

CAPABILITY TABLE FOR ANZCAL CERTIFICATION LEVELS

COMPETENCY #1	ANZCAL ELEMENTARY LEVEL 1	ANZCAL ASSOCIATE LEVEL	ANZCAL PROFESSIONAL LEVEL	ANZCAL MASTER LEVEL
<p>Establishing a Coaching Agreement The ability to establish an agreement with the person being coached that will create the parameters of the relationship.</p>	<p>Verbal agreement to coaching. If volunteering for an agency or business volunteer agreement is highly recommended.</p>	<ul style="list-style-type: none"> - Scene for coaching is set and parameters for the coaching session are set. - Coachee's requirements for coaching are attended to throughout the coaching. - Information gathered will only be relevant to the requirement of coaching. 	<p>Pre-requisite for ANZCAL Professional Level plus:</p> <ul style="list-style-type: none"> - A Coaching Agreement or Contract for services to be provided. Where applicable this will include health and wellbeing questions to ensure coaching session remains within scope of expertise. - Charges for coaching are declared and agreed prior to commencing coaching. - Understanding of coaching outcomes is investigated and included within the session(s). - Maintains client notes of each session appropriate to the coaching and has secure storage for these. - Ensures Coachee is aware of and maintains responsibility for their own transformation throughout coaching - Ensures that any external feedback or updates to others outside of the coaching is kept to key stakeholders and Coachee is aware of this in the agreement process - Terminates the coaching relationship when appropriate if Coachee has not done so. 	<p>Pre-requisite for ANZCAL Professional Level plus:</p> <ul style="list-style-type: none"> - Coach fully comprehends what the Coachee requires from the session(s); is able to measure success for the Coachee. There is good clarity about the purpose of the coaching by both Coach and Coachee. - There are regular checks by the Coach that sessions are still valuable to Coachee and that purpose is being met. - Coach regularly reflects with Coachee so the latter is able to understand their progress throughout coaching session(s).

Pre-requisite for Trainer Coach Certification **requires certification at ANZCAL Master Level** and have completed **at least 70 hours of coaching at this level.**

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COMPETENCY #2	ANZCAL ELEMENTARY LEVEL 1	ANZCAL ASSOCIATE LEVEL	ANZCAL PROFESSIONAL LEVEL	ANZCAL MASTER LEVEL
<p>Establishing trust and the effective coaching environment. The ability to effectively establish the coaching relationship that allows the Coachee to feel safe and supported throughout the session. This includes the fundamentals of respect, confidentiality and trust.</p>	<ul style="list-style-type: none"> - Demonstrates an understanding of rapport - Can establish rapport and maintain for periods of time in the session - Demonstrates empathy - Understands and can demonstrate creating an environment of trust - Understands importance of and demonstrates environment of confidentiality - Understands principles of calibration and sensory acuity although may not fully demonstrate at this point 	<p>Pre-requisite of ANZCAL Elementary Level plus:</p> <ul style="list-style-type: none"> - Can quickly establish and maintain rapport throughout the session - Demonstrates ability to create a safe, supportive environment for the Coachee to permit coaching - Demonstrates deeper level of empathy for Coachee - Demonstrates ability to create an environment of confidentiality, trust and respect for Coachee - Understands and demonstrates sensory acuity and calibration of Coachee throughout most of session 	<p>Pre-requisite of ANZCAL Associate Level plus:</p> <ul style="list-style-type: none"> - Understands and demonstrates sensory acuity and calibration of Coachee throughout session 	<p>Pre-requisite of ANZCAL Professional Level plus:</p> <ul style="list-style-type: none"> - Coach is comfortable to coach from a place of “not knowing” and trusting their skill and experience will bring forth results for Coachee - Coach and Coachee operate from a place of total partnership. The ease of their conversation allows transformation. Coach is not required to “work” at coaching - The Coach sees the limitless potential in the Coachee and coaches from this space - The Coach is totally void of their requirement to perform; coaching from a place of curiosity and focussed on Coachee requirements

