

THE IMPORTANCE OF COACHING COMPETENCIES IN THE COACHING PROCESS

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Abstract

The successful, efficient and effective implementation of coaching as a process is significantly influenced by the coach's theoretical and practical preparation, and the application of coaching competencies. In terms of coaching and mentoring competencies, the requirements set by both the EMCC (European Mentoring & Coaching Council) and the ICF (International Coach Federation) frameworks provide adequate reference point. The two competency models include similar elements that change and supplement from time to time.

The aim of the European Mentoring & Coaching Council (EMCC) is to continuously develop coaching and mentoring activities, professions and their experts, and to increase the quality of their activities. The Hungarian member organization of the EMCC has been active since 2008 under the name of Hungarian Association of the European Mentoring and Coaching Council. The expectations declared by the EMCC include the application of coach/mentor competencies under strict quality requirements. We also find competence as an element of the EMCC Code of Ethics.

By applying the elements of the EMCC Competency Framework, the coach is able to provide a service that meets the needs of the client as well as the requirements of the Code of Ethics and professional standards based on its high level of theoretical and practical training. The development of coaching competencies requires continuous professional activity and the participation of professionals in further training, as well as in other projects ensuring personal professional development (e.g. supervision, "competence laboratory" workshop, professional conferences) in accordance with the Code of Ethics. The confident application of coach(ing) competencies in practice by the coach is essential to make the coaching process successful, efficient and effective.

In this publication I elaborate on the role and significance of the competencies used in the coaching process.

Keywords: coaching, competencies, coaching process, 7 C framework, effectiveness

The EMCC Competence Framework

The EMCC Competence Framework includes the following categories: self-awareness, commitment to self-improvement, contract management, networking, enabling insight and learning, results and action orientation, application of models and techniques, and evaluation. The content of the eight competency categories is described below.

The first is the category of self-awareness, self-knowledge. Above all, the coach must obviously know himself, be aware of his own values, attitudes, beliefs, sources and characteristics of his behaviour and way of thinking. The coach must be sure that he is able to help others through his self-awareness and self-knowledge.

Coaching, as an applied intervention, presupposes the formation and operation of a relationship between the coach and his client that helps in the process. The ability to help others and the related beliefs, faith and commitments could not be established and strengthened in the helping professional without being aware of the availability of one's own knowledge, skills and competencies to help others, together with the consequences of properly processed and embedded theoretical and practical experience.

If the coach, who presents himself as a helping professional, really has sufficient self-awareness and self-knowledge, he must recognize and at the same time accept the necessity of the fact that he must constantly improve himself. Without a commitment to self-improvement and continuous work, the coach would not be able to further develop his own work or maintain and strengthen the recognition and esteem of the coaching profession.

After exploring the situation and the first clarifying discussion, if the parties decide so, a contractual relationship can be established between the coach and his client. Collaboration based on a contract puts the goals, conditions and expectations of the planned coaching process on a common platform, to which the parties try to adapt.

Following the agreement, the coach builds a relationship with his/her client in accordance with professional and ethical requirements, based on his/her theoretical and practical knowledge and experience, during which the goals declared in the initial situation can be continuously redefined. If the cooperation progresses successfully and the trust in each other is sufficiently strengthened, honest and open communication provides the client with the opportunity to reveal deeper content related to the originally raised topic or problem.

All this is essential for the coach to be able to create insight and, as a result, generate learning for the coachee and himself during the process of successive sessions and encounters.

Achieving this insight is a milestone in the coaching process: it raises and reinforces the need for change and, in this context, it develops a willingness and ability to learn. The manifestation of results and action orientation during the process provides different opportunities for the client to achieve the expected change.

During a results-oriented and action-oriented process to achieve change, the coach uses a variety of models, methods and tools and techniques for insight and learning.

In addition to the application of models and techniques, there is also a need for an evaluation phase in the coaching process, which includes summarizing and evaluating the results achieved during coaching.

The eight competency categories identified by the EMCC for the proper functioning of coaching are supported by ability indicators that can be interpreted at different levels (foundation, practitioner, senior practitioner, master practitioner). The indicators related to each category, characteristic for different levels of development, define specific expectations from coaching/mentoring professionals with different qualifications and experience during the coaching/mentoring process.

