
International Standards for Mentoring and Coaching Programmes (ISMCP) Award

ISMCP Guide to Applying

Introduction

Dear Colleague

Thank you for your commitment to the EMCC quality standards in mentoring and coaching.

This information guide provides an introduction to the process for applying for the EMCC's International Standards for Mentoring and Coaching Programmes (ISMCP) award. After reading this guide the next step is to apply by contacting the EMCC International accreditation manager (see page 20 for contact details).

The pages that follow introduce EMCC, the quality award, to whom it applies and the framework of standards on which the award is constructed. The process of application and assessment is introduced by a flow chart (page 19) followed by textual detail.

Please note that any programme submitted for assessment must have completed a full cycle. This means that the whole programme will have been delivered at least once and will, therefore, enable evaluation by the applicant and the participants as well as providing full evidence to support the assessment process.

This guide is available for download from our website www.emccaccreditation.org

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Contents

SECTION	PAGE
Introduction	2
Contents	3
1. The EMCC and the ISMCP	4
What is the European Mentoring and Coaching Council (EMCC)?.....	4
What are the International Standards for Mentoring and Coaching Programmes (ISMCP)?	4
What does the ISMCP offer?	4
Who does the ISMCP target?	4
Why is the award important for your organisation?	4
2. What are the ISMCP levels?	5
3. What are the Core Standards?	5
Standards and quality assurance	5
Note	6
Table 1: EMCC ISMCP Standards	7
4. How to Apply	21
Steps that must be taken by each applicant	22
Expression of interest / contact information	22
Assessment process.....	23
Accreditation Panel Chair review	23
Accreditation Panel Chair decision	23
Appeal panel	23
Communication of panel decision	24
5. ISMCP application timetable	24
Deadlines.....	24
Ongoing review	24
Renewal	24
Important notes	24
APPENDIX 1: EMCC Code of Ethics.....	25
APPENDIX 2: EMCC diversity statement.....	25
APPENDIX 3: EMCC accreditation panel	25
APPENDIX 4: ISMCP agreement: conferring an acceptance of award.....	25
APPENDIX 5: ISMCP appeals procedure.....	25
APPENDIX 6: Glossary of terms and acronyms	26

Other required reading (available for download on the EMCC website):

1. [EMCC Diversity Statement](#)
2. [EMCC Code of Ethics](#)
3. [EMCC Supervision Competence Framework.](#)

1. The EMCC and the ISMCP

What is the European Mentoring and Coaching Council (EMCC)?

The EMCC exists to promote good practice and the expectation of good practice in mentoring and coaching. Our organisation is comprised of representatives from national EMCCs plus direct members in countries where a local EMCC does not yet exist. The EMCC membership consists of a rich mixture of individual mentors/coaches, mentoring/coaching organisations, training and education organisations, buyers of mentoring/coaching and mentoring/coaching associations – all of whom share EMCC's vision to promote good practice and the expectation of good practice in mentoring and coaching across Europe.

What are the International Standards for Mentoring and Coaching Programmes (ISMCP)?

The International Standards in Mentoring and Coaching Programmes (ISMCP) is an independent accreditation awarded to organisations designing, delivering and evaluating mentoring and/or coaching programmes either 'in-house' or externally. It is an integral and essential step on the path to establishing the professional credibility and status of good mentoring and/or coaching programme management, ensuring programmes are:

- Thoughtfully designed
- Systematically managed
- Significantly contributing to the development of participants, strategic drivers of the organisation and wider stakeholder objectives.

EMCC aims to develop the Standards continuously, incorporating changes that reflect the wider range of innovations in application and method of mentoring and coaching, and the diversity of approaches arising from different cultures. We do this by engaging with practitioners and academics in the field, internationally. Therefore, the emphasis of this award is to raise standards whilst acknowledging existing excellence.

What does the ISMCP offer?

The purpose of the ISMCP is to provide a consistent and globally accepted benchmark of good practice in mentoring and coaching programme management. Organisations will benefit by:

- Legitimising their mentoring or coaching programme against a recognised standard.
- Strengthening and improving the mentoring or coaching programme through rigorous assessment.
- Continuing to build the business case for mentoring or coaching, influencing key stakeholders.
- Identifying opportunities to promote mentoring or coaching development activity internally and/or externally.

Who does the ISMCP target?

The ISMCP is for organisations that design, implement and evaluate mentoring and/or coaching programmes.

Why is the award important for your organisation?

Your organisation will benefit in many ways through applying for and achieving the award, including:

- An audit check on quality, allowing your organisation to reflect on its processes, procedures and outputs.
- Assurance that your programmes are of an agreed standard and benchmarked against best practice.
- Feedback elicited through the ISMCP process can lead to programme development and improvements.
- Marketing opportunities for your programmes stemming from a successful application process.
- Your reputation for being an organisation leading and managing mentoring and/or coaching programmes to a high standard.

2. What are the ISMCP levels?

The EMCC is currently awarding the ISMCP at three levels: Bronze, Silver and Gold:

- Gold 90% overall adherence to the Core Standards with at least 80% in each category.
- Silver 80% overall adherence to the Core Standards with at least 70% in each category.
- Bronze 70% overall adherence to the Core Standards with at least 60% in each category.

3. What are the Core Standards?

Standards and quality assurance

EMCC applies six core standards to programmes as follows:

1. Clarity of purpose

- The strategic drivers and objectives of the programme are clearly defined.
- The intended outcomes and benefits of the programme are understood by all the stakeholder audiences.
- The outcomes are translated into viable and well understood learning objectives for each mentoring and/or coaching relationship.

2. Stakeholder training and briefing

- Participants and stakeholders understand the concept of mentoring and/or coaching and their respective roles.
- Participants are aware of the skills and behaviours they need to apply in their roles as mentors/coaches and mentees/coachees; and have an opportunity to identify skills gaps.
- Learning support is available throughout the first 12 months of their involvement in the programme.

3. Process for selection and matching

- Participants and stakeholders understand the selection and matching methodology and criteria.
- Mentors and/or coaches are selected to meet the specific needs of mentees and/or coachees.
- Both mentors/coaches and mentees/coachees have an influence on whether they participate and who they agree to pair with
- There is a process for recognising and unwinding matches that do not work; and for reassigning the participants, if they wish.