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COMPETENCY #3	ANZCAL ELEMENTARY LEVEL	ANZCAL ASSOCIATE LEVEL	ANZCAL PROFESSIONAL LEVEL	ANZCAL MASTER LEVEL
<p>Coaching communication skills and presence</p> <p>Ability to transfer across different ways of communicating with intent of focus enabling the Coachee to achieve their outcomes from the sessions. This includes presence, intuition and appropriate use of energy as well as verbal communication.</p>	<ul style="list-style-type: none"> - Demonstrates some active listening skills - Provides encouragement and acknowledgement appropriately - Demonstrates very basic questioning skills - Demonstrates respect for the person being coached both in and after coaching process 	<p>Pre-requisite ANZCAL Elementary Level plus:</p> <ul style="list-style-type: none"> - Creates a 'presence' for the coaching environment although this may be stilted at times. - Demonstrates a basic understanding that communication is not only language, it includes tonality and physiology as well although may not be able to utilise fully throughout the session - Demonstrates active listening skills, including reflective listening and checks for understanding - Demonstrates questioning techniques although may be stilted at times and more focussed on surface structure challenge - Listens to Coachee displaying knowledge of being free of hidden agendas and prejudgement - Provides some effective feedback 	<p>Pre-requisite of ANZCAL Associate Level plus:</p> <ul style="list-style-type: none"> - Creates a 'presence' for the coaching environment most of the time. - Demonstrates understanding that communication is a lot about physiology as well as tonality and words. - Demonstrates active listening skills across the board and checks for understanding. Includes reflective listening as a natural skill within session. - Listens to Coachee free of hidden agendas and prejudgement - Demonstrates questioning skills and techniques with an ability to move from one style to another well. - Can identify limiting beliefs and respond accordingly assisting Coachee with change. - Provides encouragement, motivation and acknowledgement appropriately throughout session - Understands about collusion with a client and can note when this occurs with a Coachee. Coach can then respond accordingly to bring coaching session back on track. - Provides effective feedback 	<p>Pre-requisite of ANZCAL Professional Level plus:</p> <ul style="list-style-type: none"> - The Coach is fully present to the Coachee, to their learning and learning styles and invites Coachee to offer their opinions, feedback regarding what is covered during the session. The Coachee connects as a <i>partner</i> in the conversation - The Coach listens and can hear in both current and future, identifying both limiting beliefs and possibilities - Questions are more often direct, redolent and require thought by the Coachee to enable an answer; enabling Coachee to find new ways of thinking and to aid discovery of their inner resources - While reflection is appropriate to coaching the Coach also aids Coachee through questions, metaphors and different coaching styles to focus on the future and possibilities thus enabling forward movement and not permanent reflection - Coach is comfortable in asking questions that can be uncomfortable for both parties at times - Language patterns of the coach are now providing options for Coachee and spoken from possibility as opposed to instruction and necessity

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COMPETENCY #4	ANZCAL ELEMENTARY LEVEL	ANZCAL ASSOCIATE LEVEL	ANZCAL PROFESSIONAL LEVEL	ANZCAL MASTER LEVEL
<p>Provides an effective coaching session Understands what is being sought within the coaching session and tailors the session to suit. This includes the ability to adapt as is required throughout the session so that the Coachee has an empowering session</p>	<ul style="list-style-type: none"> - Understands what is trying to be achieved during coaching session although may be awkward and stilted in the delivery 	<p>Pre-requisite of ANZCAL Elementary Level plus:</p> <ul style="list-style-type: none"> - Minimises distractions and interruptions. - Provides a format for the coaching session. - Demonstrates basic ability to manage time keeping although may sometimes become imbalanced in “information gathering and information overload” from client. 	<p>Pre-requisite of ANZCAL Associate Level plus:</p> <ul style="list-style-type: none"> - Provides a clear format for the coaching session - Demonstrates basic ability to manage time keeping for an effective session by balancing “information gathering” with “information overload” from client - Can “open” and “close” the coaching session confidently 	<p>Pre-requisite of ANZCAL Professional Level plus:</p> <ul style="list-style-type: none"> - The Coach fully comprehends that everyone is the master of their own destiny and that each person has resources to enable them. Therefore, the Coach coaches from a place of allowing Coachee to find their own resources within. - The Coach seamlessly transfers through different styles of coaching to ensure Coachee has impactful sessions and generative learning occurs for Coachee. - Each session with the Coachee becomes an extension of previous sessions and compounds accordingly. - The Coach understands utilisation in a coaching sense and incorporates this in sessions. - The Coachee has equal if not more communication time within the session than the coach.

