



# GUIDELINES

for the selection and purchasing of  
professional coaching, mentoring  
and supervision services

**MAY 2024**

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**O**ur world is in constant evolution and **we believe that coaching, mentoring and supervision are crucial in supporting individuals, organisations, communities and societies** to successfully navigate the changes, complexities and uncertainties, and to be empowered to generate positive and sustainable change.

The purpose of EMCC is **to develop, promote, and set the expectation of best practice in mentoring, coaching, and supervision globally for the benefit of society.** EMCC's commitment to research, quality, ethics, and diversity, equity and inclusion are central to our approach.

EMCC Global has over 15.000 members and EMCC Luxembourg has been an affiliated country since 2008. **Membership of EMCC Luxembourg requires members to have undertaken professional training, to adhere to our Global Code of Ethics** for coaches, mentors and supervisors ([www.globalcodeofethics.org/download-the-code](http://www.globalcodeofethics.org/download-the-code)), **to engage in ongoing continuing professional development, reflective practice and supervision and to uphold the highest standards of practice in their work.** In addition, it provides recipients of the services of our professionals with a way to address sub-standard practice via a Complaints process (<https://www.emccglobal.org/lu>).

## Foreword

To support professionals, EMCC offers members accreditations which attest to recognized industry standards and levels of experience, expertise, ethical and reflective practice.

As with many unregulated professions, options on the market abound and **our aim is to help our clients make good choices when it comes to the selection and purchasing of these services so that their resources are spent to optimal effect.**

We believe one of the ways of promoting best practice in mentoring, coaching and supervision is by offering our clients tangible support and guidance in selecting professionals who can best serve their current and future needs. It is in this spirit that we share this Guide with you. We hope that you find it informative, useful and inspiring!



**Mary Devine**  
EMCC Luxembourg President



# Special thanks to our volunteers

**EMCC is an entirely volunteer-based organisation and we would like to recognise and thank our EMCC member volunteers who made this Guide possible.**

This Guide was elaborated and written by EMCC Luxembourg members Dana Moldoveanu-Brandes, Anne Prévost and Virginie Laye with assistance and guidance on its format and publication from our communications advisor Christina Clark.

This second edition has been revised by Mary Devine, Christina Clark and Jannie Stricker with guidance on its format and publication from Claudia Cimenti.

Our thanks to our members who provided feedback with special thanks going to Nathalie Lerotic Pavlik of EMCC Croatia and Guy Chatillon of EMCC Switzerland.



# Purpose of the Guide

# 01

## Purpose

**T**he purpose of this Guide is to **enable those seeking to hire professional coaches, mentors and supervisors to make the best possible match for their requirements and contexts.**

The market for coaching, mentoring and supervising can be confusing. These professions are unregulated and there are many people who advertise and sell coaching, mentoring and supervision services without the appropriate training, membership of a professional association, adherence to a professional Code of Ethics and without the requisite commitment to continuing professional development and supervision. This guide aims to support those purchasing these services to ensure that they are selecting people who meet the highest professional standards.

We recognise that engaging the services of a professional coach, mentor and supervisor is a significant investment both in time and financial resources for the client. **In this condensed guide we offer recommendations and points for consideration in your selection and purchasing choices. We provide checklists, ideas and questions to aid you in your choice.**

The Guide is divided into 6 sections. The 3 main sections, each dedicated to one of the EMCC pillars: coaching, mentoring and supervision may be consulted as a whole for a full picture, or by section for targeted information on the professional service required. The last two sections provide an introduction to accreditations for your organisation's coaching and mentoring programmes, and the final section provides information about other professional coaching, mentoring and supervision organisations, all of whom have come together to create a Professional Charter for coaching, mentoring and supervision which is significant step in self-regulation for these professions.



# Guidelines for COACHING

# 02

## Guidelines for Coaching

### 2.1 Introducing and defining coaching

**Coaching can be described as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.**

It is a professionally guided process that inspires clients to maximise their resources and possibilities. It is a **structured, purposeful and transformational process, helping clients to see and test alternative ways for improvement of competence, decision-making and enhancement of quality of life.** Coach and client work together in a partnering relationship on strictly confidential terms. In this relationship, clients are experts on the content & decision-making levels; the coach is an expert in professionally guiding the process by using professional methods and techniques to help the client to improve what is obstructive and nurture what is effective, in order to reach the client's desired changes, whether the client be part of an organisation or a private individual.

**Team coaching uses a sustained series of conversations to raise individual and collective reflection and self-awareness.** This provides a constructive challenge to thinking and behaviours, enabling teams to develop their own sustainable solutions and practices.

Hence, within organizational contexts, coaching may include one-to-one (individual coaching) or one-to-several (group or team coaching) interactions.

**EMCC recognises and accredits both coaches working individually with clients and those working with client teams.** Accredited individual and team coaches have been assessed and accredited against **recognised industry standards of experience, skills and expertise to practice.** Accreditations for individual and team coaching are recognitions of levels of expertise in coaching at foundation, practitioner, senior practitioner and master levels.

For more information on these accreditations, see <https://www.emccglobal.org/accreditation/>

### 2.2 Who are you as a buyer and when does coaching make sense?

Whether you are buying and hiring a coach for yourself, or are buyer on behalf of others, for example, in an organisational setting, it is important to know what you can and cannot expect from a coaching exercise.

While it may be obvious to some, it may be less so to others, a coach is not a counsellor or therapist. Where a counsellor or therapist focuses on mental health issues and healing suffering from past trauma in order to enable a patient to move forward, coaching focuses on setting goals and empowering the client to achieve a desired future. Hence, coaching is focused on exploration of desired objectives, actual facts and steps to be taken to fulfil goals.

The premise is the same in team coaching, and focuses on the future the team would like to create so that it can meet the expectations of all of its stakeholders and create value for them.



## 2.3. Introduction into a typical coaching process: what is it all about?

### 2.3.1 Individual Coaching in Organisations

Individual coaching in organisations is an effective way to grow people and support them in being more skilled, effective and confident.

