

**Competencies & Learning Pathways
for
Community Climate Coaches &
Community Climate Action Initiatives**



Note:

If needed, this document prints as an A5 booklet - using PDF > Printing > Booklet mode

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Community Climate Coaches Project Partners

Lead Partner:



Partners:

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Centre for Ecology, Evolution and Environmental Change
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Part 1: Introduction & Ways To Use This Guide

The purpose of this guide is to define and promote the role and vocation of **Community Climate Coaches** in order to catalyse, scale and accelerate community climate action.

The goal is to provide a usable framework for individuals, for **teams, networks and organisations** in particular, and for communities to:

1. Put in place **the ecology of competencies** (skills, knowledge, experience) they need;
2. Identify the ways they will **develop and enrich these competencies over time** - their learning pathways

By doing so, climate coaches and community catalysts will be better able to serve their local and regional communities in the drive for positive climate action, regeneration and resilience.

This framework defines what Community Climate Coaches need to be doing in the 2020's and beyond, because of the general lack of climate action at all levels, and the widespread failure of national and global systems to catalyse change. It conveys an understanding of the many roles and activities they will need to deliver, facilitate, catalyse and activate in the communities they are working in to respond positively to the still growing climate and ecological emergencies.

This summary document links to more detailed information that describes the competencies in more depth, why they are important, the benefits arising from them, and the learning pathways that enable the competencies to be put in place and strengthened. This information is provided in a more detailed CCC Competency Framework & Learning Pathways document, and is also hosted on the [Communities for Future Wiki](#).

This guide forms part of the CCC support system, comprising four elements to help catalyse community climate action activities, and related learning programmes or research:

1. The **CCC Handbook**: an important resource to help you increase your competence;
2. The **CCC Toolkit** of resources;
3. The **CCC Good Practice Guide** of good and emerging practice
4. The **CCC Mapping and Research System** - which helps you see who else you can connect with, learn from, collaborate with, or be inspired by.

This guide is intended to help you in a variety of ways, including:

- To understand and map a) existing competencies, b) competency gaps and c) learning pathways for i) you, ii) your community climate initiatives and iii) your team;
- To plan how to put in place and further develop the competencies that you, your team and your community climate initiatives need (the skills, knowledge, attitudes, experience, etc that you need);
- To understand and plan how those competencies can act as a catalyst to activate community transformation, locally or regionally.

This guide will often be useful in combination with competency tools in the CCC toolkit - see [\[link\]](#).

Community Climate Coach Training

In addition to the CCC support system, there are two levels of training linked to the Community Climate Coaches initiative:

- 1) **Entry level training on community climate action** - this provides a basic overview of the principles and goals for community climate action, and of the CCC support system of tools and good practice guidance - this training is for anyone interested in community climate action and community resilience, and in particular a) people / teams that may want to train as Community Climate Coaches; b) groups, organisations and communities that Community Climate Coaches are working with or are part of.
- 2) **Community Climate Coach training** - provides the core training for Community Climate Coaches, including the core competencies they need in this role, how to work in CCC teams and with the various tools, resources and good practice guidance in the CCC support system, and how to participate in and develop the CCC Community of Practice.

These trainings are the start of their journey to become a change-making Community Climate Coach and aim to develop the fundamental skills, knowledge and experience they need to maximise their potential in that role. But they do not ensure that anyone has the full range of competencies set out in this document. That level of competency has to be developed through their ongoing CCC Action Learning Journey, which is explained later in this document.

People completing the core CCC 8 day blended training will come from a variety of backgrounds and will bring them a range of different skills and levels of experience. So the CCC blended training should be seen as a foundation for employing, developing or adapting a particular approach being a CCC, according to the skills and experience that any particular Community Climate Coach or CCC team brings.

Why Competencies?

Competencies, as a framework of thought, originated in the 1970's as a way to move beyond narrow (often class or power-based) concepts of 'skills' and 'knowledge'. Competency thinking emerged from the recognition that every job or role requires a specific set of competencies to do it well, and focuses on *what a person can learn*, rather than what they can do. So it has become popular in the training sector. Self-knowledge, motivation, behavioural indicators, and desire and willingness to demonstrate effective performance in a role can all be understood as types of competencies. Competency-based learning focuses on outcomes as well as the learners' real-world performance, whether that is within a work context for a specific job, or in a role as a trainer or catalyst of community-based activity or learning.