Demonstration of the coaching process by presenting EMCC competencies

Coaching is a consciously managed, structured process in which the coach uses competencies based on his or her theoretical knowledge and practical experience to develop and maintain a supportive relationship with his or her client in order to personally prepare the coachee to solve his or her own tasks and to deal with problems, and also to accept the changes (based on Vogelauaer, 2002).

According to Cope's shorter definition, "the coach's main goal is to help his client help himself" (Cope, 2007). Thus, in accordance with the theoretical and methodological foundations of facilitative relationships, the coach "enables" his client to be able to manage and solve his own problems on his own.

As defined by W. Vogelauaer, the coaching process can be divided into five basic phases: the initial or contact phase; the agreement phase; a work phase that includes situation analysis and diagnosis, and the problem-solving and planning phases; the closure phase and the evaluation phase (Vogelauaer, 2002).

In the following, we will see which competencies become particularly important in each phase of the coaching process.

In the initial and contact phase, the coach and his/her client try to get to know each other, and on the other hand, the coach tries to find out about the nature and content of the topic, problem, related conditions, possibilities and circumstances raised by the client. Familiarization and pre-exploration can be successful if the coach approaches his client with sufficient openness, acceptance and empathy. At this stage, the coach must make sure that the topic "brought in" by the client can be processed by the models, methods and tools of the coaching process. He needs to be certain that the client shows a real willingness to participate in discussing the topic together and dealing with the problem, and it is not a matter of simply wanting to transfer all of this or responsibility to the facilitator (Vogelauaer, 2002). Both the coach and the client must declare their willingness to meet several times, if necessary and agreed upon, and to work together for a longer period of time to resolve the problem. In order for the client to decide to work with the professional, the trust, empathy, and positive acceptance of the coach is needed, and also the client must be convinced that he or she is less likely to be able to deal with the given problem alone, and that the professional is suitable, both personally and professionally, to help him or her (i.e., "he or she should feel in good hands") (Vogelauaer, 2002). Based on his well-developed self-knowledge, the coach must be able to establish a relationship with his client and deal with the client's problem in this context, and he must convince his client of this, i.e. he must show that he is credible. In this first stage, the parties tend to have only initial, superficial impressions of each other, and it is very important for the development of trust that they both try to be as open and accepting of each other as possible. From the very first moments, the coachee should feel that the coach is striving to build a partnership, an equal relationship when working with him. If the first personal experience and impressions are favourable, if they both show a sufficient commitment to cooperate with each other, and the topic or problem raised is suitable for development within the framework of coaching, an agreement between the parties can be made.

In the agreement phase, on the basis of a contract, the decision on the coaching process itself is made between the parties: according to what goals, how

many times and under what conditions the coach meets with the client, which party enjoys what rights and also what responsibilities do the parties take during the cooperation. By concluding the agreement, the client receives a detailed, factual picture from the coach in writing about what the coaching process means, what expectations the parties must meet in order to achieve their declared goals. In order for the client to undertake this, the specific written information detailed in the agreement must take the form of a feasible, realistic plan that provides the client with a real opportunity to explore and understand the origin and substance of the problem under the conditions provided by the professional for processing. The signing of the contract confirms the coachee that his or her problem will be dealt with seriously, professionally and within a fair framework. In addition to managing the contract, the coach at the same time will start to build a partnership based on the agreement, enabling insight and learning, by presenting the cooperation between the parties to his client as a plan built in advance, prepared consciously, professionally and ethically. The coach also convinces the client that he provides the right conditions, methods and tools to implement the plan.

The third phase, as I mentioned, is a work phase that can be basically divided into two stages: first the situation analysis and the diagnosis, followed by the problem solving and the development of the plan. In the next stage, the coach will start implementing the provisions of the contract, and during his planned process management, he will ensure the establishment of the partnership and the strengthening of trust between the parties.