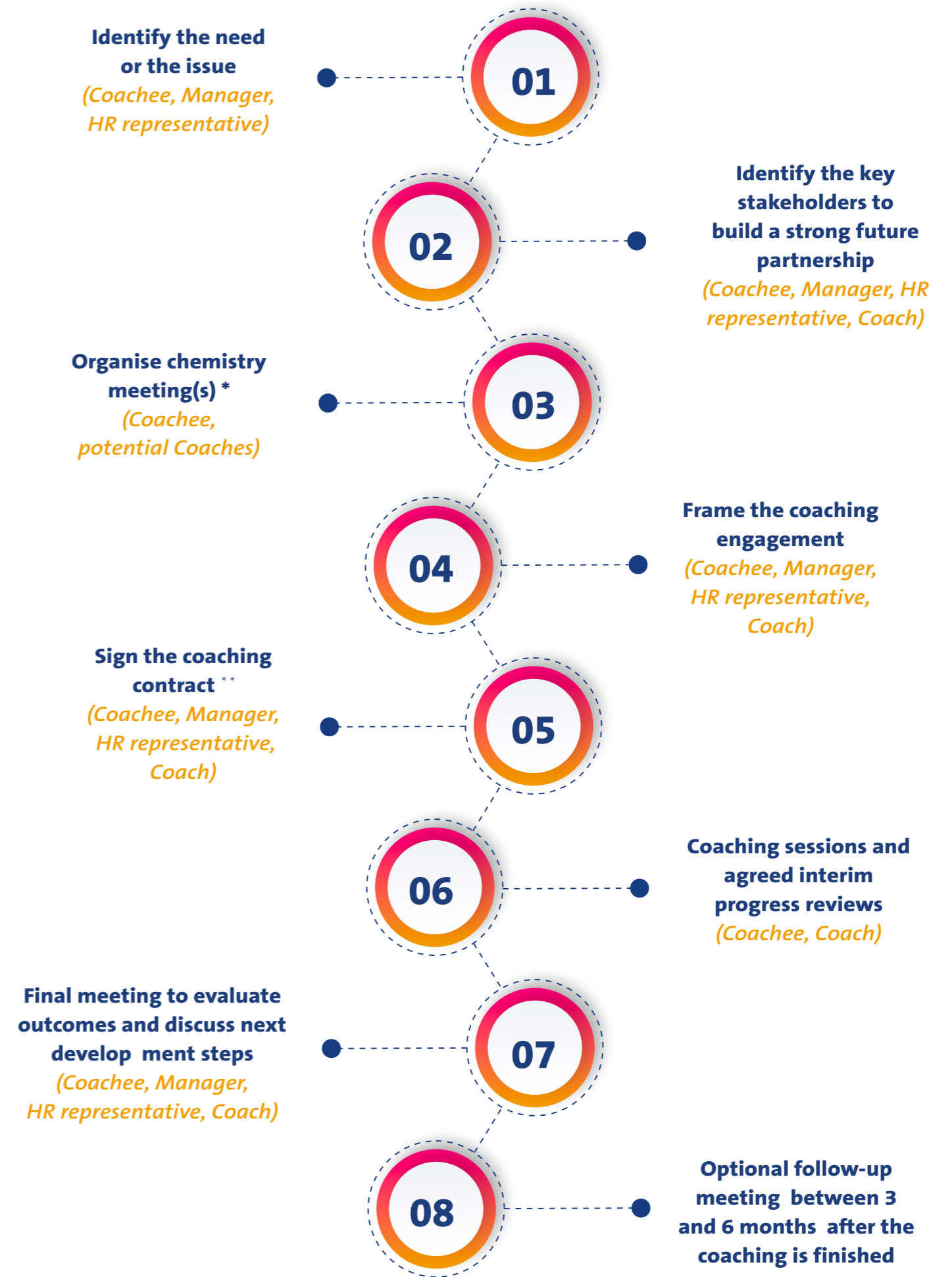
For the types or issues or topics one-to-one coaching in organisations can address, we invite you to listen to our interview with one of our EMCC Luxembourg members.

For buyers and commissioners of coaching services, you can download our checklist. The checklist outlines the questions you will need to ask and answer for yourself prior to selecting a coach. It is designed to walk you through key reflections in defining and selecting a coach that will best match your requirements and context. It also provides suggested questions you may find useful in interviewing potential candidates.

[↓ Purchasing Individual Coaching Services](#)

We outline below a typical process outline for coaching in an organizational context

### INDIVIDUAL COACHING - TYPICAL STEPS IN THE PROCESS



[👁️ Click to read chemistry meetings](#)

[↓ Click for example contract](#)



### 2.3.2 Team Coaching in Organisations

Team coaching is an effective way to move a team forward, by encouraging collective reflection on its primary purpose and key stakeholders, of ensuring collective vision, strategy and goals, ensuring roles and responsibilities are clarified and agreed and by enhancing collaboration between team members and its stakeholders while embedding learning as a modus operandi.

**Team coaching is a collective exercise which builds accountability and ownership as a team for its collective endeavour.**

David Clutterbuck and Peter Hawkins, two pioneers of coaching and team coaching, define it as follows: **“team coaching is partnering with an entire team in an on-going relationship, for the purpose of collectively raising awareness and building better connections in the team’s internal and external systems and enhancing the team’s capability to cope with current and future challenges.”**

Teams differ in size, nature and purpose and will therefore have different and diverse needs – team coaching can adapt to these needs, but in every case,

we can say that team coaching is about enabling teams to improve performance, to make things happen faster and to make things happen differently.

To understand a little about what you can expect from a team coach, we invite you to listen to our interview with one of our EMCC members.

For buyers and commissioners of team coaching services, you can download our checklist.



[Purchasing Team Coaching Services](#)

The checklist outlines the questions you will need to ask and answer for yourself prior to selecting a team coach. It is designed to walk you through key reflections in defining and selecting a team coach that will best match your requirements and context. It also provides suggested questions you may find useful in interviewing potential candidates, or as increasingly is the case, a co-coaching pair.

## 2.4. Six facts to validate that you are ready to go

1

Does coaching cover my need?

2

Is there a “fit” between my context and the philosophy or approach of the coach?

3

Is the process clear to me? Do I understand how this will be rolled out?

4

Is the coach I have chosen a professional coach and able to support me in my specific need?

