



EMCC Global Professional Practice Framework for Mentors, Coaches, and Leaders Specific to Role and Context

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PURPOSE STATEMENT

The purpose of the EMCC Global Professional Framework for Mentors, Coaches and Leaders using these skills in their wider role and practice, is to provide a description of four distinct 'indicative' levels of professional expertise, linked directly to **learning outcomes**, incorporating knowledge, understanding, skills, behaviours and experience. This enables Mentors, Coaches and Leaders, Providers of Education and Training and Organisations to fully understand and respond to the breadth, depth, development and progression of roles in the context in which they are working. Learning outcomes, secured via accredited education and training OR equivalent validated prior learning and experience, provide an important instrument for planning, **determining indicative levels**², for internal and external professional dialogue, and transferrable learning credit value across sector and geographical borders. ECTS is the credit system for higher education used in the International and European Higher Education Area, involving all countries engaged in the Bologna Process and beyond. Learning Outcomes are defined in terms of knowledge, skills, responsibility and autonomy aligned to the European Qualifications Framework, International Higher Education Area and the Frameworks for Higher Education³ worldwide.

EMCC GLOBAL ALIGNMENT TO INTERNATIONAL QUALIFICATION FRAMEWORKS

EMCC Global as a Professional Body, for Mentoring, Coaching, Team Coaching, Supervision and Programme Management, aligns its portfolio of Quality Award Accreditations to the following:

- Qualifications Framework of the European Higher Education Area (QF-EHEA) - LEVELS 5 AND 7
- European Qualifications Framework for Lifelong Learning of the EU (EQF-LLL) - LEVELS 3, 5 AND 7
- International Standard Classification of Education (ISCED) - statistical framework for organising information on education maintained by the United Nations Educational, Scientific and Cultural Organisation (UNESCO)
- Apprentice Standard for COACHING PROFESSIONAL UK Government Reference: ST0809, Approved for delivery: 13 May 2020

¹ Learning Outcomes: Statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning (ECTS Users' Guide, 2009) :

http://www.ehea.info/media.ehea.info/file/ECTS_Guide/77/4/ects-guide_en_595774.pdf

² EQF 8 levels – Learning Outcomes are defined in terms of knowledge, skills, responsibility and autonomy – these are compatible to the levels in the Framework for Qualifications of the European Higher Education Area - description of the eight EQF levels - <https://europa.eu/europass/en/description-eight-eqf-levels> LINK

³ <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf> 2014 - Descriptor for a higher education qualification at level 5 on the FHEQ: foundation degree page 23; level 7 page 28

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SKILLS AGENDA POLICY NOTE

EMCC Global Accreditations enable organisations to build a culture of continuous learning and skills development to meet business, education and volunteer sector needs. Ongoing skills development is crucial to achieve the UNESCO [2030 Agenda for Sustainable Development](#) and the EU Pacts for Skills⁴ - [EMCC Global Position Paper on the EU Skills Agenda](#).

SELF REGULATION

In a joint-initiative aimed at self-regulation, [EMCC Global](#) together with seven other professional organisations have co-signed the “Professional Charter for Coaching, Mentoring, and Supervision of Coaches, Mentors and Supervisors” [PRESS RELEASE](#). The Professional Charter reflects the mission of these professional bodies to promote and ensure good practice in coaching, mentoring and supervision. It establishes a benchmark for ethics and professional conduct for these professions and is the basis for the development of self-regulation.

⁴ EU Pact for Skills 2020 – [EU Pact for Skills](#) the PACT is the first of the flagship actions under the European Skills Agenda and is firmly anchored in the European Pillar of Social Rights – EMCC Global Commitment to the Pact for Skills November 2020 in the context of the UNESCO Agenda for Sustainable Development – confirmed at the launch of the EMCC Global Provider Summit - GPS 2020.
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Four levels of Mentoring and/or Coaching Accreditation for both EQA and EIA