After the preliminary situation analysis, after the signing of the agreement, a more detailed, in-depth situation analysis will be needed, the aim of which is to define the existing situation and the causes and influencing factors of the problem, and to outline the connections between them. Even multiple sessions should be scheduled to work out a good starting point for the diagnosis process. A diagnosis based on a sufficiently detailed situation analysis, which also explores connections, helps the client to look at their own situation and problem from an external, objective point of view, to assess and recognize the situation and the nature of its own problem and its effects. For the situation analysis to be truly in-depth and sufficiently detailed, the client needs to feel the supportive attitude on the part of the coach that brings with them a new, deeper level of trust. The opening and self-revelation of the coachee and thus the completion of the situation exploration and diagnosis depend on the cooperation of the parties, the quality and effectiveness of the communication between them. As a result of the unconditional positive acceptance, empathy and credible stance shown by the coach, the coachee must be confident in the positive, helpful attitude of the coach, trust in the success of the intervention and accept the conditions, methods and tools previously set out in the agreement. The client will only be able to actually get involved in the coaching process, to recognize, accept and contribute to the success and effectiveness of the change with his or her active, personal participation, through the fulfilment of the above.

Raising the attention of the coachee, achieving and maintaining his or her interest and open, inclusive attitude, integrating him or her into the process takes place in a structured process, led by the coach, and leads from situation analysis and diagnosis to the problem-solving and plan-making phase. This second stage of the work phase includes several sessions and opportunities, the longest among the phases of the coaching process (Vogelauer, 2002). The sequence of conversations during each session provides an opportunity to reconnect, clarify various previous

and current experiences, personal experiences and impressions, formulate and redefine goals related to the coaching process, to define and process the situation as a context and the problem within it, to work out intentions and plans, to provide “retrospection and outlooks”, transfers, as well as insight and learning. Throughout, the coach must successfully and effectively apply methodological regularities, models and techniques that meet professional and ethical requirements, such as questioning techniques, and ensure that the discussions and the resulting process are results-oriented and action-oriented.

The closure phase can follow when, using the methods and tools applied at different stages of the previous work phase by the coach, the collaborators have been able to process and manage previously declared problems and achieve the jointly set goals as a result of the client’s continuous, active, personal involvement. It is then advisable for the partners to look back at the coaching process, its stages and milestones before the collaboration is concluded. Looking back is important for both parties to be able to draw the experiences of the intervention, to make clear to themselves and to each other the successes and results of the intervention. To do this, the coachee must make sure that he has had real support during the coaching process, which has given him a real and effective opportunity to learn and develop, enabling him to deal with his own problems in a more effective way. The relationship of trust that has developed and strengthened between the parties in the meantime provides an opportunity for open, honest revelations, which is a prerequisite for effective evaluation.

Following the work and completion phases, which can be built on the key categories of learning, development, insight and change, the Evaluation phase is the next, the purpose of which is providing the client with the appropriate encouragement and motivation to continue working independently on his or her own problems. Usually, after a certain interval (a few months), there is usually a conversation between the coach and his client, during which, based on the results achieved together and the acquired personal knowledge and experience, the client gets to know how to apply them in practice (Vogelauer, 2002).

In the following, I present the process of coaching conversation through a brief description of the 7C framework. In connection with each phase, I try to display the general questions that the coach can ask the client, as well as the possible answers, and I also mention the tools, methods and techniques that can be used during each phase.

The process of a coaching conversation in the light of the 7C framework

According to Cope, “collaborative coaching” can be defined as a partnership in which the coach and his or her client work together to achieve jointly defined goals and outcomes during the coaching process as a guided assistance process (Cope, 2007).

In a series of steps that require a strong relationship of trust between the collaborators, it is very important for the coach to show enough openness, positive acceptance, empathy, and credible appearance already during the introduction and acquaintance so that its client can respond in a similar way. The coach usually does not know the person who is consulting him or her and is not aware of the problem he or she represents at the first meeting. During the first contact, the coach's request that the client should tell something about himself/herself and tell him/her about the topic or area in which he/she would like to use a supportive intervention is not just about getting to know the client. The coach also aims to assess the actual needs

of the person in need of help and whether the topic he/she raises may be suitable for discussion in the framework of the coaching process.

At the request of the coach, the client usually gives some important information about himself/herself, including his/her marital status, current situation, circumstances, work activities, position, leisure time, his/her views on different things, desires, worldview, attitudes, fears, and, in connection with these, the ideas and needs of change. The context described by the client provides an opportunity for the coach to ask, in connection with the client's intention to change, how the client would articulate his or her goals, which he or she considers realistically achievable.