4. Processes for measurement and review

- The programme is reviewed and measured sufficiently frequently and appropriately to:
- Identify problems with individual relationships
- Make timely adjustments to programme processes
- Provide a meaningful cost-benefit analysis and impact analysis.

5. Maintains high standard of ethics

- Roles and responsibilities of all stakeholders are clearly defined and communicated to all key stakeholders.
- The programme adheres to clear guidelines on the behaviour and responsibilities of all stakeholders.
- There is a process for recognising and managing conflicts of interest between stakeholders (e.g. between mentees and/or coachees and the organisation).

6. Administration and support

- Participants have adequate support throughout the formal programme and, where appropriate beyond.
- The programme is managed professionally, the programme methodology and processes are transparent and available to all key stakeholders.

We encourage applying organisations to produce a portfolio that contains the components outlined in Table 1. (Once an application is received a full self-assessment guide will be forwarded, describing the sources of evidence against each performance criteria).

Note

Assessors must be able to refer to the evidence quickly rather than having to search pages or whole documents for the necessary evidence.

Please provide copies of all evidence materials that you present in your application, and clearly cross-reference them. In other words, provide page references and subheadings wherever possible. A good example is: "see Appendix C, programme handbook p45, section 2.2." A poor example is: "see programme handbook," because it is not an exact location. **Applications submitted without specific references will be returned for revision.**

Table 1: EMCC ISMCP Standards

1. CLARITY OF PURPOSE

- The strategic drivers and objectives of the programme are clearly defined.
- The intended outcomes and benefits of the programme are clearly defined and understood by all the stakeholders.
- Participants are encouraged and supported in developing their own purpose compatible with the programme purpose.

PERFORMANCE CRITERIA		QUESTIONS
1.1	There is a published and readily available statement of programme purpose.	a) Is there a statement of purpose? b) Is it clearly understandable? c) Is it easily accessible? d) Do participants know what the purpose of the programme is?
1.2	The mentoring/coaching is clearly defined and terms of reference are published and readily available	a) Is there a statement? b) Is it clearly understandable? c) Is it clearly understandable? d) Do participants think the definition is relevant?
1.3	Mentoring/Coaching is clearly defined and terms of reference are understood by all participants	a) Is there a statement? b) Is it clearly understandable? c) Is it clearly understandable? d) Do participants think the definition is relevant?
1.4	All relevant stakeholders are engaged in discussion about the meaning and implication of the programme purpose; and have an opportunity to influence these.	a) Was there dialogue with the stakeholders? b) Is it clearly understandable?
1.5	The programme purpose is linked clearly to the strategic drivers and objectives of the organisation, under whose auspices the programme takes place.	Is it clear to the participants and stakeholders? a) What development / changes / behaviours the organisation wishes to encourage? b) What the organisational/business priorities are and how mentoring/coaching can support them?
1.6	Each mentoring / coaching pair is encouraged to establish learning and/or other goals/purpose for their mentoring process; their goals/purpose may extend beyond organisational goals.	a) Is there documentation or training input to encourage goal/purpose setting? b) Are emergent goals acknowledged and provided for when appropriate? c) Has action been taken to assist any pairs, which have not discussed learning goals/purpose? d) Are these actions being recorded? e) Are participants encouraged to use learning and reflection logs - and is there a process to follow -up on this.
1.7	Participants are encouraged not to set very narrow goals at the beginning, but to allow goals to emerge and evolve with deeper understanding	a) Is there documentation or training input to encourage goal/purpose setting? b) Are emergent goals acknowledged and provided for when appropriate? c) Has action been taken to assist any pairs, which have not discussed learning goals/purpose? d) Has action been taken to assist any pairs, which have not discussed learning goals/purpose? e) Are participants encouraged to use learning and reflection logs - and is there a process to follow -up on this.

PERFORMANCE CRITERIA		QUESTIONS
1.8	Both mentors/coaches and mentees/coachees have clear and complementary expectations from the programme and from their relationship.	<ul style="list-style-type: none"> a) Have mentors/coaches and mentees/coachees explored expectations generally in training sessions? b) Have they discussed these issues within the relationship? c) How does the co-ordinator know that this has happened? d) How are mentors / coaches and mentees / coachees being supported in doing a midway evaluation on progress in the relationship and on their goal/purpose?
1.9	Participants are encouraged not to set very narrow goals at the beginning, but to allow goals to emerge and evolve with deeper understanding	<ul style="list-style-type: none"> a) Have all stakeholders been issued with a statement that defines the target groups? b) Is it clear who is included/excluded in this definition? c) Has due consideration been given to the impact on people not included? d) Is there a business/organisational/societal rationale for this selection? e) Has there been discussion about demographics and different needs within the target group and how this might affect mentoring/coaching relationships differently?
1.10	There is a process to test whether the overall goal of the programme is meaningful to the organisation and the participants - and to all stakeholders	<ul style="list-style-type: none"> a) Is there appropriate documentation, detailing the benefits to all stakeholders, including the organisation? b) Do all participants have copies (or access to copies on a website)? c) Has this issue been discussed during training? d) Has the leadership and/or management team reinforced this message? e) Has the leadership and/or management publicly endorsed the programme? f) Do participants, line managers/key stakeholders believe the programme goals are realistic?

2. PARTICIPANTS AND STAKEHOLDER TRAINING AND BRIEFING

- Participants and stakeholders understand the concept of mentoring and their respective roles
- Participants are aware of the skills and behaviours they need to apply in their roles as mentors and mentees; and have an opportunity to identify skills gaps
- Learning support is available throughout their involvement in the programme
- Training and briefing should take into account the context and purpose of the programme, balancing the need for core skills and knowledge against the need for flexibility in the manner and timing of delivery.