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COMPETENCY #5	ANZCAL ELEMENTARY LEVEL	ANZCAL ASSOCIATE LEVEL	ANZCAL PROFESSIONAL LEVEL	ANZCAL MASTER LEVEL 4
<p>Coaching Techniques Ability to assist Coachee to understand the challenge they face and aid them to move toward transformation. Utilises questioning and listening and may incorporate coaching techniques.</p>	<ul style="list-style-type: none"> - Understands although may not demonstrate effectively the basic knowledge that coaching is not giving advice but rather enabling person to find their own outcomes. - Understands difference between open questions, closed questions, exploratory questions. Questioning may feel awkward and stilted. 	<p>Pre-requisite of ANZCAL Elementary Level plus:</p> <ul style="list-style-type: none"> - Demonstrates basic understanding of coaching from curiosity perspective although may be stilted at times. - Demonstrates ability to recognise a surface structure obstacle of Coachee and assist person to understand it. - Demonstrates ability to utilise a few different types of coaching questions to assist client toward their objective. Questioning may still be stilted. May rely greatly on scripts, procedures or pre-recorded questions at this point and may become unsure if coaching does not follow prior expected outcomes. - Session is predominantly focussed on Coachee. - Understands and demonstrates basic knowledge that coaching is not giving advice but rather enabling person to find their own outcomes - Ensures accountability remains with Coachee - Provides opportunity for Coachee to provide feedback 	<p>Pre-requisite of ANZCAL Associate Level plus:</p> <ul style="list-style-type: none"> - Demonstrates basic understanding of coaching from curiosity perspective - Understands difference between surface structure and deep structure challenges. - Demonstrates ability to investigate deeper structure challenge and assist Coachee to understand these - Demonstrates ability to utilise a few different types of coaching questions to assist client toward their objective. Intuitive coaching and questioning is now being utilised. - Session is predominantly focussed on Coachee and their requirements - Understands and clearly demonstrates knowledge that coaching is not giving advice but rather enabling person to find their own outcomes - Can identify and work with Coachee's beliefs, values and identity; includes: <ul style="list-style-type: none"> o explaining the relationship of these to the Coachee, o Effectively challenging language, behaviour and patterns that do not support Coachee's transformation and o Can assist the Coachee to select more positive and effective language and 	<p>Pre-requisite of ANZCAL Professional Level plus:</p> <ul style="list-style-type: none"> - Sufficient space has been provided for the Coachee to fully participate in creating their own awareness to blocks and possibilities. - The session is totally void of requirement of "fixing" anything as this presupposes the Coachee is broken. - Can use a variety of coaching models and techniques and can explain benefits and limitations of them. - Ability to effectively adapt any formal coaching techniques in response to Coachee's state, responses and place of being to enable Coachee to continue to progress. - Coach can openly receive Coachee's feedback and adapt accordingly. - The coach empowers Coachee to self-reflect for constant self-development and growth and Coachee understands benefit of such practices