In his/her answer, the client can draw attention to a dimension that is different from the areas and activities he/she currently represents, which means new perspectives for him/her, which can really bring change, a new path and orientation in his/her life. The coach will then begin to recognize and distinguish between the existing "old" and the "new" "path" that will bring about change, but he or she will also need to clarify which decisions the client needs external help for. The coach must be aware of the forces acting on these paths, and how strong the client's "orientations" in the force field are (Cope, 2007). During the conversation with the client, the coach must therefore explore the motivations and incentives that will push the client in the direction he or she has set as a new goal, and what are the factors and forces that restrain, limit or delay him on his way to change.

In the force field emerging from the client's responses, both the factors that cause and support change and the factors that hinder and limit it must be identified. In general, the need for freedom, creativity and self-fulfilment may be mentioned among the factors facilitating the change, while the obstructive factors include commitments, habits, traditions and strong respect for the rules. As the desire for change, new things or an inexperienced path is a more unknown, unidentified, not yet experienced dimension, the need for security can also counteract change. The coach talks to his client about the forces acting on each other, the influencing factors, the possible outcomes of the decision, and the foreseeable consequences that can put significant pressure on the client. In this situation, it is also necessary to clarify what the client wants to achieve with the envisaged change and what he/she specifically expects from the helping professional (Cope, 2007). In addition to all this, it is worthwhile to explain at the beginning of the process why the client is turning to a support professional right now and why he or she has contacted the support professional with whom the contact and the first conversation took place.

Based on the possible answers, the coach must examine the three pillars of the coaching process - invitation, intention and independence - together, in connection with each other, so that he or she can make an appropriate decision about his or her own role (Cope, 2007). Based on the client's answers, the coach must make sure that his client chooses to participate in the process of his own free will, he actually wants the change that he is committed to and that his commitment is not momentary but permanent. It is important that the coachee is able and willing to face his problem persistently so that his "expenses" bring real benefits to him and the cooperation with his helper creates actual values. The coach does not act on behalf of his client or solves problems, but helps his client to help himself. Accordingly, the coach should allow his client to act freely, giving the client the opportunity to make a decision and take responsibility at the same time. The previously mentioned triple pillar allows the coach to consider whether to

undertake to work with his client, which the coach will properly articulate during their conversation (Cope, 2007).

In addition to the above, it is useful for the coach to clarify the following questions with his/her client before starting the coaching process: What made the client to take action? Why is it important for the client to participate in the coaching process achieve the intended change? What exactly does the client expect to change as a result of the coaching process? What benefits and results can be expected from completing the change? How long does the client think the intentional change and its results can be sustained? Has the client ever tried to get similar help in the past? If so, how much more successful can the helping process be in the current situation and why? What are the client's anticipations about the coaching process? Does the client expect the results of the collaboration will be maintained in the long run after the completion of the coaching process? What ideas does the client have about the role of the coach, what specific expectations does he or she have towards the coach and the process? How much time and at what intervals is the client willing to sacrifice to participate in the helping process? (Cope, 2007)

After considering these aspects, the coach can therefore decide, based on the answers to the questions listed above, whether or not he or she is willing to establish an acceptable coaching relationship with the client based on building and strengthening a strong trust. The development and implementation of a coaching process based on a relationship of trust can be considered as a kind of investment in order to achieve the common benefits and results that can be realized by the parties, to which there are expectations of savings and returns from the collaborators. (Cope, 2007).

The trust that provides an essential starting point for the management of the investment can be represented with the TRUST model: by guaranteeing its aspects (Truthful, Responsive, Uniform, Safe, Trained) the coaching relationship can be built on appropriate trust. These trust factors can show both deficits and surpluses throughout the relationship, to varying degrees. In the course of the discussions that determine their relation, the parties shall endeavour to eliminate the deficit in respect of all components. If they can both be honest with each other in their collaboration and the coach is able to properly identify with their client, realizing their actual needs and requirements, they will have the opportunity to build an increasingly trusting relationship during which the client can feel more secure. An important precondition for this is that the coach is sufficiently trained and experienced and is also able to properly articulate and transform his knowledge and experience towards his client. It is also essential that the coach should take full responsibility for the partnership with his client with the right insight, as the more the client trusts his helper, the more he relies on him. Coaching questions from the professional to the client to build and strengthen trust during subsequent sessions may include: How do you feel about your last coaching session? Have there been any recent questions or content that may be of concern to you that you are afraid of and that you would like us to return to? Can you mention a circumstance, factor, peculiarity that you do not understand or is there anything that might be bothering you about my language or vocabulary? Can I do anything to make you feel more comfortable during the sessions? What should be the subject of today's session? Would you like me to talk about my past experience, my beliefs about the coaching process? (Cope, 2007)