PERFORMANCE CRITERIA		QUESTIONS
2.1	Participation in a process to learn the basics of mentoring and /or coaching is a non-negotiable condition of taking part in the mentoring and/or coaching programme, for both mentors/coaches and mentees/coachees	<ul style="list-style-type: none"> a) Is there a policy to require all mentors/coaches and mentees/coachees to attend training? b) Is there a process to update participants who are not able to attend?
2.2	There is a clear and well-founded conceptual framework to explain mentoring and/or coaching functions and behaviours.	<ul style="list-style-type: none"> a) Does the training material use and explain a framework for the mentor/coach role and functions? b) Is the level of explanation appropriate for the audience? c) Are they able to use it as a practical baseline for their role as mentor/coach or mentee/coachee? d) Do the participants obtain a clear distinction between mentoring and/or coaching and other forms of help and learning?
2.3	There is a clear and well-founded framework of competencies for mentors/coaches and mentees/coachees, upon which the training is based.	<ul style="list-style-type: none"> a) Is there a competency base at all? b) Is it a proper framework, or simply a list of skills? Is the level of explanation appropriate for the audience? c) Is it supported by research? d) Is it clear why these skills/ competencies are important for a mentor/coach? e) Do participants have an opportunity to discuss these?
2.4	There are opportunities to reflect on personal experience and to build self-awareness.	<ul style="list-style-type: none"> a) Does the training process allow people time to reflect? b) Are they asked to do some reflective thinking before they attend? c) Does the training have (appropriate) exercises to encourage reflection that fit the programme purpose?
2.5	Participants are encouraged not to set very narrow goals at the beginning, but to allow goals to emerge and evolve with deeper understanding	<ul style="list-style-type: none"> a) Is there a well-thought-through policy on whether to use and how to use diagnostic tools/models, with clear explanations? b) Is the purpose of these clearly explained? c) Do participants see the relevance of them? d) Is there time/space to discuss the implications for each individual? e) Are the diagnostic tools/models general behavioural/developmental; or do they also include some that are specifically designed for mentoring and/or coaching? f) Do participants find them useful in defining their aptitudes as mentors/mentees and/or coaches/coachees?

PERFORMANCE CRITERIA		QUESTIONS
2.6	The training deals in depth with issues of confidentiality and ethicality, including, where appropriate, professional boundaries.	<ul style="list-style-type: none"> a) Are these topics covered at all? b) Is there any opportunity to discuss the implications? c) Are participants' concerns adequately brought into the open? d) Is reference made to appropriate Codes of Conduct and are these available to participants? e) Do participants feel this aspect of the relationship has been dealt with adequately? f) Are there remaining concerns about confidentiality?
2.7	The training deals in depth with issues of relationship management.	<ul style="list-style-type: none"> a) Do participants have an opportunity to discuss good practice in managing the mentoring/coaching relationship? b) Are there clear guidelines in the support materials? c) Are roles and responsibilities of both parties clear? d) Are mentees/coachees clear about how the relationship should develop and their evolving role within?
2.8	There is opportunity to practise the skills of being an effective mentor/mentee and/or coach/coachee.	<ul style="list-style-type: none"> a) Is there sufficient practice time to put learning into practice during the training process? b) Does each pair have an opportunity to reflect upon and discuss the learning they have gained from the practice? c) Do practising pairs receive feedback from an observer? d) Do experienced mentors/coaches have an opportunity to refresh/ enhance their skills? Are mentees/coachees clear about how the relationship should develop and their evolving role within?
2.9	Other stakeholders (such as line managers, teachers, parents) are informed about the programme, and understand their responsibility and involvement.	<ul style="list-style-type: none"> a) Are there appropriate methods to brief other stakeholders about the programme? b) Are they aware of their responsibility and degree of involvement in ensuring the success of the programme? c) Is there a source of training/more extensive briefing that will enhance their ability to support the mentoring and/or coaching relationship? d) Do mentees/coachees feel their line managers, work colleagues and/or other key stakeholders are aware of the aims of the programme and supportive towards them?
2.10	The training design is appropriate for the cultural environment in which the programme takes place.	<ul style="list-style-type: none"> a) Have cultural differences been taken into account in designing the programme? b) Has there been input into the design from people with different backgrounds, within the mentee/coachee and mentor/coach groups? c) If there is a steering group, how representative is it of the diversity of participants? d) Do the co-ordinators demonstrate an adequate understanding of cultural difference and its impact on relationships?
2.11	Time is allocated to the initial training process, to allow participants to begin the relationship with confidence and with an awareness of the behaviours required of them	<ul style="list-style-type: none"> a) Do participants feel they have had sufficient training time to get started? b) Are participants able to give feedback at the end of the initial training as to how well prepared they feel? c) Are they aware of continuing support available to them, as they grow into the role of mentor/mentee and/or coach/coachee? d) Do they feel they have a broad understanding of what they have to do, even if they still need practice?

PERFORMANCE CRITERIA		QUESTIONS
2.12	Training and/or learning extends beyond the initial awareness raising event; mentors in particular have opportunity to reflect upon and discuss learning as they experience the relationship.	<p>Is there provision for mentors/coaches at least (preferably both mentors/coaches & mentees/coachees) to:</p> <ul style="list-style-type: none"> a) Talk over difficulties they are having with the role? b) Acquire additional mentoring / coaching skills and techniques during the course of the programme? c) Share their learning about mentoring/coaching with peers? d) Maintain and gain feedback on learning and reflection logs?
2.13	Trainers have prior experience as or exposure to the role of mentors/ mentees and/or coaches / coachees in their own right	<ul style="list-style-type: none"> a) Are they currently in at least one mentoring/coaching/supervision relationship? b) Are they able to give practical examples, from their own or other people's experience, of issues that commonly arise within mentoring/coaching relationships? c) Do participants feel the trainers are knowledgeable on the topic? d) Have trainers had at least one experience as a mentor/mentee and/or coach/coachee
2.14	Trainers have a knowledge of mentoring/coaching beyond the immediate requirements of the training workshops.	<ul style="list-style-type: none"> a) Have they read around the subject? b) Do participants feel the trainers are knowledgeable on the topic? c) Have trainers had at least one experience as a mentor/mentee and/or coach/coachee?
2.15	Trainers have a wider knowledge of developmental dynamics.	<ul style="list-style-type: none"> a) Have they read more widely around developmental dynamics? (e.g. learning styles, double-loop learning, counselling)? b) Have they read more widely around developmental dynamics? (e.g. learning styles, double-loop learning, counselling)? c) Have trainers had at least one experience as a mentor/mentee and/or coach/coachee?
2.16	There is a process to counsel would-be mentors/coaches, who demonstrate a lack of core skills/behaviours during training.	<ul style="list-style-type: none"> a) Is there a written policy/set of procedures? b) Is it used? c) Does the procedure include: <ul style="list-style-type: none"> i. A process to make the mentor/coach aware of the competencies they would have to develop to participate in the programme. ii. A process to provide assistance to build those competencies e.g. have a mentor/coach themselves for that purpose. iii. A process to allow him/her to withdraw gracefully and positively from the programme if s/he is unwilling/unable to perform the role effectively.
2.17	The quality of training is assessed at the point of delivery.	<ul style="list-style-type: none"> a) Is an evaluation sheet completed after each training event? b) Is the data from this aggregated and shared with: <ul style="list-style-type: none"> i. Participants ii. Senior managers/key stakeholders iii. Steering group (if applicable)?

