

# Community Climate Coaches Competency Framework (Summary Overview Table)

*NOTE: Typically, these competencies will spread across a team or group i.e. it is not expected that an individual would cover all these competencies.*



Transformation Competencies	Community Facilitation & Engagement Competencies	Coaching Competencies (from EMCC Competency Framework)	Carbon Reduction, Regeneration & Sustainability Competencies	Scaling, Expansion & Deepening Competencies
<p><b>Competencies for Enabling Change:</b> Builds positive relationships with others and between others Develops people to support them achieving their goals and potential Leads change in ways that bring others with them Inspires others in ways that change thinking and action Thinks critically to assess options, possibilities and potential Communicates clearly with awareness of what others can receive Creates accountability in themselves and others</p> <p><b>Inner Development Competencies:</b> Develops self-awareness of thoughts, emotions, behaviours &amp; intuitions Develops clarity in purpose, values, vision, motivation &amp; commitment to enabling learning and action in others Is adaptable in the role as Community Climate Coach Recognises multiple identities, intelligences &amp; worldviews Nurtures healthy &amp; constructive mental habits or patterns &amp; demonstrates life affirming dispositions &amp; attitudes Engages participants in building community, collaboration and working collectively</p> <p><b>Resilience Competencies:</b> Purposefully uses reasoning to identify strengths and weaknesses of alternative approaches in diverse situations. Successfully adjusts to a variety of positive and negative conditions and circumstances. Clearly understands their own qualities, characteristics, strengths and weaknesses, and how they impact on self and others. Integrates and applies prior and current learning / practice / action to new situations. Works with others to achieve a goal.</p> <p><b>Organisation &amp; Movement Building Comps:</b> Is well organised &amp; capable of managing a range of situations Engages and supports relevant Communities of Practice Is innovative, creative &amp; enterprising when appropriate Demonstrates appropriate emergence, pioneer &amp; leadership qualities Is able to cost, market &amp; administer events and learning or activity programmes</p>	<p><b>Facilitation Competencies (IAF Comp Framework):</b> Creates collaborative group / client / community relationships Plans appropriate group processes Creates and sustains a participatory environment Guides group / community to appropriate and useful outcomes Builds &amp; maintains knowledge of facilitation practice Models a positive professional attitude as a process facilitator</p> <p><b>Internal Communication</b> Selects appropriate media of communication Develops &amp; implements codes of conduct Fosters a team culture</p> <p><b>External Communication - general</b> Understands the needs of others Clearly communicates messages Adapts communication style to the audience, situation and needs of the message Uses a range of communication methods &amp; develops ways of communicating with key stakeholders</p> <p><b>External Communication - promotion</b> Identifies target audiences and appropriate means of communication with them Creates and maintains a good quality website so that it is easy for people to find you &amp; get the information they want</p> <p><b>External Communication for local community engagement</b> Identifies how your organisation is represented locally and by whom Discerns what criticism or feedback to act upon</p> <p><b>Local Community Engagement for Climate Action</b> Engages diverse sectors &amp; audiences Creates a group container and supportive environment for community engagement or learning Senses and responds to group dynamics in service of learning and action Is able to facilitate collaborative climate action that combines multiple approaches and voices. Is able to facilitate and support grassroots and community-led action and organising Is able to facilitate the active engagement of key stakeholders and morally authoritative voices (including young people) in action initiatives</p> <p><b>Equity, Diversity &amp; Inclusion Competencies</b> Has knowledge of socially just and inclusive approaches to engagement, and to identification and representation of needs Uses strategies to meet diverse needs in ways that are inclusive</p> <ul style="list-style-type: none"> <li>• <a href="#">BLAST Justice, Equity, Diversity &amp; Inclusion Tool</a></li> </ul>	<p>Demonstrates awareness of own values, beliefs and behaviours, recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the client's, and where relevant, the sponsor's objectives Explores and improves the standard of their practice and maintains the reputation of the profession Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client / group and, where appropriate, with sponsors Skilfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor Works with the client / group and sponsor to bring about insight and learning Demonstrates approach, and uses the skills, in supporting the client / group to make desired changes Applies models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning Gathers information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes</p> <p><b>Foundation Level Coaching Competency</b></p> <ul style="list-style-type: none"> <li>• Individuals with an understanding of the practice of mentoring/ coaching and having the core skills of mentoring/coaching.