Once the parties have made their decision based on their information, experience and impressions gained after the relationship has been established,

clarifying the role and importance of trust based on an open attitude and honesty in the coaching relationship, they may enter into an agreement in the form of a coaching contract. However, before they start working together, the coach teaches his client the coaching framework, that is, he gives an account of the process they will go through together during their conversation. In this way, the customer is informed in advance about the conditions and mutual expectations, which also has a positive effect on trust.

Based on the coach's information about the 7C framework, the parties can compile a program plan that contains what stages the coach and coachee will deal with and when, i.e. at what intervals, specifically when they will meet and what they will focus on in the next period to achieve the desired goals and results.

According to Cope's definition, a framework is a process consisting of seven stages (client, clarify, create, change, confirm, continue, close) with different methods, tools and techniques (fourteen in total) associated with their phases. The seven sections and fourteen instruments (two per section) include the following.

In the "Client" phase, the emphasis is on getting to know the motivations and needs of the coachee, as well as the personality and then the topic area indicated by the client. During the conversations of the coach and his client, past and present events come to life, reflecting the needs and ideas of the coachee and the factors influencing them. At this stage, the three-dimensional personality model (3D) and the "MPH" situational awareness tool can be used to assist the coach in talking to his client. To get to know the client's thinking, the coach can ask his client the following questions: What proves the correctness of your idea in relation to the raised topic or problem? What facts contradict your idea? What is the worst thing that can happen and what you fear the most, how would you handle such a situation? What is the best thing that can happen? What is most likely to actually happen? What do you think others would think of what you said? What advice would you give to someone who thinks similarly? Questions that a coach might ask at this stage to clarify a client's emotions and behaviour include, for example: What are you feeling right now? Why do you think you feel this? Do you want to change your feeling(s)? What do you want to feel? How are you behaving now? How do you want to behave? How do your emotions affect your behaviour? How does your behaviour affect your emotions and thoughts? In the conversation between the coach and his client, we can find the following among the issues of situation exploration: Could you talk in more detail about the topic? Would you mention some examples of the situation or the problem? How did you get into this situation? Can you describe what is happening now? What are you currently doing to cause or prevent the problem? What do you think will change when the coaching process ends? How will you feel when the collaboration ends? What will you do differently at the end of the coaching relationship? More specific information and data on the client's thoughts, feelings and behaviour will be revealed during the discussion between the parties, which relate to the situation and the topic or problem in it, as well as the client who puts them in context. For the time being, however, this is only the tip of the iceberg, compared to which more detailed and in-depth information is needed to move the process forward. (Cope, 2007)

To get a more detailed and thorough understanding of the situation outlined by the client, the coach may ask the client or himself/herself the following questions in the "Clarify" phase: What limitations does the client have to cope with that can prevent a complete, detailed and extensive picture of the situation? What are the issues and topics that cannot be discussed in relation to the two of them? To

what extent can the hidden topics and questions affect the coaching process? Both the “Fantasy Ladder” and the “Shadow Map” can play a role in clarifying the issues listed. Questions that the coach should ask from his client in this phase include: Are you sure it always happens? How did we get from the facts to the current situation? What makes you think that...? Where do you think this thinking could lead? How do you think others would describe the situation? What facts and perspectives do you think are related to this situation? What do you think is the right point of view? Who are you willing to talk to about the situation and who are you not willing to talk to? Are there any topics you don't want to talk about? Do you think there are any issues or topics in our relationship that we should deal with? What are you most afraid of about change? With the answers to the questions, the client agrees during the coaching conversation that the coach can map the situation related to the topic and problem raised by his client, and also the factors that cause and influence it in sufficient detail. (Cope, 2007)