PERFORMANCE CRITERIA		QUESTIONS
2.18	Any changes made to future training programmes are appropriate.	Has the data been used to make improvements in the training content/approach?
2.19	There is provision for further learning about mentoring/coaching outside of the formal training process.	<ul style="list-style-type: none"> a) What materials are available to help participants further their learning? b) What materials are available to help participants further their learning?
2.20	Where relevant to the programme context, training includes building awareness of diversity issues.	<ul style="list-style-type: none"> a) What provision is there for mentors/coaches (preferably both mentors/coaches and mentees/coachees) to: <ul style="list-style-type: none"> i. Talk over these issues in relation to their role? ii. Acquire additional skills and techniques during the course of the programme? b) What materials are available to help participants further their learning in these areas?. Talk over these issues in relation to their role? c) What additional support is available to cater for these issues if they arise?

3. PROCESSES FOR SELECTION AND MATCHING

- Mentors and mentees are selected and matched based on programme purpose and individual characteristics/development focus/needs. Both mentors and mentees have an influence on whether they participate and who they agree to pair with.
- Ensure the match fits the programme and the participants e.g. peer mentoring, reverse mentoring, group mentoring...
- There is a process for recognising and unwinding matches that do not work; and for reassigning the participants, if they wish.
- And the match provides for adequate learning opportunities for the mentor, as relevant for the specific programme.

PERFORMANCE CRITERIA		QUESTIONS
3.1	There are clear criteria for participation and/or selection of mentors/coaches and mentees / coaches.	<ul style="list-style-type: none"> a) Is there a clear definition of the required experience and other characteristics expected of the mentors/coaches and mentees/coachees? b) Are participants clear why they have been selected (volunteered)?
3.2	Participation is voluntary, even where the programme is targeted at specific groups.	<ul style="list-style-type: none"> a) Is there a clear statement of the voluntary nature of the programme? b) Do participants perceive that they are genuinely volunteers?
3.3	There is a consistent process for identifying mentees/coachees' needs and comparing these to mentor/coach characteristics.	<ul style="list-style-type: none"> a) Is appropriate information collected about the background and interests of both mentors/coaches and mentees/coachees? b) Is appropriate information collected about their learning goals? (Both mentor/coach and mentee/coachee) c) Is there a consistent process for comparing wants and needs?
3.4	There is a consistent process for identifying mentor/coach characteristics and comparing them to the needs of mentees/coachees	<ul style="list-style-type: none"> a) Is appropriate information collected about the background and interests of both mentors/coaches and mentees/coachees? b) Is appropriate information collected about their learning goals? (Both mentor/coach and mentee/coachee) c) Is there a consistent process for comparing wants and needs?
3.5	Participants have a say in who they are matched with wherever possible.	<ul style="list-style-type: none"> a) Is there a procedure to ensure participants' preferences are taken into account, e.g. gender, race etc.? b) Do participants (both mentors/coaches and mentees/coachees) feel they had an opportunity to turn down matches they did not feel comfortable with? c) Do participants (both mentors/coaches and mentees/coachees) feel they had an opportunity to turn down matches they did not feel comfortable with?
3.6	Mentors/coaches and mentees/coachees are aware of the "no-fault divorce" arrangements available to them.	<ul style="list-style-type: none"> a) Is there a clear "no fault divorce" process? b) Do participants receive guidance on what to do if the relationship does not appear to be working? c) Do they feel free to discuss openly with the other party in the relationship, how the relationship is progressing? d) Is it clearly stated that they should not feel obligated to remain in a relationship which is not working for them – mentor/coach or mentee/coachee?
3.7	The success of matching processes is reviewed regularly to enable repairing or additional support where necessary.	<ul style="list-style-type: none"> a) The success of matching processes is reviewed regularly to enable repairing or additional support where necessary. b) Is there a process to re-match? c) When re-matching occurs, do participants have an opportunity to influence the choice? Do they feel free to discuss openly with the other party in the relationship, how the relationship is progressing?

PERFORMANCE CRITERIA		QUESTIONS
3.8	People, who have requested to be mentors/mentees, but are not selected, receive appropriate feedback and are treated with respect and dignity.	<ul style="list-style-type: none"> a) Is there a clear policy about this? b) Is there a clear procedure to inform them that is organisationally appropriate?
3.9	The matching provides optimal/significant learning opportunities for the mentee/coachee.	<ul style="list-style-type: none"> a) Is it appropriate to the confidence levels and learning needs of the mentees? b) Any hierarchical gap between mentor and mentee is appropriate to permit free dialogue and relevant to the programme purpose. c) There is an expectation by all parties that this is a two-way learning relationship.
3.10	The matching provides optimal/significant learning opportunities for the mentor/coach.	<ul style="list-style-type: none"> a) Is it appropriate to the confidence levels and learning needs of the mentees? b) Any hierarchical gap between mentor and mentee is appropriate to permit free dialogue and relevant to the programme purpose. c) There is an expectation by all parties that this is a two-way learning relationship.

4. EFFECTIVE PROCESSES FOR MEASUREMENT AND REVIEW

The programme is measured sufficiently frequently and appropriately to:

- Identify problems with individual relationships.
- Make timely adjustments to programme processes.
- Provide robust measurement processes for the mentoring/coaching relationships, the programme and the organisational/strategic outcomes.