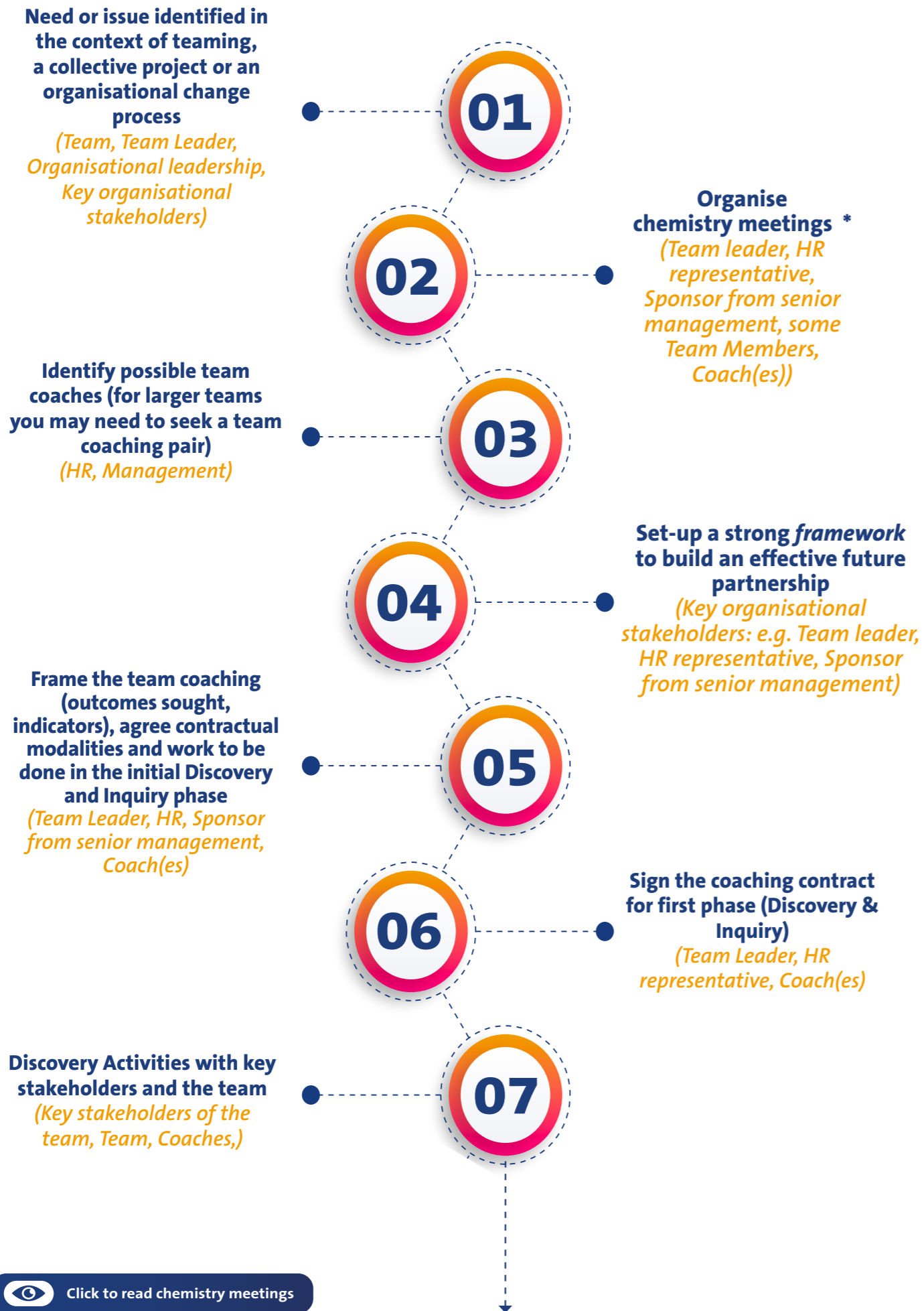
5

Have roles and responsibilities been clarified?

6

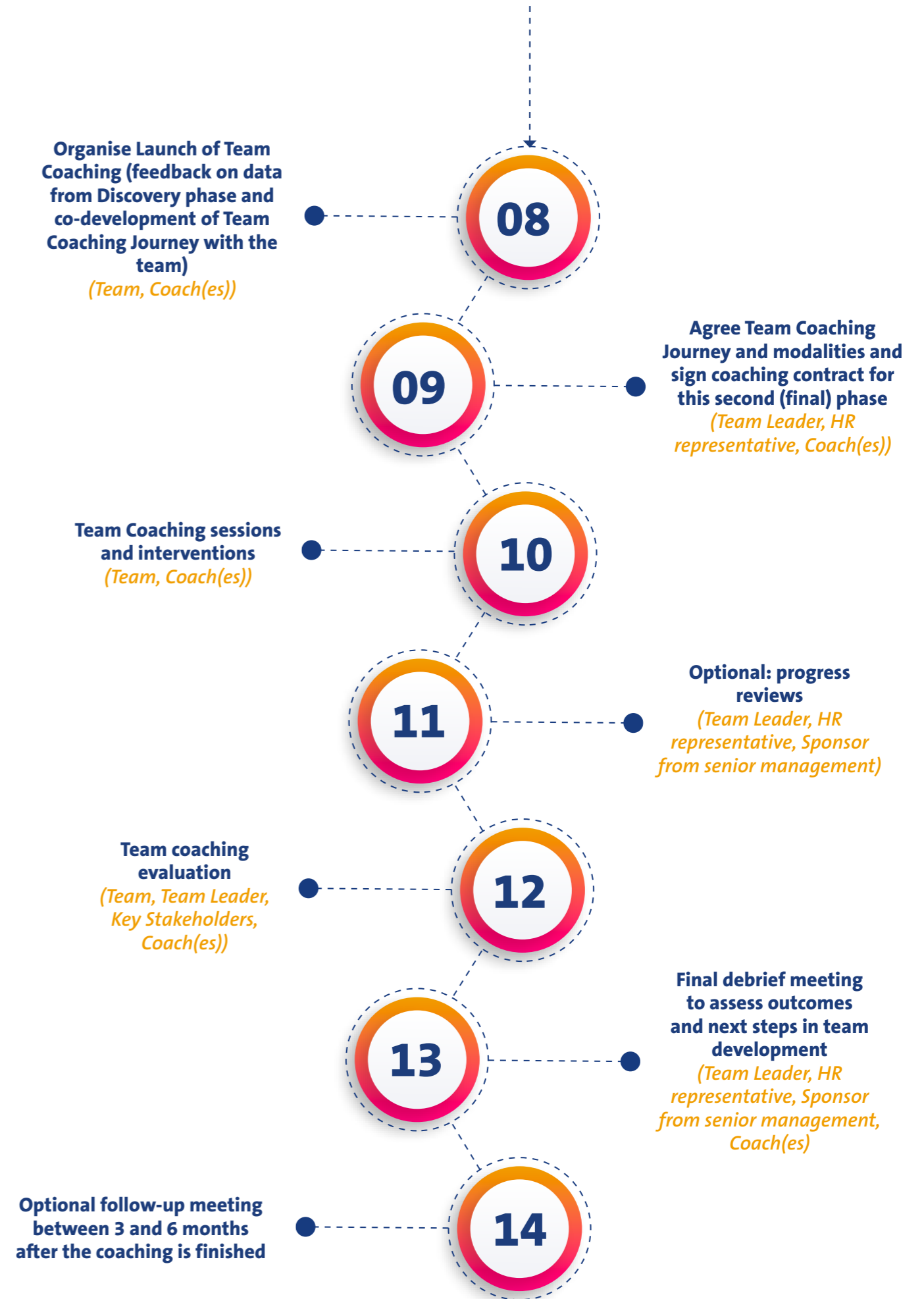
Has a formal contract been signed?

**We outline below a typical process outline for team coaching within an organisational context**



Click to read chemistry meetings

**TYPICAL STEPS IN THE TEAM COACHING PROCESS**





## 2.5 What is a chemistry meeting?

Where the client has little experience of establishing a coaching, mentoring and supervision relationship, it is typical for the client to select two or possibly three potential candidates, and to then speak with each of them individually in a one-off call or meeting which usually takes between 30 minutes to one hour.