In the “Create” phase, the actual role of the coach is to give his client the opportunity to develop and try innovative solutions by approaching and rethinking his “old” problems from other aspects in order to get an optimal solution that is tested and proven in the long run. Both the CREATE and CHOICE models can be effective in finding and selecting this optimal solution. *Creativity and problem solving in a conversation between a coach and his client can be structured according to two basic questions: What can I do? What should I do?* The coach's primary role is to play an active role in dispelling the client's self-limiting beliefs, helping him or her expand his or her options. Related coaching questions include: *What could be the criteria for a successful solution? When should the solution be ready? How can you recognize a good solution? What are the limitations on the way to a solution? What can you do and what can't you do? What resources, tools, and responsibilities do you need to reach a solution? Do you have the necessary resources and responsibilities? Are you sure you have thought of every possible solution? Do you take the consequences and responsibility for your actions related to the solution? Is the decision in line with the desired results? When the client who answers the coach's questions is already aware of the possible solutions, during their conversation they will also discuss the ways and possibilities of trying and testing each alternative.* (Cope, 2007)

“Change” follows the diagnosis and the selection of the solution as the next stage so that the client can *work out what to do to improve his or her own situation, deal with problems and achieve the desired result based on the coach's questions.* The empathic encouragement of the coach can help the client through the change process, during which both the Y-curve and the CHANGE framework can be used. Coaching questions related to these tools may include: *What will you do specifically and when? When you think you are doing what you are determined to do, what is going on inside of you? What are you willing and able to give up, what do you think you can't let go? What do you need to learn or acquire to do what you have decided to do? How can I help you learn what you need to take the step you planned? What have you learnt? How do you feel about the change? Is there anything to worry about moving forward? During a coaching conversation, it is important for the coach to reassure the client that he or she will back up and support him or her in making decisions and actions to change.* (Cope, 2007)

“Confirm” is the phase that supports coping with the challenges generated by change, the determination to change, in which the client's decision and actions can be made effective and successful by applying the “cockpit reinforcement” and “bypass games” models. *During the conversation between the coach and the client,*

the coach expects answers for the following questions: What result do you want to achieve? How could the desired result be measured? When and how can measurements be taken? What will be measured? How will you know that your measurement system is working successfully? How do you know we have achieved the desired result? (Cope, 2007)

In the “Continue” phase, the coach and his client must work to ensure that the drivers of change triumph over the retrograde forces of change, which can be enhanced by applying the “buckets and balloons” model and the “miracle mountain” metaphor. In order to ensure that the partial results of the coaching conversation process are sustained and that the collaboration does not stop, at this stage *the coach should convince the client that he or she will be able to act and cope with the situation even after the end of their collaboration.* Related questions include: *What emotions can cause you to give up? What can help you get rid of your negative emotions and thoughts? How did you get rid of these before? What would happen if nothing changed? What does the change mean? Why is change important to you now? To overcome the factors that hinder the implementation of change and to complete the process, it is essential to evaluate the experience of the attempts made to bring about change.* (Cope, 2007)

Most of the learning opportunities come up in the “Close” phase, as in the course of the coaching process it is this phase when *the results and values of the joint collaboration become apparent based on the conversation between the coach and his client. The coach helps the client to be able to look back at the stages and milestones of the joint process, to be able to recognize the results they have achieved during their collaboration and to ensure their long-term sustainability* (Cope, 2007). General and typical questions during the Close phase can be: *What are the results of the cooperation? What values were successfully created in the coaching conversation process? What helped create results and values, and what hindered the process? What lessons and conclusions can be drawn? Can the lessons learned be used in other life situations and if so, how? What would you do differently? Did you achieve the planned tasks and goals? Have you acquired the key lessons? Will you be able to prosper in the future? Do you still need support? Are you really sure you were expecting what you got? Now that you are able to get on your own, what knowledge and skills will help you decide and act? What additional knowledge and skills do you want to acquire and how?* (Cope, 2007)

Summary

As a first step in practicing coaching, it is advisable to clarify the competencies that are essential for building trust between the coach and the client. It is also clear from the distinct competence groups that coaching is a structured, consciously managed process within an interval that assumes boundaries. Each coaching session and the sequence of sessions can be described as a structured and managed process that includes specific goals, tools, and methods.

Different competencies need to be used to complete the phases of building the foundations, establishing the relationship and goal-oriented communication between the parties, and promoting learning, development, and effectiveness together, which complement each other to form a coaching process. In the following, I briefly outline each phase and the competencies associated with it.