PERFORMANCE CRITERIA		QUESTIONS
4.1	<p>There is a portfolio of robust measurement processes for:</p> <ul style="list-style-type: none"> ■ Measurement of individual outcomes ■ Measurement of the relationship ■ Measurement of the programme ■ Measurement of the organisational outcomes 	<ul style="list-style-type: none"> a) Are all these measures clearly based upon the goals defined in the programme purpose and values? b) Do the relationship measures capture an appropriate range of outcomes (envisioned and unexpected ones) for participants? c) Do the relationship measures capture an appropriate range of outcomes (envisioned and unexpected ones) for participants? d) Do the organisational/stakeholder measures distinguish between substantive outcomes (e.g. Retention of talent) and enabling outcomes (e.g. Positive changes in self-esteem)? e) Do the organisational/stakeholder measures distinguish between substantive outcomes (e.g. Retention of talent) and enabling outcomes (e.g. Positive changes in self-esteem)? f) Are participants aware of how the success of the programme will be evaluated and Do programme sponsors feel that these measures are appropriate and useful?
4.2	<p>Measurements relate to both processes and outcomes</p>	<ul style="list-style-type: none"> a) Do some of the measures address process issues (e.g. whether and how often people meet, how successful the matching process has been)? b) Do some of the measures address outcome measures (e.g. what has been achieved as a result of the mentoring process)? c) Do stakeholders understand the importance of contributing to this aspect of the measurement process?
4.3	<p>Measurements relate to both the programme and individual relationships (within the bounds of confidentiality)</p>	<ul style="list-style-type: none"> a) Do some of the measures assess the impact of the programme upon organisational goals? b) Do some assess the achievement of learning goals? c) Does the measurement process capture unexpected as well as expected outcomes? d) Is there a policy and process to ensure that data gathered about individual relationships remains confidential? Is this published and participants made aware of it? e) Do stakeholders understand the importance of contributing to this aspect of the measurement process?
4.4	<p>Measurements extend beyond the immediate programme ending to track the longer term organisational / strategic outcomes of the programme</p>	<ul style="list-style-type: none"> a) Have measures been established for longitudinal tracking of relevant outcomes? b) Do stakeholders understand the importance of these measures? c) Is there an established process and responsibilities assigned for making sure this longitudinal tracking occurs?

PERFORMANCE CRITERIA		QUESTIONS
4.5	Best practice is reviewed and relevant learnings incorporated into the programme wherever possible.	<ul style="list-style-type: none"> a) Programme coordinators have either searched out information on how to design and deliver mentoring/coaching programmes or consulted with an expert before starting their programme. b) Programme coordinators actively seek out other programme coordinators or experts in an on-going process to better understand the mentoring/coaching programme dynamics and their own role. c) Does the co-ordinator (and where appropriate, the steering group) continue to learn about other organisations' experiences in operating mentoring/coaching programmes? d) Have any changes been made to the programme as a result of the above?
4.6	Review meetings are held to discuss feedback from participants and stakeholders and incorporate improvements into the programme.	<ul style="list-style-type: none"> a) Is there a schedule of review meetings with key stakeholders? b) Is there at least one review meeting within the first 12 months with key stakeholders? c) Is feedback and evaluation results presented to stakeholders? d) Is sufficient time given to discuss this feedback and evaluation results? e) Do review meetings result in ideas for programme improvement being implemented? f) Are the results of these meetings presented to participants – mentors/coaches and mentees/coaches?
4.7	Mentees/coachees received clear feedback from their mentor/coach on their performance in the role.	<ul style="list-style-type: none"> a) Do participants understand the importance of getting and giving each other feedback about how they perform their roles as mentor and mentee? b) Does the co-ordinator provide adequate opportunities for the participants to give each other feedback? c) Have they done so? d) Does the co-ordinator or a designated person follow-up at least once after the first few meetings to ensure the pairs are working well?
4.8	Mentors/coaches received clear feedback from their mentee/coachee on their performance in the role.	<ul style="list-style-type: none"> a) Do participants understand the importance of getting and giving each other feedback about how they perform their roles as mentor and mentee? b) Does the co-ordinator provide adequate opportunities for the participants to give each other feedback? c) Have they done so? d) Does the co-ordinator or a designated person follow-up at least once after the first few meetings to ensure the pairs are working well?
4.9	Feedback from mentors/coaches is analysed by the co-ordinators to identify recurring themes relevant to the programme or to other development issues within the organisation.	<ul style="list-style-type: none"> a) Is feedback recorded in a form, from which themes can be extracted without breaking confidentiality? b) Is there a process to consider such feedback? c) Are there examples of this process working? d) Is there a process to raise broader issues (e.g. the quality of appraisals, barriers to active participation) that emerge from the feedback, with those responsible in the organisation?

PERFORMANCE CRITERIA		QUESTIONS
4.10	Feedback from mentees/coachees is analysed by the co-ordinators to identify recurring themes relevant to the programme or to other development issues within the organisation.	<ul style="list-style-type: none"> a) Do participants understand the importance of getting and giving each other feedback about how they perform their roles as mentor and mentee? b) Does the co-ordinator provide adequate opportunities for the participants to give each other feedback? c) Have they done so? d) Does the co-ordinator or a designated person follow-up at least once after the first few meetings to ensure the pairs are working well?

5. MAINTAINS HIGH STANDARDS OF ETHICS AND CARE/CUTY OF CARE

- The programme adheres to clear guidelines on the roles, behaviour and responsibilities of stakeholders.
- There is a process for recognising and managing conflicts of interest between stakeholders (between mentees/coaches and the organisation).