EQA Level Descriptors

Foundation	Practitioner	Senior Practitioner	Master Practitioner
<p>Appropriate for individuals:</p> <ul style="list-style-type: none"> Who wish to gain an understanding of the practice of mentoring and/or coaching or leadership specific to role and context, and to have the core skills of mentoring and/or coaching Likely to be working with others using mentoring and/or coaching conversations and dialogue to support and encourage development of skills and performance Who wish to use a mentoring and/or coaching approach within their own field/role and clearly understand how their mentor and/or coach role integrates with their vocational roles. 	<p>Appropriate for individuals:</p> <ul style="list-style-type: none"> Who will either be working as an internal mentor and/or coach or leader, use mentoring and/or coaching as part of their main job or starting up as an external mentor and/coach Who are likely to be working with a small range of clients and contexts and within own area of experience to improve performance, build confidence and stretch capability Who will typically be able to apply a limited range of models, tools and processes. 	<p>Appropriate for individuals:</p> <ul style="list-style-type: none"> Who will practice as professional mentors and/or coaches and can draw on a range of models and frameworks Who are or wish to work with a range of clients, contexts and organisations Whose focus of work will be building capacity for progression, managing complex and challenging relationships, working with ambiguity and change. 	<p>Appropriate for individuals:</p> <ul style="list-style-type: none"> Who will practice as professional mentors and/or coaches or leaders and will create their own coherent approach drawing on a wide range of models and frameworks Who are or wish to work with a range of clients, contexts and organisations.

EIA Level Descriptors

Foundation	Practitioner	Senior Practitioner	Master Practitioner
<ul style="list-style-type: none"> ■ Individuals with an understanding of the practice of mentoring and/or coaching or leadership specific to role and context and having the core skills of mentoring and/or coaching. ■ Likely to be working with others using mentoring and/or coaching conversations and dialogue to support and encourage development of skills and performance. ■ Individuals who use a mentoring and/or coaching approach within their own field or leadership role specific to context and clearly understand how their mentor and/or coach role integrates with their vocational roles. 	<ul style="list-style-type: none"> ■ Mentors and/or coaches who may either be working as an internal mentor and/or coach, use mentoring and/or coaching as a significant part of their main job or starting up as an external mentor/coach. ■ Likely to be working with a small range of clients or contexts and possibly within own area of experience to improve performance, build confidence and stretch capability. ■ Method of working typically involves application of a coherent model based on one or more established ones. ■ Using reflective practice with supervision to identify the salient points in their client interactions, in sensory detail, to identify, implement and evaluate specific behavioural changes to their practice. 	<ul style="list-style-type: none"> ■ Professional mentors, coaches and leaders who draw on a range of models and frameworks and connect with new ideas into their own approach. ■ They role-model good practice. ■ Likely to be working with a range of clients, contexts and organisations. ■ The focus of work is building capacity for progression, managing complex and challenging relationships, working with ambiguity and change. ■ Likely to be working fluidly in the moment, with varied and often complex client issues in demanding contexts. ■ Using reflective practice with supervision to identify the salient points both in their client interactions and across their practice, in sensory detail, to identify, implement and evaluate specific behavioural changes to their practice. 	<ul style="list-style-type: none"> ■ Professional, experienced and expert Mentors and/or coaches or leaders who create their own innovative approach based on critical evaluation on a wide range of models and frameworks. ■ Likely to work with clients using their skills/experience flexibly to widen clients perspective beyond the current 'issue/context' and thus stretching their learning and development. ■ Method of working typically involves creating innovative approaches tailored to the requirements of each client or colleague in an organisational context ■ Actively contributes to the professionalisation and the evolution of the mentor and/or coach field or leaders using these skills specific to their role and context. Contributions could include: <ul style="list-style-type: none"> • Developing models and tools • Publishing about the profession • Supervision of peer mentors and coaches • Education of other mentors, coaches and leaders • Developing the work of a recognised professional body. ■ Using reflective practice with supervision to identify the salient points both in their client and/or colleague interactions and across their practice, in sensory detail, to identify, implement and evaluate specific behavioural changes to their practice that are also shared across different contexts

Eight Core Standards for Mentoring, Coaching and Leadership using these skills

1. Understanding Self

Demonstrates awareness of own values, beliefs and behaviours, recognises how these affect their **role/s** and practice, using this self-awareness to manage their effectiveness in meeting the client's and/or colleague's needs as applicable, and where relevant, the sponsor's objectives.