In order to build the foundation, the coach must first and foremost be aware of the ethical guidelines and professional standards of coaching as a supportive

counselling intervention, the basic expectations to which he or she must adhere throughout his or her relationship with the client. The coaching contract is not only based on the above-mentioned basic principles, but also includes the practical conditions of the cooperation between the parties: the general objectives of the intervention, the obligation of confidentiality to strengthen trust, as well as the number, frequency, time, location of the sessions and payment conditions. The “personal presence” demonstrated by the coach plays a significant role in building trust and personal “closeness”, which is essential for establishing a relationship between the parties involved in the coaching process. With this personal presence, the facilitator provides active attention and support to his or her client, which is a result of, as Carl Rogers pointed out, the presence of empathy, congruence and unconditional positive acceptance. The coach should strive to assess the real needs of his client, for which it is necessary to provide appropriate conditions. If a relationship of trust is established between the parties, goal-oriented communication can take place, in which the coach must successfully apply the competencies needed to listen actively, make the interrogation technique effective, and establish and maintain a direct relationship. Without these steps, it is not possible to make the client aware of the real problem and the causes of it, the factors that must be taken into account in order to create an action plan to move towards problem solving. In addition to the aforementioned competencies, the phase of promoting learning and effectiveness is also strongly related to planning and setting the objective, as well as to the method of measuring progress and clarifying the issue of responsibility.

The framework of these phases and tools presupposes a dynamic process that supports rather than controls the progress of joint cooperation. Accordingly, we cannot talk about a fixed sequence and methodology for each stage and the tools used, but based on the preparedness, creativity and responsibility of the coach, the participants in the coaching process can try several alternatives and choose the course of their cooperation together.

To illustrate the process model and its stages, I used Mick Cope’s 7C framework. According to Cope, “collaborative coaching” through these stages can bring about long-term, sustainable change that creates new values. A change in this approach means that during the coaching process, by the end of the collaboration between the coach and his client, a jointly intentional change must emerge. According to Cope, however, it is important that the parties in the process do not focus primarily on change, but on the resulting values, benefits and sustainability (Cope, 2007).

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A COACHING KOMPETENCIÁK JELENTŐSÉGE A COACHING FOLYAMATÁBAN

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A coaching, mint folyamat eredményes, hatékony és hatásos megvalósulását jelentős mértékben befolyásolja a coach elméleti és gyakorlati felkészültsége, ehhez kapcsolódóan a coaching kompetenciák alkalmazása. A coaching és mentoring kompetenciák tekintetében mind az EMCC (European Mentoring & Coaching Council), mind pedig az ICF (International Coach Federation) keretrendszerek által meghatározott elvárások megfelelő támpontot jelentenek. A két kompetencia modell hasonló elemeket foglal magába, amelyek időről időre változnak, kiegészülnek.

A European Mentoring & Coaching Council (EMCC) célja a coaching és mentoring tevékenységek, szakmák és gyakorlóik folyamatos fejlesztése, működésük minőségi szintjének növelése. Az EMCC magyarországi tagszervezete 2008 óta fejti ki tevékenységét Európai Mentoring és Coaching Szervezet Magyarországi Egyesülete néven. Az EMCC által deklarált elvárások között szerepel a coach/mentor kompetenciák, szigorú minőségi követelmények szerinti működés. Az EMCC Etikai kódexének egyik elemeként is megtaláljuk a kompetenciát.

Az EMCC kompetencia keretrendszer elemeinek alkalmazásával a coach az ügyfél igényeinek, valamint az Etikai kódex és a szakmai normák elvárásainak egyaránt megfelelő szolgáltatást képes biztosítani magas szintű elméleti és gyakorlati felkészültsége alapján. A coach(ing) kompetenciák fejlesztése folyamatos szakmai működést és továbbképzéseken, illetve egyéb, a személyes szakmai fejlődést biztosító tevékenységekben (pl. szupervízió, „kompetencia labor” workshop, szakmai konferenciák) való részvételt igényel a szakemberek részéről az Etikai kódex szerint. A coach(ing) kompetenciák gyakorlatban való, a coach részéről történő magabiztos alkalmazása nélkülözhetetlen a coaching folyamatának eredményessé, hatékonyá és hatásossá tételéhez.

Dolgozatomban a coaching folyamatában alkalmazásra kerülő kompetenciák szerepével, jelentőségével foglalkozom.

Kulcsszavak: coaching, kompetenciák, coaching folyamat, 7 C keretrendszer, eredményesség.