This approach is of significant value for considering ***what people need to learn to enhance their capacity to activate and accelerate community transformation***, whether they are active as individuals, as part of a work team, as trainers or community catalysts. To develop competencies in balanced ways, this will usually require an understanding of and engagement with the

different intelligences, learning styles or modes of learning that most transformative educators will be familiar with.¹

CCC action-learning journeys will provide a full range of activities, experiences and facilities that cater well for multiple intelligences.

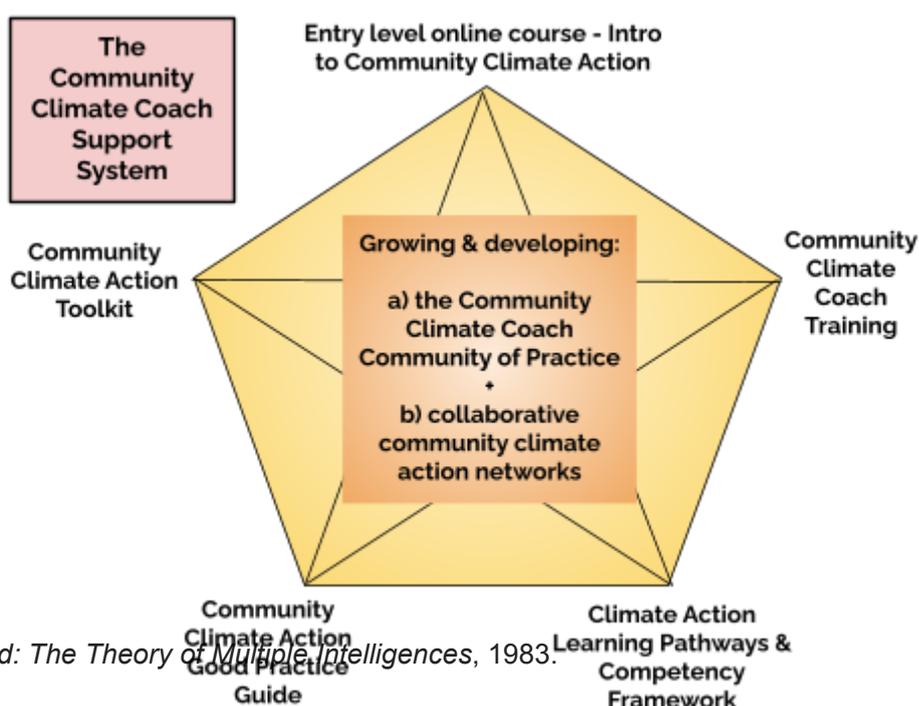
This variety of intelligences can be expected to be displayed across the diverse audiences and wider communities that Community Climate Coaches will be engaging with. Therefore to optimise learning across these audiences the CCC (individually, or as part of a team) will need a full complement of competences across multiple domains (self-knowledge, interpersonal and group work, practical and organisation skills), because each is required in different degrees a) to engage with and activate these different intelligences and therefore b) to use the different styles of learning associated with them, doing so with a reasonable degree of equity and flexibility across a group.



Seeing sustainability, community resilience and transition as being mainly an issue of building competence across communities and networks can be a very new way to understand the problems and responses for some people. This perspective makes the issues no less challenging, but it makes the work doable as a steady and determined journey of building skills, knowledge, appropriate attitudes and experience.