PERFORMANCE CRITERIA		QUESTIONS
5.1	There is a set of guidelines (which may be a Code of Conduct) for all stakeholders (mentors, mentees, line managers, programme support staff and the organisation in general) and the guidelines are understood and discussed with all stakeholders.	<ul style="list-style-type: none"> a) Is there guidelines for: mentors; mentees; line managers; programme support staff; and, the organisation? b) Is it clear what the responsibilities of each stakeholder are? c) Is it published/promoted to all stakeholders? d) Do participants know and understand the Guidelines, as it applies to them? e) Is it reviewed within mentor/coach and mentee/coachee training? f) Are participants aware of how the success of the programme will be evaluated and Do programme sponsors feel that these measures are appropriate and useful?
5.2	Performance against Guidelines is monitored.	<ul style="list-style-type: none"> a) Do participants know whom to contact, if they feel the Guidelines are not being followed? b) Are the Guidelines reinforced at group review sessions? c) Is there a process to add to/amend the Guidelines in the light of experience?
5.3	There is a process for dealing with breaches of the Code of Conduct	<p>Are there procedures for:</p> <ul style="list-style-type: none"> d) Investigating and dealing with not following the Guidelines? e) Investigating and dealing with breaches of the Guidelines? f) Guiding and counselling all parties involved? g) Extracting lessons from the experience?
5.4	Participants understand clearly the range of competing interests – mentee/coachee, mentor/coach, manager, programme manager, organisation and have discussed the implications for managing relationships and the programme.	<ul style="list-style-type: none"> a) Is there a process for stakeholders to ask for advice about the Guidelines and how they should be applied? b) Are participants aware of the competing range of interests? Are they aware that the programme is mentee/coachee-centred? c) Do they feel it is adhered to?
5.5	Where appropriate the programme is compatible with the organisation's wider framework of inclusion and diversity.	<ul style="list-style-type: none"> a) There is an inclusion and diversity policy statement in the guidelines/code of conduct. b) Do participants feel the policy is adhered to? c) Is the implementation policy monitored? d) Action is taken to comply with any breaches of the policy.

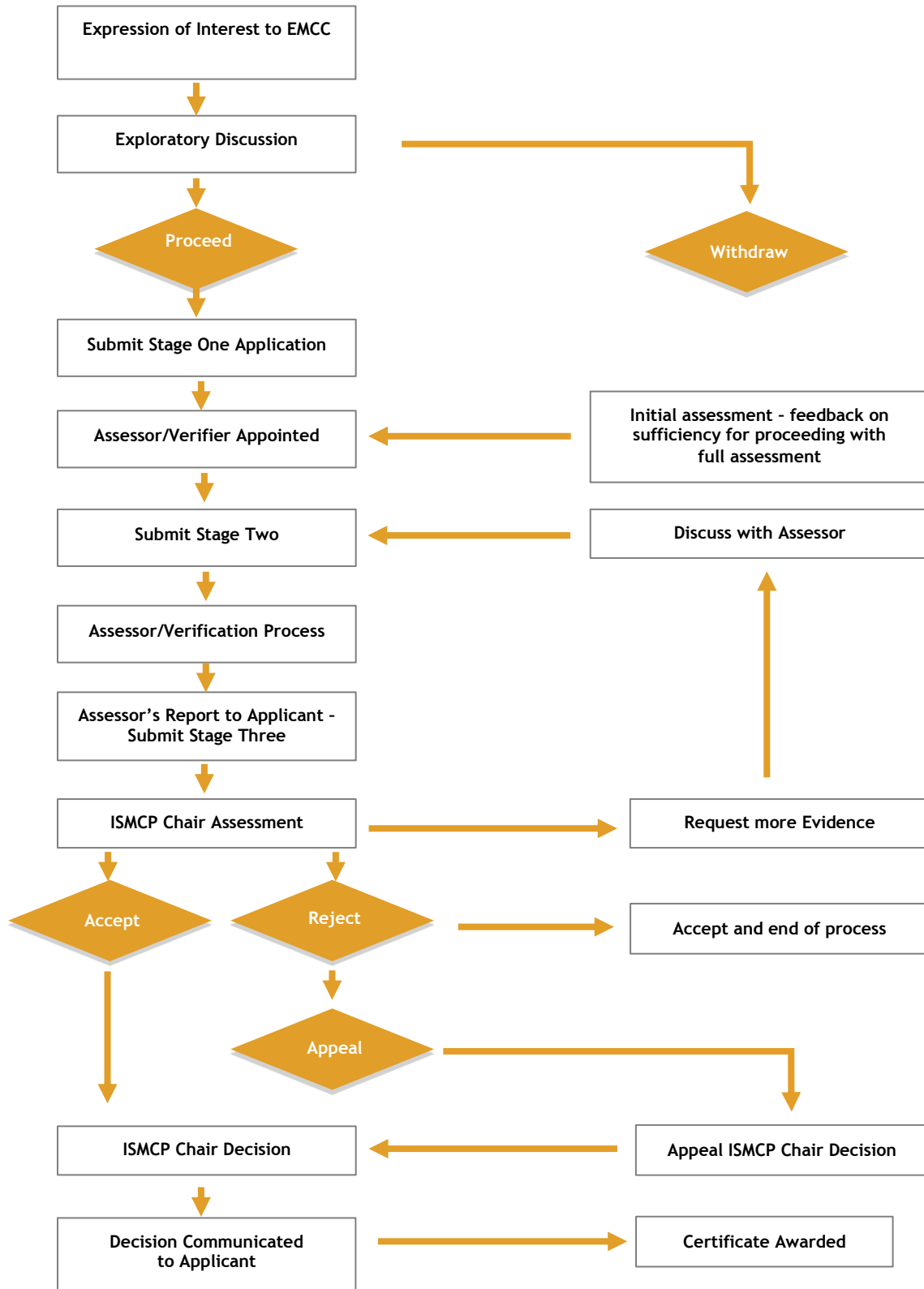
6. SUPPORTS PARTICIPANTS THROUGHOUT THE PROCESS/SYSTEMS OF PROGRAMME ADMINISTRATION

- Participants have adequate support throughout the formal programme and, where appropriate beyond.
- The programme is managed professionally, the programme methodology and processes are transparent and available to all key stakeholders.