</li> <li>• Likely to be working with others using mentoring/coaching conversations to support and encourage development of skills/performance.</li> <li>• Individuals who use a mentoring/ coaching approach within their own field/role and clearly understand how their mentor/ coach role integrates with their vocational roles.</li> </ul> <p><b>Practitioner Level Coaching Competency</b></p> <ul style="list-style-type: none"> <li>• Mentors/coaches who may either be working as an internal mentor/ coach, use mentoring/coaching as a significant part of their main job or starting up as an external mentor/coach.</li> <li>• Likely to be working with a small range of clients or contexts and possibly within their own area of experience to improve performance, build confidence and stretch capability.</li> <li>• Method of working typically involves application of a coherent model based on one or more established ones.</li> <li>• Using reflective practice with supervision to identify the salient points in their client interactions, in sensory detail, to identify, implement and evaluate specific behavioural changes to their practice.</li> </ul>	<p><b>Systems Thinking Competencies:</b> Knows how to think systemically and strategically Understands and conveys the importance of Future Thinking, Visioning, Strategic Thinking and use of action-reflection cycles. Sees, thinks and responds in terms of local, personal and collective responses to local-to-global solutions</p> <p><b>Ecological &amp; Carbon Literacy:</b> Has critical literacy in sustainability, regeneration &amp; resilience Knows how to select and use tools and methodologies that support community climate action processes Understands the full range and depth of competencies needed to bring about community-led action across communities</p> <p><b>Key Technical &amp; Practical Competencies:</b> Harnesses and demonstrates at least one advanced level of practical skill of specific relevance to the goals of climate action e.g. food growing; low impact living; group facilitation; inclusive and equitable engagement; green building; etc. Engages in, develops and supports relevant Communities of Practice in key technical and practical fields, and displays knowledge, attitudes and actions that enable good practice to emerge and flourish in communities of practice</p> <p><b>Ethical &amp; Low Impact Living:</b> Understands the important relationship between sustainable living and ethical living Has experience of regeneratively sustainable / low impact lifestyles (individual and collective) Has experience of health creating lifestyles (individual and collective) Has experience of ethical lifestyles (individual and collective) Has experience of lifestyles which focus on our human relation with nature</p> <p><b>Action for Personal &amp; Community Resilience:</b> Catalyses, facilitates and multiplies collective learning and action opportunities in response to a specific socio-ecological context Harnesses existing competencies in all disciplines in service of climate action Is able to design, plan and implement climate action and community resilience projects and initiatives</p> <p><b>Regenerative &amp; Permaculture Design</b> Knows the role of regenerative design for building community resilience and generating meaningful responses to the climate and ecological emergencies Understands and has knowledge of specific design methods, tools &amp; practices that generate regenerative solutions e.g. permaculture design</p>	<p><b>Competencies for Blended and Transformative Methods:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Transformative Learning Competencies for Educators and Catalysts</a></li> <li>• <a href="#">Blended Learning Competencies for Educators and Catalysts</a></li> </ul> <p><b>Engaging Professional and Technical Competencies in Service of Climate Action:</b></p> <ul style="list-style-type: none"> <li>• Arises from multiple competencies being in place across the 5 competency themes</li> </ul> <p><b>Competencies for Network Weaving, Movement Building and Communities of Practice</b></p> <ul style="list-style-type: none"> <li>• <a href="#">BLAST Project Communities of Practice Guide (PDF)</a></li> <li>• <a href="#">Communities of Practice pages on Communities for Future Wiki</a></li> </ul> <p><b>Competencies for Project Monitoring, Evaluation &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Link to Community Catalysts (to be confirmed)</li> </ul> <p><b>Competencies for Catalyst Learning &amp; Demonstration Projects:</b></p> <ul style="list-style-type: none"> <li>• Link to iACT Competencies</li> </ul> <p><b>NOTE:</b> All the documents within this project are published under the following creative commons licence: CC-BY-SA 4.0 International - <a href="https://creativecommons.org/licenses/by-sa/4.0/">https://creativecommons.org/licenses/by-sa/4.0/</a></p>