These initial conversations are often called “chemistry meetings” as the intention is to gauge personal chemistry, the rapport you have together and to decide

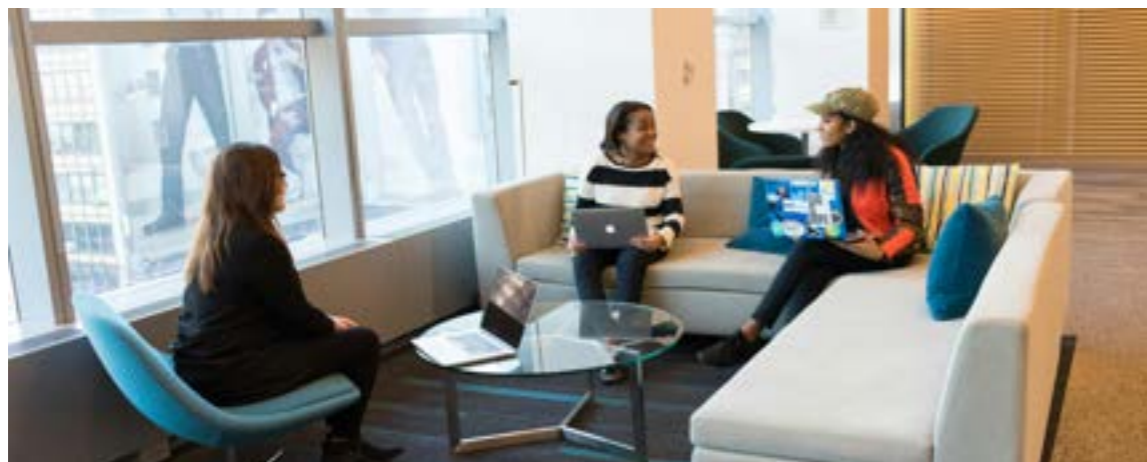
whether there is a mutual fit. They are often offered free of charge. The intention is to establish whether both can work effectively together and can develop an honest and challenging relationship that has the commitment, integrity and sufficient rapport to deliver the desired results. The client wants to be assured that the coach is right for them and the coach wants to know if they can be of service or if someone else may serve the client better.

### Typically, the chemistry meeting will cover the following:

- Introductions
- A discussion of the client’s context and desired outcomes
- Success factors for the program
- If this is a first time for coaching, mentoring and supervision, an outline of what coaching, mentoring and supervision is and how it works
- The philosophy, approach and methodologies used by the coach, mentor or supervisor
- Key stakeholders who will be involved and how they will be updated
- How the coaching could unfold
- Answer any remaining questions the client may have about the process

Where clients are more experienced, especially in large organisations, the HR or Learning & Development department typically work from a pool of pre-selected coaches who have the necessary competences,

experience and ethical practice. In these instances, chemistry sessions are not always necessary. The HR or L&D are well-placed to match coach and coachee.



# Guidelines for MENTORING

# 03

# Guidelines for Mentoring

## 3.1. Introducing and defining mentoring

**Within EMCC, mentoring is a learning relationship, involving the sharing of skills, knowledge and expertise between a mentor and a mentee through developmental conversations, experience sharing and role modelling.** The relationship may cover a wide variety of contexts and is an inclusive two-way partnership for mutual learning that values differences. EMCC recognises and accredits mentors in the same way that it accredits coaches, i.e., at 4 levels of expertise and competence: foundation, practitioner, senior practitioner and master levels. While EMCC mentors demonstrate all the competences of EMCC accredited coaches, the mentor must in addition have experience and knowledge of the client's context and relate their personal experience to the clients' situations; therefore, the sharing of experiences is essential. Indeed, often the mentor will be a role-model.

For more information on mentoring, see <https://www.emccglobal.org/leadership-development/leadership-development-mentoring/>

## 3.2. Who are you as a buyer and when does mentoring make sense?

As with coaching services, whether you are buying and hiring a mentor for yourself, or are buyer on behalf of others, for example, in an organisational setting, it is important to know what you can and cannot expect from a mentoring exercise.

Again, mentoring is about navigating current challenges and focusing on future outcomes. It is particularly useful where the mentee/client requires context or situationally specific knowledge and experience. Through sharing of contextual and situational experiences, mentor and mentee, through a mutual learning process, create strategies for success.

EMCC recognises that often in organisational settings, mentors are selected from senior staff in the organisation. An external mentor can provide, in addition, industry and positional knowledge, in perspectives from other organisations and industry sectors.

If you are buying for yourself, you may wish for someone with this expertise from outside of your organisation to provide the space to explore challenges and ways forward which may be different.

For the types or issues or topics mentoring can address, we invite you to listen to our interview with one of our EMCC members:



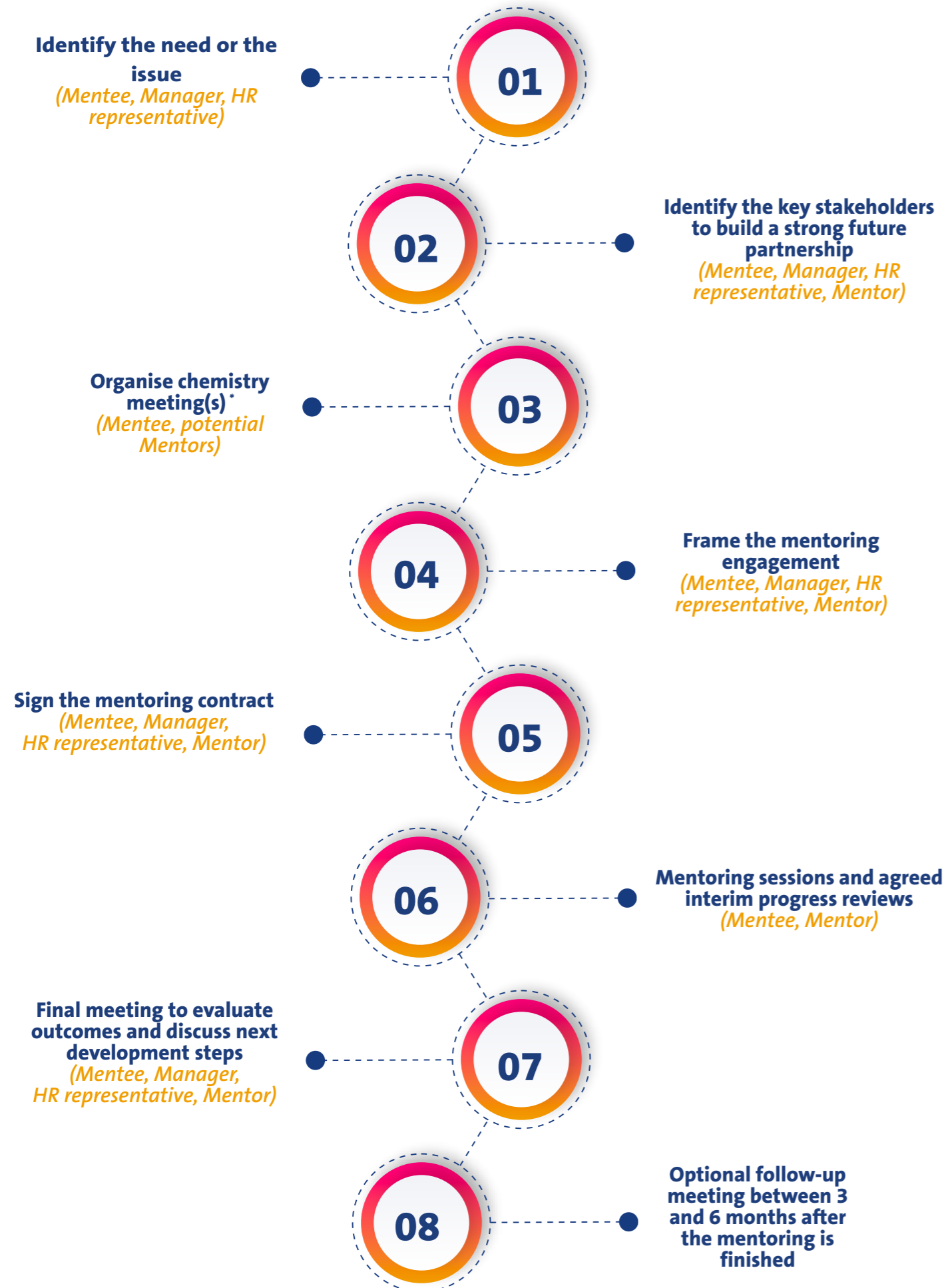
For buyers and commissioners of mentoring services, you can download our checklist. The checklist outlines the questions you will need to ask and answer for yourself prior to selecting a mentor. It is designed to walk you through key reflections in defining and selecting a mentor that will best match your requirements and context. It also provides suggested questions you may find useful in interviewing potential candidates.