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			<p>behaviour patterns that aid their transformation</p> <ul style="list-style-type: none"> - Creates and demonstrates use of effective metaphors. - Uses meta position to assist Coachee to observe from other perspectives - Can work with Coachee in a way that enables them to challenge “present state” way of being and move forward toward transformation. 	
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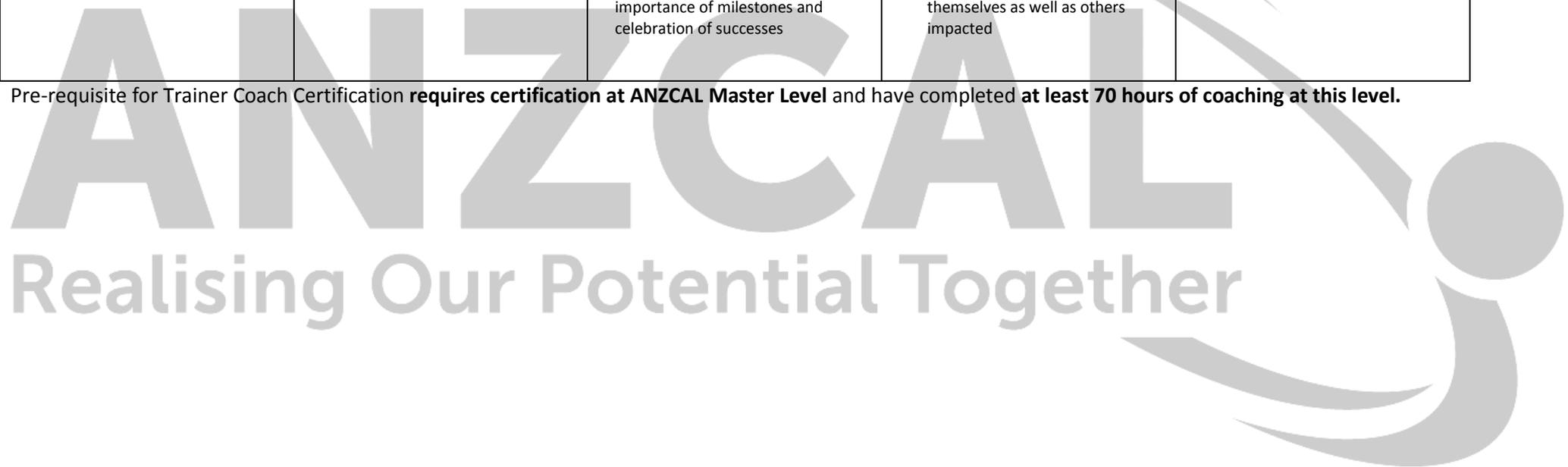
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COMPETENCY #6	ANZCAL ELEMENTARY LEVEL	ANZCAL ASSOCIATE LEVEL	ANZCAL PROFESSIONAL LEVEL	ANZCAL MASTER LEVEL
<p>Goal setting Ability to assist Coachee to clearly define the goal and develop an action plan for achievement</p>	<ul style="list-style-type: none"> - Demonstrates understanding of goal setting and requirement of taking action although may be very stilted in undertaking with Coachee - Seeks an element of agreement for action plan with person 	<p>Pre-requisite of ANZCAL Elementary Level plus:</p> <ul style="list-style-type: none"> - Demonstrates basic ability to explore options for goals/outcomes or develop action plans for progress - Seeks agreement for action plan with person and accountability with Coachee although does not prescribe - Ability to review progress against goal/outcomes and action plans - Understands SMART goal type formats and can demonstrate use with Coachee - Acknowledges and understands importance of milestones and celebration of successes 	<p>Pre-requisite of ANZCAL Associate Level plus:</p> <ul style="list-style-type: none"> - Demonstrates ability to explore options for goals/outcomes or develop action plans for progress - Seeks agreement for action plan and accountability with Coachee although does <u>not</u> prescribe - Ability to review progress against goal/outcomes and action plans and assist Coachee in redirecting attention accordingly - Can explore congruency of goal with Coachee including congruence for the Coachee themselves as well as others impacted 	<p>Pre-requisite of ANZCAL Professional Level plus:</p> <ul style="list-style-type: none"> - Goals/objectives are extending beyond the present challenge. Coachee can make shifts in their way of “being” and understands that feedback is part of the process for self-discovery and self-development.

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COMPETENCY #7	ANZCAL ELEMENTARY LEVEL	ANZCAL ASSOCIATE LEVEL	ANZCAL PROFESSIONAL LEVEL	ANZCAL MASTER LEVEL
<p>Designing actions and guiding progress Understands importance of action in achieving what they set out to achieve and that accountability is an important part of setting this in action</p>	<ul style="list-style-type: none"> - Any home play or actions are more likely directed by Coach. - Actions will be at most basic level 	<ul style="list-style-type: none"> - Actions and/or accountability are more likely delivered as direction of Coach on what they believe best course of action rather than directed by Coachee. This includes any requirements between coaching sessions as well. 	<ul style="list-style-type: none"> - Actions are now becoming more of a two-way agreement as is accountability tasking - Actions are sometimes, but not always, focussed toward long term transformation rather than solving a challenge and current situation level 	<ul style="list-style-type: none"> - Full partnership of Coach and Coachee in designing actions and accountability requirements. Enables the Coachee to lead this process. - Actions incorporate the “bigger picture” for Coachee therefore offers further opportunities to self-discovery, growth and self-management to best outcomes by Coachee - Actions designed are suitable to the Coachee, their goals and their learning style. - Designed actions are not just about doing; they also start to assist Coachee in understanding identity shifts include ‘being’ - The Coach and Coachee together can reflect on previous experiences and alter actions and accountability accordingly - The Coach can appropriately, kindly and effectively challenge the Coachee if actions and accountability do not occur.