2. Commitment to Self-Development

Explore and improve the standard of their practice and maintain the reputation of the profession

3. Managing the Contract

Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client and, where appropriate, with sponsors

4. Building the Relationship

Skilfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor

5. Enabling Insight and Learning

Works with the client and sponsor to bring about insight and learning

6. Outcome and Action Orientation

Demonstrates approach, and uses the skills, **knowledge and experience as appropriate** in supporting the client to make desired changes

7. Use of Models and Techniques

Applies models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning

8. Evaluation

Gathers information on the effectiveness of own practice and contributes to establishing a culture of evaluation of outcomes.

REFLECTIVE PRACTICE NOTE

The **Indicative Profile and Indicators** listed below are not intended to be used in a critical, evaluative tick-box manner; they are not a checklist or a set of expectations or prescriptive actions that must be taken by a Mentor, Coach or Leader before they can move to the next 'level'.

Instead, they are a **set of reference points** which Mentors, Coaches and Leaders are naturally thinking about, reflecting on and practicing in relation to their Professional Practice. The objective is **to encourage dialogue, reflective practice, and learning** between all users of this framework, and the framework itself, in order to enhance and enrich professional practice.

Ongoing reflective practice is an essential requirement for all EMCC Global Quality Award Programmes, EMCC Global Professional Designations and EMCC Global International Standards for Organisations – ISMCP.

CAPABILITY INDICATORS

The tables in this EMCC Global Professional Practice Framework for Mentors, Coaches and Leaders document should be used in conjunction with the additional Assessment Criteria for EMCC Global Quality Awards, EMCC Global Professional Designations.

Eight Core Standards are identified by EMCC Global, following extensive consultation and evidence based research. The EMCC Global Accreditation Standards and Assessment Criteria, to celebrate and regulate practice, are supported by a range of capability indicators, recognising the strength of the **EMCC Global Accreditation 'holistic' and 'dynamic inquiry' approach to assessment and lifelong learning**.

Informed by the process of dynamic inquiry, assessment 'for' and 'in' learning research, and supported by well-established EMCC Global Accreditation Governance processes to celebrate and regulate practice, the capability indicators identified below are designed, most importantly, to take full account of mentoring, coaching and leadership requirements specific to role and context, to meet the demands of our 'fast-changing' world. Flexibility to accommodate changing needs is recognised as an essential pre-requisite to enhance and enrich learning potential.

Capability and Performance Indicators in this context are intended ONLY as guidance, as a set of reference points to encourage ongoing dialogue and learning. It is not considered appropriate to address every Capability Indicator for EMCC Global Quality Awards and Professional Designations. However, a 'holistic overview' using the Capability Indicators as a guide and a prompt, is to be considered and positively encouraged. Alternative, equally valid indicators, as learning progresses, are also to be encouraged to illustrate the significant impact of creativity and reflective practice on learning for individuals, organisations and teams. The ability to self-evaluate and critically analyse to support the learning of others, provides opportunities to establish a wide range of pathways for ongoing secure learning.

The EMCC Global Professional Practice Framework for Mentoring, Coaching and Leadership using these skills specific to role and context is sufficiently broad and flexible to encompass a diverse range of views of Mentors, Coaches and Leaders around context, knowledge and practice to continually update and evolve the framework to keep up-to-date with the needs of our members and wider stakeholders.

The tables below illustrate Capability Indicators (CIs) for each of the eight Core Standards across the four levels of Mentoring and/or Coaching and Leadership specific to role and context, and the eight Core Standards identified by EMCC Global for good practice in mentoring and/or coaching and leadership using these skills. Note that Capability Indicators (Cis) are only intended as guidance. EMCC Global works on the principle of equivalence i.e. each mentor and/or coach or leader works at a particular level and the CIs indicate the type of mentoring and/or coaching or leadership activity the professional will be undertaking at that level. Consequently, it is not required for every single CI to be evidenced when evaluating professional practice or applying for EMCC Global Quality Awards or EMCC Global Accreditation.