[Purchasing Mentoring Services](#)

Should you wish to hire a mentor who has experience in running Mentoring and Coaching Programmes in organisations. You may wish to refer to section 5 International Standards for Mentoring and Coaching Programmes.



**MENTORING - TYPICAL STEPS IN THE PROCESS****3.3. Five facts to validate that you are ready to go****1**

Does mentoring cover my need?

**2**

Is the process clear to me? Do I understand how this will be rolled out?

**3**

Is the mentor I chose a professional able to support me in my specific need?

**4**

Have roles and responsibilities been clarified?

**5**

Has a formal contract been signed?

Click to read chemistry meetings

Click for example contract

# Guidelines for SUPERVISION

# 04

## 4.1. Introducing and defining supervision (of coaches, mentors and supervisors)

Supervision is defined by EMCC as “a safe space for reflective dialogue with a practicing supervisor, supporting the supervisee’s practice, development and well-being”. When EMCC refers to supervision, it is **supervision of coaches, mentors or supervisors of coaches/mentors and indeed supervisors).**

Supervision is one of the cornerstones of professional practice whether you are seeking an individual or team coach, a mentor or indeed a supervisor of these. Professional coaches, mentors and supervisors should engage in regular supervision as outlined in the Global Code of Ethics, to ensure ongoing ethical conduct and professional practice.

There are several formats for supervision:

1. **Individual supervision** (one-to-one just the supervisor and the mentor, coach, or other supervisor)
2. **Peer supervision** sometimes called **Intervision** (between two or more coaches, or mentors who supervise each other). Peer supervision happens between peer coaches & mentors who decide to meet regularly and discuss their practice according to established rules and methods in order to share experiences and interventions that will help them grow and develop in their practice.
3. **Group supervision** (between one supervisor and a group of mentor/coach/supervisors). Group supervision means that a group of coaches, mentors or supervisors are supervised in regular meetings by one supervisor according to an established contract.
4. **Team coach supervision** is typically between a team coach or a team coaching pair and a supervisor. Supervision assures that the team coach has the tools and resources necessary to engage in this complex process.



**INDIVIDUAL SUPERVISION - TYPICAL STEPS IN THE PROCESS**

**Reflect on what you need and want from supervision and a supervisor**  
(Supervisee)

01

02

**Research Supervisors and select 2-3**  
(Network, referrals, EMCC website, internet search)

**Organise chemistry meeting(s)**  
(Supervisee, potential Supervisors)

03

04

**Select a supervisor**  
(Supervisee)

**First meeting to define the contract, expectations and relationship**  
(Supervisee, Supervisor)

05

06

**Sign the supervision contract**  
(Supervisee, Supervisor)

**Supervision sessions**  
(Supervisee, Supervisor)

07

08

**Final meeting to assess learning and development and to evaluate outcomes**  
(Supervisee, Supervisor)

**4.2. Who are you as a buyer?**

You may be a coach, team coach, mentor or supervisor who is purchasing supervision for yourself choosing one that has the right level of experience and qualifications to enable you to develop in your practice is crucial. You may be a representative of an organisation looking to establish a list of possible supervisors for internal coaches and mentors, or to hire a supervisor for group supervision of these.

For the types or issues or topics supervision can address, we invite you to listen to our interview with one of our EMCC members: For buyers and commissioners of supervision services, you can download our checklist. The checklist outlines the questions you will need to ask and answer for yourself prior to selecting a supervisor. It is designed to walk you through key reflections in defining and selecting a supervisor that will best match your requirements and context. It also provides suggested questions you may find useful in interviewing potential candidates.



Purchasing supervision services



We outline below a typical process outline  
for group supervision

**The organisation determines a need for group supervision for internal coaches or mentors**  
(Coach, Internal coaches/mentors, Management)



**Research group supervisors and select 2-3**  
(Network, referrals, EMCC website, internet search)



**Select a group supervisor**  
(Coordinator of internal coaches/mentors, HR, 1-2 Supervisees)



**Set-up a strong framework to build an effective future partnership**  
(Internal coaches/mentors, Coordinator of the internal coaches, HR/Management as a representative of the organization)



**Organise chemistry meetings**  
(Coordinator of internal coaches/mentors, HR, 1-2 Supervisees, potential Supervisors)

**GROUP SUPERVISION IN ORGANIZATIONS**  
- TYPICAL STEPS IN THE PROCESS

**Frame the supervision contract**  
(administrative aspects, confidentiality, expectations, responsibilities and evaluation)  
(Coordinator of internal coaches/mentors, HR, Supervisor)



**Sign the group supervision contract**  
(Organisational representative, Supervisor)



**Group supervision sessions**  
(Supervisees, Supervisor)



**Final debrief meeting to assess outcomes and next steps in team development**  
(Organisational representative, Supervisor, 1-2 Supervisees)



**Final meeting to assess learning and development and to evaluate outcomes**  
(Supervisees, Supervisor)



### 4.3. Five facts to validate that you are ready to go

1

Does supervision cover my need?

2

Am I assured that the supervisors experience, skills and qualifications will ensure my development and growth?

3

Is the process clear to me? Do I understand how it will be rolled out?

4

Have the roles and responsibilities been clarified?

5

Is there a formal contract?



Supervision of coaches and mentors is a relatively new profession in terms of qualifications. EMCC has developed a supervision competencies framework which you may wish to reference: Supervision Competences – EMCC Books.

For more detailed information on Supervision, see the EMCC Global Supervision Information Document on: <https://www.emccglobal.org/leadership-development/supervision/guidelines/>

# International Standards for Mentoring and Coaching Programmes

# 05

EMCC recognizes that many organisations run their own mentoring and coaching programmes internally. To support these organisations, **EMCC following the framework within the ISMCP (International Standards for Mentoring and Coaching Programmes) offers an accreditation which adds both substance and credibility to programmes, and bolsters internal business cases for employee development.** The framework ensures programmes are designed to align with participant and business objectives, under the professional umbrella of the EMCC Global standards and Global Code of Ethics.