PERFORMANCE CRITERIA		QUESTIONS
6.1	There is a set of guidelines (which may be a Code of Conduct) for all stakeholders (mentors, mentees, line managers, programme support staff and the organisation in general) and the guidelines are understood and discussed with all stakeholders.	<ul style="list-style-type: none"> a) Is there a clearly written role description containing responsibilities? b) Has it been agreed with the programme sponsors? c) Is there a clear description of the resources available to fulfil the role?
6.2	The support staff have a clear written description of the role and responsibilities and assessed against the criteria.	<ul style="list-style-type: none"> a) Is there a clearly written role description containing responsibilities for all support staff? b) Has they been agreed with the programme sponsors? c) Is there a clear description of the resources available to fulfil the role?
6.3	A central set of records is maintained to track the overall progress and outcomes of relationships.	<ul style="list-style-type: none"> a) Do they keep records? b) Is it up-to-date and well maintained? c) Does it allow the programme manager to extract data, useful for future mentee/coachee selection, mentor/coach selection programme management?
6.4	Participants are encouraged to maintain personal learning and reflection logs (forethought and afterthought)	<ul style="list-style-type: none"> a) Are participants given a template for a learning and reflection log? b) Are both mentors and mentees encouraged to use a learning and reflection log?
6.5	There is a budget and a financial administration process where appropriate.	<ul style="list-style-type: none"> a) Is there a budget (allocation of resources e.g. money and time and supplies etc)? b) Is there a process to oversee how the budget is spent and record expenditure against budget? c) Can the budget be used to measure return on investment from the mentoring/coaching programme?
6.6	The mentoring process is clearly linked to other employee development processes, where appropriate (e.g. appraisal, personal development planning or a process of continual personal development).	<ul style="list-style-type: none"> a) Is there a clear statement of how mentoring/coaching aligns with other developmental and/or performance management processes? b) Is there a process to liaise with those responsible for each of those activities where appropriate? c) Are mentees encouraged to use feedback or any data gathered from other developmental/performance management activities in their mentoring/coaching conversations? d) Is there a process to ensure that effective mentors are recognised for their role? (e.g. is it taken into account in their own performance review?)
6.7	There are processes to remind participants of responsibilities at key points in the relationship (e.g initial "are we suited?" review; winding up)	<ul style="list-style-type: none"> a) Is there a schedule of communications to support participants and "nudge" them into good practice? b) Are there opportunities for mentors to share concerns, experiences and learning with each other? c) Are there opportunities for mentees to share concerns, experiences and learning with each other?

PERFORMANCE CRITERIA		QUESTIONS
6.8	There is a practical and accessible support and a process to assist participants in dealing with issues within the relationship.	<ul style="list-style-type: none"> a) Do they know who to go to for advice about the relationship? b) Do they feel comfortable about using this resource? c) Have the persons taking on this referral role been trained appropriately? d) Do they know where to go for help in dealing with issues beyond the remit of the programme such as stress management, or financial counselling?
6.9	There is a practical and accessible support and a process to assist participants in dealing with issues that fall outside the relationship.	<ul style="list-style-type: none"> a) Do they know who to go to for advice about the relationship? b) Do they feel comfortable about using this resource? c) Have the persons taking on this referral role been trained appropriately? d) Is there a clear process for when a referral outside of the programme is needed?
6.10	There is a documented quality management/continuous improvement process.	<ul style="list-style-type: none"> a) Programme coordinators have either searched out information on how to design and deliver mentoring/coaching programmes or consulted with an expert before starting their programme. There is a process for ensuring continuous improvement b) Does the steering group or equivalent regularly review performance of the programme with a view to making process improvements? c) Are any improvements implemented? d) The results of quality monitoring are shared with relevant stakeholders.

4. How to Apply



Steps that must be taken by each applicant

1. In preparation for your ISMCP, please complete and sign *Section 1. Authorisation and Contact* of the ISMCP application form and return; this is "Stage 1" of the application process.
2. Upon receiving the signed agreement, the EMCC will send an invoice for 100% of the fee, and the ISMCP process will start upon receipt of your payment.
3. The aim has been to provide a self-explanatory Guide to Applying; however, if needed, there is additional support available. If this option is taken, you may choose from a list of potential advisors, provided by the accreditation manager at your request. The advisor will guide and support you through the application process. The EMCC recommends a fee expressed in the Fee Schedule; however, the additional fee for this support must be agreed between the applicant and the advisor.
4. Your Accreditation Manager will allocate an Assessor and a Verifier for your application, both of whom should not be considered advisors.
5. You will then send your completed digital application together with supporting digital documents to your Accreditation Manager, who then forwards the complete application to the appointed assessor and verifier. This is "Stage 2" of the application process.
6. Your Assessor will review the content and may come back with requests for further information/clarification. Please note that the Assessor has a limited time within which to assess the programme which anticipates an element of clarification. There may be times where the application requires more than the allocated Assessor time due to an incomplete application. In this instance an additional fee will be payable and the Accreditation Manager will contact the organisation for approval to continue with the assessment process.
7. When the assessment process is complete, the "Quality Awards Panel Application Form for ISMCP" (Appendix D) must be completed, signed and submitted to your Accreditation Manager in order to verify that your assessment report is a true reflection of your programme and that you wish it to be considered by the EMCC's Quality Awards Panel. This is "Stage 3" of the application process.

Expression of interest / contact information

If you would like to apply for an award on behalf of your organisation, please contact the EMCC International Accreditation Manager: EMCC.accreditation@emccouncil.org, who can explain the application and assessment process and answer questions. *Note: All enquiries and applications will be treated in the strictest confidence.*

If you decide to proceed you will be sent an invoice with the appropriate application fee.

Assessment process

Ideally, you have used the supporting guidelines to assist in completing your full application with as much care and detail as possible, and you provided as much relevant documentary evidence as possible to support your application.

After completing/submitting the application form, it will be allocated an Assessor and a Verifier by the accreditation manager.

Depending on the information provided, the Assessor will determine the next steps. This will be a combination of document review and interview discussion with programme stakeholders.

With your agreement, the Assessor may visit your organisation to conduct interview discussions with programme stakeholders. They may also ask to meet with cohort participants to elicit their opinions about the programme. If you have agreed to a site visit which attracts extra assessment time this will be invoiced to you together with related expenses e.g. travel. Assessors will endeavour to keep within the time allocated and extra assessment time is only usual where information in the application is insufficient.

The Assessor and Verifier will independently assess your submission and subsequently discuss their findings related to the evidence provided (documentary and observed during the visit if applicable) and make a recommendation as to the acceptance or rejection of your application or the need for further information.