The progression principles used are: at each 'higher' level, the capability indicators should act as a 'backdrop' and a guide to help describe increasing breadth and depth of knowledge, plus synthesis of ideas, ability to evoke more significant insights, working effectively with increasingly complex issues and contexts, and at the higher levels, the creation of a coherent personal approach to Mentoring, Coaching and Leadership and contribution to the professional overall demonstrating transformational impact.

Core Standards	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p>1. Understanding Self</p> <p>Demonstrates awareness of own values, beliefs and behaviours, recognises how these affect their role/s and practice, using this self-awareness to manage their effectiveness in meeting the client's and/or colleague's needs as applicable, and where relevant, the sponsor's objectives.</p>	<ul style="list-style-type: none"> ■ Behaves in a manner that facilitates the mentoring/coaching process (1) ■ Manages issues of diversity in their mentoring/coaching practice (2) ■ Communicates effectively their own values, beliefs and attitudes that guide their mentoring and/or coaching or leadership role/s, approach and practice (3) ■ Behaves in alignment with their values and beliefs (4) 	<ul style="list-style-type: none"> ■ Builds self-understanding based on an established model of human behaviour and rigorous reflection on role/s and practice (31) ■ Identifies when their psychological processes are interfering with client work and adapts behaviour appropriately (32) ■ Responds with empathy to client's emotions without becoming personally involved (33) 	<ul style="list-style-type: none"> ■ Builds further self-understanding based on a range of theoretical models and structured input from external sources with rigorous reflection on experience, role/s and practice (73) ■ Proactively manages own 'state of being' to suit the needs of the client" (74) 	<ul style="list-style-type: none"> ■ Synthesises insights derived from extensive exploration of theoretical models and personal evidence (99) ■ Reflects and has conscious access to every moment of their client interactions, mentoring and/or coaching or leadership specific to role and context (100) ■ Critically reflects on practitioner paradigms and their impact on clients and client systems (101)

Core Standards	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p>2. Commitment to Self-Development</p> <p>Explores and improves the standard of their practice and maintains the reputation of the profession</p>	<ul style="list-style-type: none"> ■ Practices and evaluates their mentoring and/or coaching skills (5) 	<ul style="list-style-type: none"> ■ Demonstrates commitment to personal development through deliberate action and reflection (34) ■ Participates in regular supervision in order to develop their practice (35) ■ Evaluates the effectiveness of supervision (36) 	<ul style="list-style-type: none"> ■ Continuously reviews, reflects on and updates personal beliefs, attitudes and skills to improve their mentoring and/or coaching (75) ■ Proactively identifies gaps in skills, knowledge and attitudes and uses a structured process to meet learning needs (76) ■ Selects relevant themes, ideas and models to explore and develop their practice (77) ■ Translates new learning into practice and evaluates goals and process with stakeholders. (78) ■ Invites feedback from peers by demonstrating their practice before them (79) 	<ul style="list-style-type: none"> ■ Keeps up to date with and evaluates research and thinking on mentoring and/or coaching or leadership utilising these skills specific to role and context (102)

Core Standards	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p>3. Managing the Contract</p> <p>Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client and, where appropriate, with sponsors</p>	<ul style="list-style-type: none"> ■ Explains their role in relation to the client (6) ■ Explains the benefits of mentoring and/or coaching both for the client and in relation to the client's context (7) ■ Agrees appropriate levels of both confidentiality and communication to others (8) ■ Manages the conclusion of the conversation so that the client is clear about the outcome of the session (9) 	<ul style="list-style-type: none"> ■ Abides by the Global Code of Ethics or an equivalent (37) ■ Explains the difference between mentoring and/or coaching and other professions and its benefits both for the client and in relation to the client's context. (38) ■ Establishes and manages a clear contract for the mentoring and/or coaching with the client and, where relevant, with other stakeholders (39) ■ Agrees a framework for scheduling when, where and how often the sessions will take place (40) ■ Describes own mentoring and/or coaching process and style to client so that client is empowered to make an informed decision to go ahead with mentoring and/or coaching (41) ■ Recognises boundaries of own competence and advises the need to refer on and possibly conclude contract (42) ■ Recognises when client is unable to engage in mentoring/coaching work and takes appropriate action (43) 	<ul style="list-style-type: none"> ■ Establishes an ethically based mentoring/coaching contract in ambiguous and / or conflicted circumstances with the client (and with sponsors where relevant) (80) ■ Identifies clients who may have an emotional or therapeutic need which is beyond their professional capability to work with safely (81) 	<ul style="list-style-type: none"> ■ Supports client in self-referring to specialised agencies /sources when needed (103) ■ Recognises when clients have a need outside of safe and contracted boundaries and takes appropriate action (104)