The International Standards for 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



If you are interested in professionalizing your coaching and/or mentoring programmes, see:

[www.emccglobal.org/accreditation/ismcp/](http://www.emccglobal.org/accreditation/ismcp/)

At EMCC Luxembourg, we have accredited Coach/Mentor Programme Managers (IPMA). If you are interested in pursuing this avenue for your programme, contact:

[enquiries@emccluxembourg.org](mailto:enquiries@emccluxembourg.org)



# Professional Charter for Coaching, Mentoring and Supervision

# 06

In the knowledge that the market of coaching, mentoring and supervision is unregulated and that there are many unqualified persons selling their services as coaches, mentors and supervisors, **eight professional organisations from around the world have come together to create a “Professional Charter for Coaching, Mentoring, and Supervision of Coaches, Mentors and Supervisors”.**

The Professional Charter is the basis for the development of self-regulation for the coaching, mentoring and supervision professions. It is a public document and is drafted with regard to European law and registered on the publicly accessible European Union database, co-managed by the European Commission and the European Economic and Social Committee, which lists self-regulation and co-regulation initiatives in Europe but whose scope reaches beyond.

<https://www.eesc.europa.eu/en/policies/policy-areas/enterprise/database-self-and-co-regulation-initiatives/150>

**The Professional Charter reflects the mission of these professional bodies to promote and ensure good practice in coaching, mentoring and supervision.** The primary objective of establishing the Charter was to support clients and the purchasers of these services, in choosing services delivered by trained and appropriately qualified practitioners.

As a secondary objective, it is to provide professional coaches, mentors and supervisors with guidelines and reassurance of best practice.

The Charter is updated regularly to encompass emerging research, themes and trends. Other professional bodies are invited to participate in the ongoing dialogue and become co-signatories.

The Professional Charter can be downloaded from the link above.

### **Aside from EMCC Global, the professional bodies that have signed the Charter are:**

Association for Coaching (AC)  
[www.associationforcoaching.com](http://www.associationforcoaching.com)

Association for Professional Executive Coaching and Supervision (APECS)  
[www.apecs.org](http://www.apecs.org)

Association of Business Mentors (UK)  
[www.associationofbusinessmentors.org](http://www.associationofbusinessmentors.org)

Association of Coaching Supervisors (AOCS)  
[www.associationofcoachingsupervisors.com](http://www.associationofcoachingsupervisors.com)

International Coaching Federation (ICF)  
[coachingfederation.org](http://coachingfederation.org)

International Mentoring Association (IMA)  
[www.mentoringassociation.org](http://www.mentoringassociation.org)

Société Française de Coaching (SfCoach)  
[www.sfcoach.org](http://www.sfcoach.org)



# Resources

# 07

- Example Coaching Contract .....36**
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- Purchasing Supervisor Services for coaches, mentors and supervisors.....49**
- Purchasing Mentoring Services.....53**





## Example Coaching Contract

Between

### The Company, hereafter referred to as 'the client'

Company:

Representative:

Address:

### The coachee, hereafter referred to as 'the coachee'

Name and function:

Address:

### The coach, hereafter referred to as 'the coach'

Name and title (qualification/accreditation):

Company:

Address:

## 1. Objectives of the intervention

This contract concerns the coaching of the coachee by the coach (see the profile of the coach in Appendix 1 of this contract)

The coaching intervention has the following objectives defined between the parties:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

## 2. Methodology (frequency, duration and location)

By the end of the objective-setting meeting recommended by the coaching process the following will be agreed:

\_\_\_\_\_ individual coaching sessions (duration: \_\_\_\_\_ hours per session)

1 three-way update session half-way through the process (optional), (duration: \_\_\_\_\_ hour)

\_\_\_\_\_ individual coaching sessions (duration: \_\_\_\_\_ hours per session)

1 three-way final debriefing meeting (duration: \_\_\_\_\_ hours)

The sessions will take place on the client's premises, in the premises of the coach or in another mutually agreed location.

## 3. Fees

### 3.1 Rate

The rate for each coaching session and the debriefing session is:

\_\_\_\_\_ € exclusive of VAT per hour

The applicable rate includes any demands for telephone support that may arise between sessions.

### 3.2 Terms of payment

Fees are invoiced as follows:

- 
- 
- 

### 3.3 Cancellation policy

Any planned dates that are cancelled or rescheduled with fewer than \_\_\_ days' notice will be invoiced in full.

## 4. Insurance

The coach undertakes to subscribe to an insurance policy to cover the risks associated with the services and obligations delivered under this contract, in particular professional liability insurance.

The coach undertakes to maintain this policy for the duration of this contract.

## 5. Nature of the obligations

In order to achieve the coaching objectives set out under Article 1, the coach undertakes to give his/her best efforts in accordance with the standards of the profession. This obligation extends only to the means of delivery and not to the outcomes obtained. The present obligation represents a best effort undertaking within the framework of this contract.

## 6. Limited liability clause

The client accepts that regardless of the basis or means of any claim, the responsibility of the coach will not exceed the total amount paid by the client to the coach for the services delivered under the contract.

## 7. Confidentiality

The coach will treat with strict confidence all information, documents, data or concepts to which s/he is privy by virtue of this contract.

Nevertheless, the coach cannot be held responsible for any disclosure if the items were already in the public domain at the time of disclosure, or if s/he was already aware prior to the date of signing of this contract, or if s/he became aware of the information through legitimate means.

## 8. Intellectual property

The tools that the coach makes available to the coachee are for his/her personal use only. They may not be used by the coachee for other purposes or shared, transmitted or reproduced entirely or partially.

## 9. Code of conduct

The coach, as a member of the ECA/EMCC Luxembourg is bound by the Global Code of Ethics: [www.globalcodeofethics.org/download-the-code/](http://www.globalcodeofethics.org/download-the-code/)

## 10. Applicable law

This contract is governed by the Luxembourg law.

## 11. Mediation clause

All parties commit to attempt to resolve amicably any dispute arising from this contract that may occur between them.

A complaint may be lodged to EMCC Luxembourg in case of breach of the ethical code, see <https://www.emccglobal.org/lu>

Signed in Luxembourg, on \_\_\_\_\_.

Coachee	Client	Coach

## Purchasing Life Coaching Services

### Purpose

This document is intended to be used as a guide for those purchasing individual life coaching services for oneself. It may be adapted to enable the best possible match for a particular context or area of exploration.

### Areas for exploration and reflection

#### Relevant topic or need for coaching?

- What are the needs I am attempting to fulfil?
- What are my expectations of the coaching exercise?
- What support do I require from the coach?

#### The coach I seek

- Is it important that the coach is a member of a professional coaching association? Why?
- Is it important that the coach has a specific area of expertise or experience in order to support me?

#### Coaching experience:

- To what extent is the breadth, depth and length of experience important?
- What experience does the coach have in coaching clients in the area that I am seeking support?

#### Coaching philosophy:

- What do you want to learn about coach's coaching philosophy?
- What is the theoretical framework for the coach's coaching practice?
- What underpins the coach's coaching practice (e.g. values, beliefs, ethics, principles)

#### Coaching and non-coaching qualifications:

- To what extent is the range and level of qualifications important?
- What areas should the qualification/s cover? (e.g. one-to-one coaching, mentoring, adult learning theory, leadership development, psychology)

#### Coaching accreditation:

- To what extent is the level of coaching accreditation important?
- What is the minimum accreditation level required? (e.g. Foundation, Practitioner, Senior Practitioner, Master Practitioner)

#### Coaching CPD and supervision:

- To what extent is the coach's commitment to coaching continuing professional development (CPD) and supervision important?
- What supervision approach/s and frequency does the coach engage in supervision?
- How does supervision inform the coach's coaching practice?
- What other methods does the coach use to evaluate practice?