At the end of the assessment process, the Assessor and Verifier will provide the report on your programme to you. Upon your agreement, the assessment report will be sent to the next Accreditation Panel Chair for final review and consideration.

Accreditation Panel Chair review

The Accreditation Panel Chair for each organisation's application will be an experienced mentoring/coaching programme manager and practitioner who has knowledge and experience of the ISMCP process.

The Accreditation Panel Chair reaches a decision by reviewing the assessment report for:

- **Validity:** does the evidence presented in the application match the criteria for level?
- **Reliability:** is there sufficient evidence in the claim to meet the criteria?
- **Currency:** is the evidence up to date?
- **Authenticity:** what evidence is there that the claims made in the application can be supported and are true?

Accreditation Panel Chair decision

The Accreditation Panel Chair will come to one of the following decisions:

- Accept at stated level (including eventual recommendations)
- Accept at stated level with specific condition(s) (to be completed by x deadline)
- Request for more evidence (the assessor will discuss with the organisation)
- Partial resubmission (specific requirements expressed by Panel translated into a percentage of resubmission used to define additional application/assessment fee)
- Unsuccessful – resubmission

Appeal panel

For an unsuccessful application, an organisation has a right of appeal. Once an appeal letter has been received, EMCC will appoint an Appeal Panel, which will consist of 3 people, who have not been involved in the original assessment.

Communication of panel decision

The accreditation manager will write via email to the applicant organisation with the Accreditation Panel Chair's decision. The award is subject to renewal annually (by submission of a report confirming continued compliance together with advice on changes to programme which may attract a 'mini' review) and re-accreditation every three years.

Through awarding the ISMCP the EMCC is confirming that the applicant has demonstrated equivalence to ISMCP standards for the management of mentoring and/or coaching programmes.

5. ISMCP application timetable

Deadlines

Applications are accepted on a "rolling basis" and will be considered three to six weeks after the assessment report is submitted.

Ongoing review

ISMCP organisations will provide a report relating to their programmes when any substantive changes have been made to the design, delivery, evaluation, ethics, administration or support. You will be advised when this is due and of the appropriate fee for reviewing your revised programme material.

Renewal

To maintain the ISMCP, a renewal (re-assessment) will be required every three years. Information relating to this is currently in progress and will be provided to you before you will be invited for renewal.

Important notes

Please complete your application using the ISMCP application form template, which is sent to you by the accreditation manager after your invoice is paid.

It is hoped that this guide provides you sufficiently clear information in order to clarify what EMCC expects you to present in your application, in which format and how your statements should be supported by the relevant reference(s) to the documentation provided with your application. Applications submitted without specific, easy to locate references and/or incomplete references will be returned for revision (see important note at the end of section 3).

APPENDIX 1: EMCC Code of Ethics

The EMCC code of ethics can be downloaded [here](#).

APPENDIX 2: EMCC diversity statement

The EMCC diversity statement can be downloaded [here](#).

APPENDIX 3: EMCC accreditation panel

Once the final report on your submission has been confirmed by you and the assessor/verifier, you can submit your programme for consideration by the Accreditation Panel Chair.

To do this, the Accreditation Panel Chair application form ([downloadable here](#)) is completed. This should be emailed to EMCC International Accreditation Administration EMCC.Accreditation@emccouncil.org. On receipt of your Accreditation Panel Chair application, you will be advised of a date and the name of the Chair so you can advise us of any potential conflicts of interest.

The Chair's main responsibility is to check for consistency between programmes in order to ensure that Awards are reliably indicating the equivalences of programmes.

Outcomes of the Panel may be a full award, a request for more information or a failure to meet the assessment criteria. If you wish to appeal against the Chair's decision, the EMCC Appeals Procedure is available in Appendix 5.

Once an award has been confirmed by the Chair, you will be advised of the outcome and invited to sign the relevant ISMCP Agreement (Appendix 4).

An Award Certificate will then be issued, with an Award Ceremony also taking place at the next available EMCC conference or suitable event.

EMCC will remain in contact with you in order for you to maintain/retain your ISMCP through an ongoing review process as per the table below:

Level	Timescale
ISMCP Gold Award	Every three years
ISMCP Silver Award	Every three years
ISMCP Bronze Award	Every three years

APPENDIX 4: ISMCP agreement: conferring an acceptance of award

A sample of the ISMCP agreement for conferring an acceptance of award can be viewed [here](#).

APPENDIX 5: ISMCP appeals procedure

The ISMCP appeals procedure can be downloaded [here](#).

APPENDIX 6: Glossary of terms and acronyms

Accreditation	Formal recognition of a learner's achievement when all standards have been accomplished. Recognition leads to the award of a certificate by an awarding body.
Advisor (ISMCP)	An advisor is a trained assessor with the EMCC. Their role is to provide support which guides you through your application. It is not their role to provide advice to address any gaps identified in a programme or quality plan.
Assessment criteria	Descriptions of how the tutor will determine that the learner had demonstrated achievement of the learning outcomes. Assessment criteria set out the detailed expectations in terms of learner performance and should relate clearly to the credit level of the module.
Assessment framework	An approved set of standards for assessment which have been determined by an awarding body. This might also outline what assessment methods must be used.
Assessor - ISMCP	An EMMC member, experienced mentoring and/or coaching programme manager and mentor/coach who has attended EMCC ISMCP training and demonstrated competence in mentoring and/or coaching programme management assessment. The Assessor has the lead role in assessing an applicant's submission for ISMCP.
CPD	Continuing professional development is ongoing learning which maintains and develops an individual's professional practice.
Panel Chair	The Panel Chair is an EMCC member, experienced mentoring and/or coaching programme manager and mentor/coach. The Chair's role is to review the recommendations made by Assessors and come to one of the following decisions – accept, request more evidence or reject applications for the Accreditation Panel.
Verifier	An EMMC member, experienced mentoring and/or coaching programme manager and mentor/coach who has attended EMCC ISMCP training and demonstrated competence in mentoring and/or coaching programme management assessment. The Verifier supports the assessment process by reviewing the applicant's submission documents and validating the Assessor's findings and report.