Core Standards	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p>3. Managing the Contract/... continued</p> <p>Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client and, where appropriate, with sponsors</p>		<ul style="list-style-type: none"> ■ Works effectively with client preferences and, where relevant, policies and procedures of the sponsoring organisation (44) ■ Manages the conclusion of the contract (45) 		
<p>4. Building the Relationship</p> <p>Skillfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor</p>	<ul style="list-style-type: none"> ■ Explains how own behaviours can affect the mentoring/coaching process (10) ■ Treats all people with respect and maintains client’s dignity (11) ■ Describes and applies at least one method of building rapport (12) ■ Uses language that the client can relate to (13) ■ Develops trust through keeping commitments and being non-judgemental with client (14) 	<ul style="list-style-type: none"> ■ Demonstrates empathy and genuine support for the client (46) ■ Ensures requisite level of trust has been established for effective mentoring/ coaching (47) ■ Recognises and works effectively with client’s emotional state(s) (48) ■ Adapts language and behaviour to accommodate client’s style while maintaining sense of self (49) ■ Ensures client’s non dependence of the mentor/ coach (50) 	<ul style="list-style-type: none"> ■ Attends to and works flexibly with the client’s emotions, moods, language, patterns, beliefs and physical expression (82) ■ Demonstrates a high level of attentiveness and responsiveness to the client in the moment while mindful of client’s work towards outcomes (83) 	<ul style="list-style-type: none"> ■ Able to describe their tactics in response to the client’s sensory signals at every moment of a coaching conversation (105)

Core Standards	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p>5. Enabling Insight and Learning</p> <p>Works with the client and sponsor to bring about insight and learning</p>	<ul style="list-style-type: none"> ■ Demonstrates in their mentoring/coaching their belief that others learn best for themselves (15) ■ Checks for appropriate understanding of the key issues (16) ■ Uses an active listening style (17) ■ Explains the principles of effective questioning (18) ■ Offers feedback in a style that is useful, acceptable, and meaningful to the client (19) ■ Offers own perspectives and ideas in a style that allows the client to choose whether to work with them or not (20) 	<ul style="list-style-type: none"> ■ Explains potential blocks to effective listening (51) ■ Is alert to tone and modularity as well as to explicit content of communication (52) ■ Identifies patterns of client thinking and actions (53) ■ Enables client to make connections between feelings, behaviours and their performance (54) ■ Uses a range of questioning techniques to raise awareness (55) ■ Enables client to create new ideas (56) ■ Uses feedback and challenge to help client gain different perspectives, while maintaining rapport and responsibility for action (57) ■ Remains impartial when encouraging the client to consider alternatives (58) ■ Uses reviews to deepen understanding and commitment to action (59) 	<ul style="list-style-type: none"> ■ Uses a range of techniques to raise awareness, encourage exploration and deepen insight (84) ■ Uses feedback and challenge effectively to increase awareness, insight and responsibility for action (85) ■ Responds to the full sensory range of client communication, in the moment, to infer possible areas for questioning (86) ■ Is flexible in applying a wide range of questions to facilitate insight (87) ■ Uses language to help client reframe or challenge current thinking/understanding (88) ■ Applies a holistic perspective to building understanding and insight (89) ■ Recognises the uncertainties, possibilities and constraints of the client's situational context and helps client to appreciate their impact (90) 	<ul style="list-style-type: none"> ■ Supports clients effectively with their increasingly complex range of needs (106) ■ Enables significant and fundamental shifts in thinking and behaviour (107) ■ Adapts approach/technique in the moment in response to client information, while also holding a focus on outcomes (108)