- What methods of CPD does the coach engage in?
- Which method/s does the coach deem as most effective in developing his/her practice?
- How does the coach adopt effective methods of feedback into practice?

#### Coaching evaluation:

- How does the coach measure the impact of coaching?
- What would be clear indicators that the coaching has been successful?

### Preparation & reflections prior to meeting potential coaches

#### Areas for exploration

Areas for exploration	Evidence
Interest in the area I seek support in	
Coaching experience	
Coaching philosophy	
Coaching and non-coaching qualifications	
Coaching accreditation	
Coaching CPD and supervision	
Please share brief, anonymous details of relevant individual coaching experience in the last 12 months by completing the following table (maximum 3 clients) to demonstrate the <i>breadth, depth</i> and <i>relevance</i> of your experience:	
<b>Client 1</b>	
Client role	
Sector	
Number of sessions	
Key outcomes/learning	
Feedback	
<b>Client 2</b>	
Client role	
Sector	
Number of sessions	
Key outcomes/learning	
Feedback	

## Purchasing Individual Coaching Services

### Purpose

This document is intended to be used as a guide for those purchasing individual coaching services for oneself or on behalf of others. It may be adapted to enable the best possible match for a particular context.

### Areas for exploration and reflection

#### Relevant topic or need for coaching?

- What are the needs I am attempting to fulfil?
- What are my (our) expectations of the coaching exercise?

#### The coach I seek

- Is it important that the coach is a member of a professional coaching association? Why?
- How important is it that the coach has experience in the coachee's industry or sector?

#### Interest in the role, organisation and sector:

- What interests the coach in the role, organisation and sector?
- To what extent does the coach perceive the role as the 'right fit'?

#### Coaching experience:

- To what extent is the breadth, depth and length of experience important?
- What organisations and sector(s) does the coach have formal coaching experience in and in what capacity? (e.g. internal learning and development, professional/leader employed in the organisation/external coach)
- The variation in coaching contracting (e.g. single party, multi-party)

#### Coaching philosophy:

- What do you want to learn about the coach's coaching philosophy? To what extent is this important within the context of the organisation?
- What is the theoretical framework for the coach's coaching practice?
- What underpins the coach's coaching practice (e.g. values, beliefs, ethics, principles)

#### Coaching and non-coaching qualifications:

- To what extent is the range and level of qualifications important?
- What is the minimum coaching qualification required? (e.g. accreditation level, years of experience)
- What areas should the experience and qualification/s cover? (e.g. one-to-one coaching, mentoring, adult learning theory, leadership development)

#### Coaching accreditation:

- To what extent is the level of coaching accreditation important?
- What is the minimum accreditation level required? (e.g. Foundation, Practitioner, Senior Practitioner, Master Practitioner)

## Coaching CPD and supervision:

- To what extent is the coach's commitment to coaching continuing professional development (CPD) and supervision important?
- What supervision approach/s and frequency does the coach engage in supervision?
- How does supervision inform the coach's coaching practice?
- What other methods does the coach use to evaluate practice?
- What methods of CPD does the coach engage in?
- Which method/s does the coach deem as most effective in developing his/her practice?
- How does the coach adopt effective methods of feedback into practice?

## Coaching evaluation:

- How does the coach measure the impact of coaching?
- What would be clear indicators that the coaching has been successful?

## Preparation & reflections prior to meeting potential coaches

### Areas for exploration

Areas for exploration	Evidence
Interest in the role, organisation and sector	
Coaching experience	
Coaching philosophy	
Coaching and non-coaching qualifications	
Coaching accreditation	
Coaching CPD and supervision	
Please share brief, anonymous details of relevant individual coaching experience in the last 12 months by completing the following table (maximum 3 clients) to demonstrate the <i>breadth</i> , <i>depth</i> and <i>relevance</i> of your experience:	
<b>Client 1</b>	
Client role	
Sector	
Number of sessions	
Key outcomes/learning	
Feedback	
<b>Client 2</b>	
Client role	
Sector	
Number of sessions	
Key outcomes/learning	
Feedback	

Invite the coach to share brief, anonymous details of relevant individual coaching experience in the last 12 months (maximum 3 clients) to demonstrate the *breadth*, *depth* and *relevance* of your experience:

## Purchasing Team Coaching Services

### Purpose

This document is intended to be used as a guide for those purchasing coaching services for team coaching on behalf of oneself or others. It may be adapted to enable the best possible match for a particular context.

### Areas for exploration and reflection

#### Relevant topic or need for team coaching?

- What are the needs I am attempting to fulfil?
- What are my (our) expectations of the coaching exercise?

#### The coach I seek

- Is it important that the team coach is a member of a professional coaching association? Why?
- How important is it that the team coach has experience in my (our) industry or sector?

#### Interest in the role, organisation and sector:

- What interests the team coach about the organisation and sector of the team?
- To what extent does the team coach perceive the role as the 'right fit'?

#### Team Coaching experience:

- To what extent is the breadth, depth and length of experience important?
- What organisations and sector(s) does the team coach have formal team coaching experience in and in what capacity? (e.g. senior leadership teams, boards, management teams, teams/external or internal team coach)
- How does the team coach engage in multi-party contracting?

#### Team Coaching philosophy:

- What do you want to learn about the team coach's coaching philosophy? To what extent is this important within the context of the organisation?
- What is the theoretical framework for the team coach's practice?
- What underpins the team coach's practice? (e.g. values, beliefs, ethics, principles)

#### Team Coaching and non-coaching qualifications:

- To what extent is the range and level of qualifications important?
- What is the minimum team coaching accreditation required? (e.g. accreditation level, years of experience)
- What areas should the experience and qualification/s cover? (e.g. team coaching (systemic or other); group and team dynamics; organisational development)

#### Team Coaching accreditation:

- To what extent is the level of coaching accreditation important?

- What is the minimum accreditation level required? (e.g. Foundation, Practitioner, Senior Practitioner, Master Practitioner)

#### Team Coaching CPD and supervision:

- To what extent is the team coach's commitment to coaching continuing professional development (CPD) and team coaching supervision important?
- What team coaching supervision approach/s and frequency does the coach engage in?
- How does team coaching supervision inform the coach's coaching practice?
- What other methods does the team coach use to evaluate practice?
- What methods of CPD does the team coach engage in?
- Which method/s does the team coach deem as most effective in developing his/her practice?
- How does the team coach adopt effective methods of feedback into practice?

#### Team Coaching evaluation:

- How does the team coach measure the impact of team coaching?
- What would be clear indicators that the team coaching has been successful?

## Preparation & reflections prior to meeting potential team coaches

### Areas for exploration

Areas for exploration	Evidence
Interest in the role, organisation and sector	
Team coaching experience	
Team coaching philosophy	
Team coaching and non-coaching qualifications	
Team coaching accreditation	
Team coaching CPD and supervision	
Please share brief, anonymous details of relevant team coaching experience in the last 12 months by completing the following table (maximum 3 clients) to demonstrate the <i>breadth</i> , <i>depth</i> and <i>relevance</i> of your experience:	
<b>Client 1</b>	
Client role	
Sector	
Number of sessions	
Key outcomes/learning	
Feedback	
<b>Client 3</b>	
Client role	
Sector	
Number of sessions	
Key outcomes/learning	
Feedback	



## Purchasing Supervisor Services for coaches, mentors and supervisors

### Purpose

This document is intended to be used as a guide for those purchasing supervision services for coaches, mentors and supervisors on behalf of oneself or others. It may be adapted to enable the best possible match for a particular context.

