.

The professional core standards and performance indicators at the four distinct levels enable **Organisations** to:

1. Understand the level of Team Coach required to support the design, delivery and evaluation of a programme.
2. Develop training opportunities which provide appropriate progression routes.
3. Continually raise the standards of team coaching practice.

Four levels of Team Coach Accreditation for TCQA and Individual Team Coach Accreditation (ITCA)

Team Coaching Indicative Profile			
Foundation Level 3	Practitioner Level 5-6	Senior Practitioner Level 7	Master Practitioner Level 7-8
<p>Appropriate for individuals:</p> <ul style="list-style-type: none"> Who will typically be a practicing mentor/coach, accredited at Foundation level, or equivalent training and/or experience (in the context of mentoring / coaching and/or leadership / management / OD / oversight of practice). Likely to be facilitating workshops for teams including their own team/s and/or facilitating a mentoring/coaching culture. Completed an appropriate TCQA accredited training programme at Foundation higher than ITCA level of application, or equivalent training/experience. 	<p>Appropriate for individuals:</p> <ul style="list-style-type: none"> Meet the requirements of Foundation, and: Who will typically be a practicing mentor/coach, accredited at Practitioner level, or equivalent training and/or experience (in the context of mentoring / coaching and/or leadership / management / OD / oversight of practice). Facilitating team coaching with multiple teams in a narrow range of contexts. Completed an appropriate TCQA accredited training programme at this level or higher than ITCA level of application, or equivalent training/experience. 	<p>Appropriate for individuals:</p> <ul style="list-style-type: none"> Meet the requirements of Practitioner, and: Who will typically be a practicing mentor/coach, accredited at Senior Practitioner level, or equivalent training and/or experience (in the context of mentoring / coaching and/or leadership / management / OD / oversight of practice). Facilitating team coaching with multiple teams in a wide range of contexts. Completed an appropriate TCQA accredited training programme at this level or higher than ITCA level of application, or equivalent training/experience 	<p>Appropriate for individuals:</p> <ul style="list-style-type: none"> Meet the requirements of Senior Practitioner, and: Who will typically have completed a significant project associated with team coaching – theoretical and/or applied - possibly a MA, MSc, DProf; PhD and/or equivalent training and/or experience. Likely to shape, influence and positively impact on the theory and practice of team coaching and/or supervision in the wider community. Likely to have designed and delivered team coaching programmes at Practitioner level or higher and/or undertaken supervision of team coaches.

EMCC Individual Team Coach Accreditation (ITCA)

Twelve professional core standards:

1. Multi-stakeholder contracting and relationship management
2. Multi-stakeholder diagnostics
3. Evidence-based methods of team effectiveness
4. Systems thinking and group dynamics
5. Team coaching models and approaches
6. Managing the team coaching process
7. Experimentation and adaptability
8. Partnering with other coaches and facilitators
9. Developing your own team coaching practice
10. Supervision and reflective practice
11. Understanding self and self-development
12. Self-care and resilience

Twelve professional core standards:

1. **Multi-stakeholder contracting and relationship management**
Identifies, establishes and maintains alignment on purpose, outcomes, roles and confidentiality with client, including team leaders, team members, sponsors and key team stakeholders.
2. **Multi-stakeholder diagnostics**
Develops and implements a team diagnostic that includes input from key team stakeholders in order to generate a systems understanding of how the team is currently performing.
3. **Evidence-based methods of team effectiveness**
Understands and applies an evidence-based model of team effectiveness at both diagnostic and intervention phases of the team coaching engagement
4. **Systems thinking and group dynamics**
Understands models and thinking on group dynamics and the impact of systems on behaviour and appropriately intervenes to highlight and raise curiosity within the team about such dynamics and behaviours and their impact on the team's performance
5. **Team coaching models and approaches**
Develops and implements an appropriate team coaching model that facilitates and focuses the team coaching process throughout the engagement and includes contracting, diagnostics, interventions and evaluation.
6. **Managing the team coaching process**
Identifies and manages risks and issues, making timely adjustments to the team coaching process as appropriate.
7. **Experimentation and adaptability**
Demonstrates the awareness and ability to work in the here and now with team and to adapt and experiment in order to support the team to maximise awareness and insight.

8. Partnering with other coaches and facilitators

Demonstrates an awareness of the benefits of partnering with other team coaches and/or team facilitators and/or 1 to 1 coaches, in service of the teams collective and individual coaching needs, and where relevant, establishes and maintains an appropriate strategy for such partnership that includes clarity on confidentiality, roles and responsibilities and alignment.

9. Developing your own team coaching practice

Develops and implements their own signature team coaching presence, and demonstrates continual development and refining of their practice.

10. Supervision and reflective practice

Develops and implements an appropriate team coaching focused supervision and reflective practice plan for own development.

11. Understanding self and self-development

Invests in continuing professional development (CPD) and supervision, developing and improving the standard of their practice and maintain the reputation of the profession.