Core Standards	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p>6. Outcome and Action Orientation</p> <p>Demonstrates approach, and uses the skills, knowledge and experience as appropriate in supporting the client to make desired changes</p>	<ul style="list-style-type: none"> Assists client to clarify and review their desired outcomes and to set appropriate goals (21) Ensures congruence between client's goals and the context they are in (22) Engages the client to explore a range of options for achieving the goals. (23) Ensures the client choose solutions, using mentoring and/or coaching skills, knowledge and experience as appropriate (24) Keeps appropriate notes to track and review client progress with the client (25) Ensures the client leaves the session enabled to go further with their own development process (26) 	<ul style="list-style-type: none"> Assists clients to effectively plan their actions including appropriate: support, resourcing and contingencies (60) Helps client to develop and identify actions that best suit their personal preferences (61) Ensures client is taking responsibility for their own decisions, actions and learning approach (62) Helps client identify potential barriers to applying actions (63) Describes and applies at least one method of building commitment to outcomes, goals and actions (64) Reviews with the client progress and achievement of outcomes and goals and revises as appropriate (65) 	<ul style="list-style-type: none"> Encourages client to explore wider context and impact of desired outcomes (91) Draws on a range of diverse techniques and methods to facilitate achievement of outcomes (92) Describes and applies a range of methods for building commitment to outcomes, goals and actions (93) Helps client explore their approach to change, promotes active experimentation and self-discovery (94) Works effectively with resistance to change (95) 	<ul style="list-style-type: none"> Synthesises insights derived from extensive exploration of theoretical models and personal evidence to bring about change (109) Critically reflects on the theory and practice of change as appropriate for the client (110)
<p>7. Use of Models and Techniques</p> <p>Applies models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning</p>	<ul style="list-style-type: none"> Bases approach on a model or framework of mentoring/ coaching (27) 	<ul style="list-style-type: none"> Develops a coherent model of mentoring/coaching based on one or more established models (66) Uses several established tools and techniques to help the client work towards outcomes (67) Utilises models and approaches from client's context (68) 	<ul style="list-style-type: none"> Connects various models and new ideas into their own approach to mentoring and/or coaching or leadership and can substantiate that approach. (96) Applies in depth knowledge and experience of models, tools and techniques to help the client deal with specific challenges as well as the overall outcome (97) 	<ul style="list-style-type: none"> Demonstrates own unique approach to mentoring/ coaching based on critical evaluation of accepted models and learning from own practice and supervision (111) Formulates own tools and systems to improve effectiveness (112)

Core Standards	Foundation Capability Indicators	Practitioner Capability Indicators	Senior Practitioner Capability Indicators	Master Practitioner Capability Indicators
<p>8. Evaluation</p> <p>Gathers information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes</p>	<ul style="list-style-type: none"> ■ Monitors and reflects on the effectiveness of the whole process (28) ■ Requests feedback from client on mentoring/coaching (29) ■ Receives and accepts feedback in a constructive way. (30) 	<ul style="list-style-type: none"> ■ Uses a formal feedback process from the client (69) ■ Establishes rigorous evaluation processes with clients and stakeholders (if relevant) (70) ■ Evaluates outcomes with client and stakeholders (if relevant) (71) ■ Has own processes for evaluating effectiveness as a mentor and/or coach or leader (72) 	<ul style="list-style-type: none"> ■ Critiques diverse approaches to evaluation of mentoring and/or coaching or leadership development using mentoring and/or coaching skills specific to role and context (98) 	<ul style="list-style-type: none"> ■ Actively contributes to building knowledge on evaluating mentoring and/or coaching or leadership development using mentoring and/or coaching skills specific to role and context (113) ■ Uses knowledge gained to comment on themes, trends and ideas related to evaluation processes, mentoring and/or coaching and leadership processes specific to role and context and client themes (114)