### Areas for exploration and reflection

#### Relevant topic or need for supervision?

- What are the competences and capabilities of the coach/mentor/supervisor that need to be developed?
- What is the expected contribution expected to personal and professional development?
- How is supervision expected to enhance quality of service for clients?

#### The supervisor I seek

- In providing the supportive space for the coach/mentor/supervisor, how much challenge and support are required?
- What personal qualities should the supervisor possess?
- What level of quality, standards and ethics can the supervisor offer?

#### Interest in the role, organisation and sector:

- What interests the supervisor in the role, organisation and sector?
- To what extent does the supervisor perceive the role as the 'right fit'?

#### Supervision experience:

- To what extent is the breadth, depth and length of experience (as a supervisor or a coach/mentor) important?
- In which formats does the supervisor have experience (individual, peer, group supervision)?
- In what organisations and sector(s) does the supervisor have formal supervision experience and in what capacity? (e.g. supervision of individual or groups of internal coaches or mentors, senior leadership mentors, board mentors or coaches, professionals/leaders employed in the organisation, supervision of individual or groups of external coaches)
- The variation in supervision contracting (e.g. single party, multi-party)

#### Supervision philosophy:

- What do you want to learn about the supervisor's supervision philosophy? To what extent is this important within the context of the organisation?
- What is the theoretical framework for their own coaching/mentoring practice? Of their supervision practice?
- What underpins the supervisor's supervision practice (e.g. values, beliefs, ethics, principles)

### Supervision, coaching and non-coaching qualifications:

- To what extent is the range and level of qualifications important?
- What is the minimum coaching and supervision qualification required? (e.g. accreditation level, years of experience)
- What areas should the experience and qualification/s cover? (e.g. individual coaching/mentoring/supervising supervision, team coaching supervision)

### Supervision accreditation:

- To what extent is a supervision accreditation important?

### Coaching CPD and supervision:

- To what extent is the supervisor's commitment to their own supervision and continuing professional development (CPD important)?
- What supervision approach/s and frequency does the supervisor engage in?
- What methods does the supervisor use to evaluate practice?
- What methods of CPD does the supervisor engage in?
- Which method/s does the supervisor deem as most effective in developing reflective practice?
- How does the supervisor adopt effective methods of feedback into practice?

### Supervision evaluation:

- How does the supervisor measure the impact of supervision?
- What would be clear indicators that the supervision has been successful?

## Preparation & reflections prior to meeting potential supervisors (of coaches, mentors &/or supervisors)

### Areas for exploration

Areas for exploration	Evidence
Interest in the role, organisation and sector	
Supervision experience	
Supervision philosophy	
Supervision, coaching and non-coaching qualifications	
Supervision accreditation	
Supervision CPD and supervision (of the supervisor)	
Please share brief, anonymous details of relevant Supervision experience in the last 12 months by completing the following table (maximum 3 clients) to demonstrate the <i>breadth</i> , <i>depth</i> and <i>relevance</i> of your experience:	
<b>Client 1</b>	
Client role	
Sector	
Number of sessions	
Key outcomes/learning	
Feedback	
<b>Client 2</b>	
Client role	
Sector	
Number of sessions	
Key outcomes/learning	
Feedback	
<b>Client 3</b>	
Client role	
Sector	
Number of sessions	
Key outcomes/learning	
Feedback	

## Purchasing Mentoring Services

### Purpose

This document is intended to be used as a guide for those purchasing mentoring services for on behalf of oneself or others. It may be adapted to enable the best possible match for a particular context.

### Areas for exploration and reflection

#### Relevant of topic or need to mentoring?

- What are the needs I am attempting to fulfil?
- What are my (our) expectations of the mentoring exercise?

#### The coach I seek

- Is it important that they are members of a professional mentoring association? Why?
- How important is it that they have similar or the same experience required by the mentee?

#### Interest in the role, organisation and sector:

- What interests the applicant in the role, organisation and sector?
- To what extent does the applicant perceive the role as the 'right fit'?

#### Coaching experience:

- To what extent is the breadth, depth and length of experience important?
- What organisations and sector(s) does the applicant have formal mentoring experience in and in what capacity? (e.g. senior leaders or board members, professional/leader employed in the organisation)
- The variation in mentoring contracting (e.g. single party, multi-party)

#### Coaching philosophy:

- To what extent is this important within the context of the organisation?
- What do you want to learn about the applicant's mentoring philosophy?
- What underpins the applicant's mentoring practice (e.g. values, beliefs, ethics, principles, knowledge, tools and techniques, experience and skills, approach)

#### Coaching and non-coaching qualifications:

- To what extent is the range and level of qualifications important?
- What is the minimum coaching qualification required? (e.g. Level 6 Undergraduate, Level 7 Postgraduate, Level 8 Doctorate)
- What areas should the qualification/s cover? (e.g. individual mentoring, organisational mentoring); experience with organisational mentoring programmes)

#### Coaching accreditation:

- To what extent is the level of mentoring accreditation important?

- What is the minimum accreditation level required? (e.g. Foundation, Practitioner, Senior Practitioner, Master Practitioner)

### Coaching CPD and supervision:

- To what extent is the applicant's commitment to mentoring continuing professional development (CPD) and mentoring supervision important?
- What supervision approach/s and frequency does the applicant engage with?
- How does supervision inform the applicant's mentoring practice?
- What other methods does the applicant use to evaluate practice?
- What methods of CPD does the applicant engage in?
- Which method/s does the applicant deem as most effective in developing practice?
- How does the applicant adopt effective methods of feedback into practice?

### Coaching evaluation:

- How does the mentor measure the impact of coaching?
- What would be clear indicators that the mentoring has been successful?

## Preparation & reflections prior to meeting potential mentors

### Areas for exploration

Areas for exploration	Evidence
Interest in the role, organisation and sector	
Mentoring experience	
Mentoring philosophy	
Mentoring and non-mentoring qualifications	
Mentoring accreditation	
Mentoring CPD and supervision	
Experience in setting up and organising mentoring programmes in organisations	
Please share brief, anonymous details of relevant mentoring experience in the last 12 months by completing the following table (maximum 3 clients) to demonstrate the <i>breadth, depth</i> and <i>relevance</i> of your experience:	
<b>Client 1</b>	
Client role	
Sector	
Number of sessions	
Key outcomes/learning	
Feedback	
<b>Client 2</b>	
Client role	
Sector	
Number of sessions	
Key outcomes/learning	
Feedback	

# Join the movement to professionalise coaching, mentoring and supervision!



## *Links and contact persons within EMCC Luxembourg:*

Should you have any questions or require further information, please contact us at:

[enquiries@emccluxembourg.org](mailto:enquiries@emccluxembourg.org)

To find a list of accredited coaches, mentors and supervisors, you can search via the EMCC

Directory:

<https://www.emccglobal.org/directory/>

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