12. Self-care and resilience

Develops and implements an appropriate process to maintain resilience and self-care and the active management of one's own needs.

ITCA Assessment criteria

A summary of the assessment criteria is shown below for each of the four accreditation levels.

Team Coach Level and Assessment Criteria				
Area of Assessment	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Practice				
Length of experience	1 year in a role associated with team development and up to at least 1 year 1 to 1 coaching and / or mentoring.	18 months - 2 years practicing as a team coach (team development / mentoring / coaching) and 3 years as a 1 to 1 coach/mentor/OD consultant.	3 years practicing as a team coach and 5 years as a 1 to 1 coach/mentor/OD consultant..	5 years practicing as a team coach and 7 years as a 1 to 1 coach/mentor/OD consultant..
Breadth and depth of role	Practicing 1-2-1 mentor/coach, typically accredited at Foundation level; utilises some team concepts, theories and models to inform practice within their own team or with other teams	Practicing 1-2-1 mentor/coach, typically accredited at Practitioner level; utilises a variety of concepts, theories and models to inform team coaching practice	Practicing 1-2-1 mentor/coach, typically accredited at Senior Practitioner level; utilises a variety of concepts, theories and models to inform team coaching practice	Practicing 1-2-1 mentor/coach, typically accredited at Senior or Master Practitioner level; utilises a wide variety of concepts, theories and models to inform team coaching practice
Number of teams	Minimum of 1 or more	Minimum of 2 or more	Minimum of 3 or more (1 team min 6 months)	Minimum of 7 or more

Team Coach Level and Assessment Criteria				
Area of Assessment	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Contextual setting	Single context or more	A range of contexts	A range of contexts	A wide range of contexts (sectors; international) and levels
Client/colleague /participant feedback	Minimum of 2 within the last 12 months	Minimum of 3 within the last 12 months	Minimum of 4 within the last 12 months	Minimum of 5 within the last 12 months
Professional development				
Continuous professional development	6 hrs per year	18 hours per year	24 hours per year	36 hours per year
Supervision/action learning	1 hr per quarter (1-2-1 reflection min)	1 hr per quarter (1-2-1 reflection min)	2 hrs per quarter (1-2-1 reflection min)	2 hrs per quarter (1-2-1 reflection min)
Reflection on practice	2 or more examples within the last 12 months	3 or more examples within the last 12 months	4 or more examples within the last 12 months	5 or more examples within the last 12 months
Contribution to the profession	Membership of a professional body e.g. EMCC; volunteer role; research	Membership of a professional body e.g. EMCC; volunteer role; research	Membership of EMCC; volunteer role; research	Membership of EMCC; contributes to the development of team coaching as a profession

Team Coach Level and Assessment Criteria				
Area of Assessment	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Evidence of professional standards and performance criteria				
Qualification/professional expertise described the <i>EMCC Global Team Coaching Accreditation Standards Framework</i>	Foundation TCQA accredited training programme, or equivalent training and/or experience at this level or higher than ITCA level of application	Practitioner TCQA accredited training programme, or equivalent training and/or experience at this level or higher than ITCA level of application	Senior Practitioner level EIA and TCQA accredited training programme, or equivalent training and/or experience at this level or higher than ITCA level of application	Master Practitioner level EIA and TCQA accredited training programme, or equivalent training and/or experience at Master Practitioner level

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**Team Coaching Quality Award (TCQA) and Individual Team Coaching (ITCA) Mapping to:
International Standards in Mentoring and Coaching Programmes (ISMCP)
(FOR ORGANISATIONS)**

ITCA and ISMCP Mapping (for organisations)												
ISMCP Core Standard	ITCA CS 1	ITCA CS 2	ITCA CS 3	ITCA CS 4	ITCA CS 5	ITCA CS 6	ITCA CS 7	ITCA CS 8	ITCA CS 9	ITCA CS 10	ITCA CS 11	ITCA CS 12
1. Clarity of purpose	X	X	X	X	X		X		X			
2. Stakeholder training and briefing		X	X			X			X	X	X	X
3. Process for selection and matching	X				X							
4. Process for measurement and review	X							X		X		
5. Maintains high standards of ethics	X	X	X	X	X	X	X	X	X	X	X	X
6. Administration and support	X	X	X	X	X	X	X	X	X	X	X	X

Performance Criteria

The tables in this document below set out the Performance Criteria (PCs) for each of the twelve professional standards across the four levels of team coaching.

The document outlines the twelve professional core standards identified by EMCC Global for good practice in team coaching. The accreditation standards are supported by a 'guide' to Performance Criteria. It should be noted that the Performance Criteria are only intended as guidance. It is not considered absolutely necessary to address every Performance Criteria for the initial team coaching professional designation, a 'holistic overview' against the Performance Criteria is to be considered

The progression principles used are: at each 'higher' level, the Performance Criteria should describe greater breadth and depth of knowledge and experience; working effectively and increasingly with greater complexity, and, at the higher level contributing to the mentoring and coaching community.