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COMPETENCY #8	ANZCAL ELEMENTARY LEVEL	ANZCAL ASSOCIATE LEVEL	ANZCAL PROFESSIONAL LEVEL	ANZCAL MASTER LEVEL
Code of Conscience and Conduct	<ul style="list-style-type: none"> - Coaches from a place of worthy intrinsic ethics. - Refers to other coaches or professionals where appropriate, sensitively and appropriately. - Maintains confidentiality regarding any person they coach. - Seeks to learn more about becoming a competent, confident, quality Coach. 	<ul style="list-style-type: none"> - Has read, understood and abides by the ANZCAL Code of Conscience and Conduct - Coaches from a place of worthy intrinsic ethics. - Understands importance of referrals and can identify situations, symptoms and signs which require referral to other professionals. - Makes suitable referral to other professionals or coaches when appropriate. - Ability to complete referral process in a manner that is sensitive and meets the needs of the Coachee. - Participates in professional development annually and can demonstrate implementation of that learning at a basic - Demonstrates ability to self-reflect on a coaching session and can identify areas of good practise and areas for development. 	<p>Pre-requisite for ANZCAL Associate level plus:</p> <ul style="list-style-type: none"> - Regularly self-reflects on coaching sessions and can identify areas of good practise and areas for development - Participates in a minimum of 20 hours professional development per year choosing training that supports and enhances coaching services. - Understands concepts of altruism and demonstrates actions of this occasionally. 	<p>Pre-requisite for ANZCAL Professional level plus:</p> <ul style="list-style-type: none"> - Understands and practices self-reflection as a matter of course - Demonstrates acts of altruism within the community - Acts as an Ambassador for the importance of coaching within communities - Understands and practices self-mastery as a natural way of personal learning and development to better coaching.

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COMPETENCY #9	ANZCAL ELEMENTARY LEVEL	ANZCAL ASSOCIATE LEVEL	ANZCAL PROFESSIONAL LEVEL	ANZCAL MASTER LEVEL
Coaching Experience and Evidencing	<ul style="list-style-type: none"> - Coach will have a mentor overseeing their coaching competency and continual improvement. - To move to the next level all competencies must be met and evidenced by: <ul style="list-style-type: none"> • Mentor report accurately confirming ability of Level 1 coach • 2 testimonials from person being coached or, if under 15 years their guardian as to quality of coaching. 	<p>To achieve this level Coach must:</p> <ul style="list-style-type: none"> - Provide a certificate of qualification from an ANZCAL approved Coaching training supplier confirming capabilities required <p>OR:</p> <ul style="list-style-type: none"> - Log a minimum of 20 hours coaching - Provide 3 testimonials from Coachees - Complete a Q&A evidence seeking interview with an ANZCAL representative to ensure capabilities are met 	<p>To achieve this level Coach must:</p> <ul style="list-style-type: none"> - Provide evidence of any and all relevant training. - Log a minimum of 40 hours coaching - Provide 7 testimonials from Coachees - Have one professional coach advocate your capability. This person must be able to evidence their competency for assessment. - Complete a Q&A evidence seeking interview with an ANZCAL representative to ensure capabilities are met 	<p>To achieve this level Coach must:</p> <ul style="list-style-type: none"> - Provide evidence of any and all relevant training. - Log a minimum of 70 hours coaching - Provide 10 testimonials from Coachees - Have two professional coaches advocate your capability. These people must be able to evidence their competency for assessment. - Complete a Q&A evidence seeking interview with an ANZCAL representative to ensure capabilities are met

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