The Role and Vocation of the Community Climate Coach

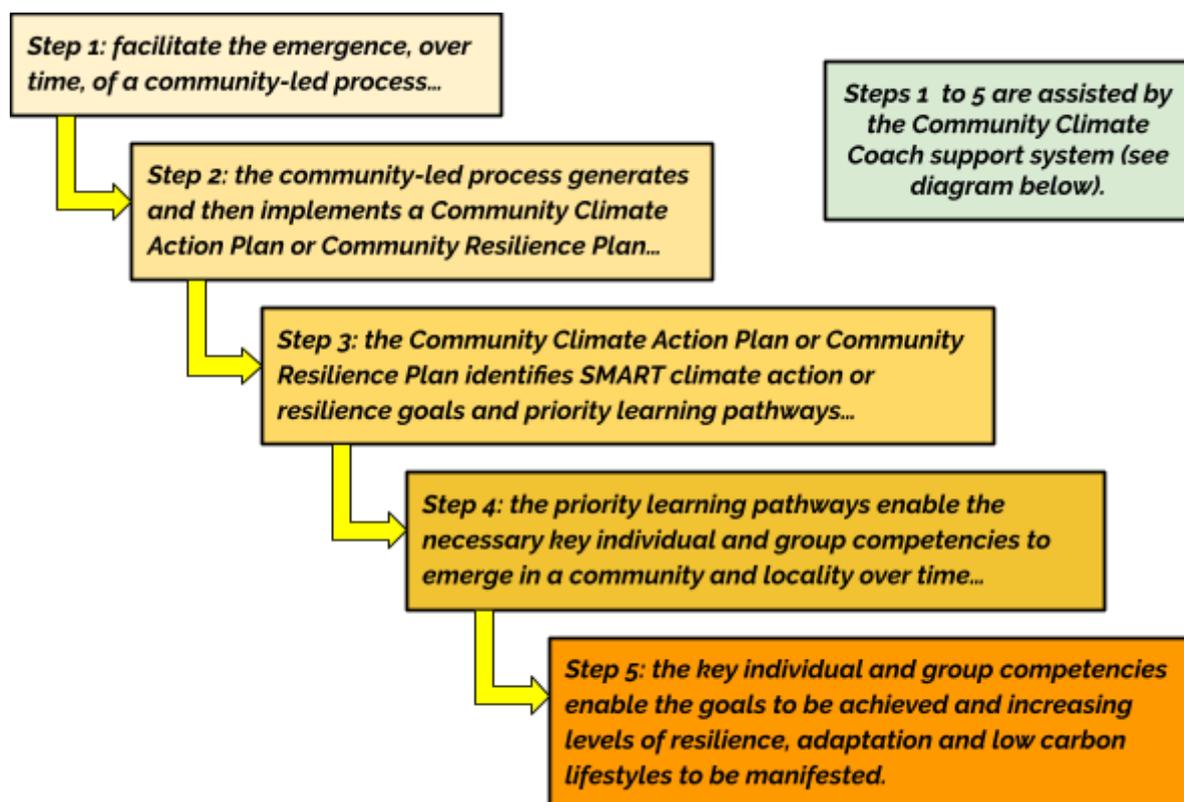
In essence, the role of the Community Climate Coach is to enable increasing levels of community competence and community resilience to be manifested, through facilitation and coaching within a community-led process. An important goal is for CCC's to enhance their own competencies that shape their capacity to activate community-led



¹ Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*, 1983.

approaches to resilience and regeneration.

In relation to competencies, a Community Climate Coach's role is normally to work with, or as part of, a community climate action team to initiate, support and complete this 5 step journey.



The importance of particular competencies will shift depending on the phase of community climate action. For example, there will be a very strong emphasis on their facilitation, engagement and communication skills in the earlier phases, during the process that leads to a community resilience plan being developed. Once the community has decided its goals, then the balance will shift to more of an emphasis on the coach and coach-educator role when the community is in the implementation phase for its climate action or community resilience plan.

Two possibilities of how CCC's might work with communities include:

1. They are likely to be involved during the main facilitation phase to support the community to develop its Community Resilience Plan
2. Providing long term support through an extended facilitation phase to develop the Community Resilience Plan (e.g. over 6 months to 1 year) and then ongoing coaching support during the much longer implementation phase (perhaps between 3 to 10 years)

If a community to engage with does not exist yet, then it is too early for the Coach role. What is needed at that earliest stage is the community catalyst who builds interest, engagement, understanding and belief in the value of participating and getting involved. Until a certain momentum has built, it needs to be recognised that it may be too early for the core role of the Community Climate Coach, although as an individual they may have an early catalyst role.

Community Climate Coaches will pursue their own *learning pathway* to develop their own set of competencies to enable them to fulfil these roles in healthy and rewarding ways. They will also aim to enable the necessary competencies to emerge in a community over time, as well as in any team that they are part of. For example, the CCC learning pathway develops the skills, knowledge, attitudes, values and experience in those coaches that equip them to use a variety of communication skills and group facilitation processes, tools and methods which enable groups of people, communities or organisations to identify appropriate carbon reduction and community resilience goals, and to make the decisions, take the actions and develop the competencies so that those goals are achieved.

Identifying the role of Community Climate Coach as a new vocation rightly legitimises the importance of this work, and identifies the vocation as a viable and worthwhile livelihood. In the early stages of this work it may be as one part of a portfolio career, for example perhaps also working in related areas such as sustainability training, facilitation and project development.

Competencies and Context, Context, Context

From the interchange and cooperation between the CCC project partners, it is very clear that each country, and often any region, has very different needs in the balance and significance of the different main fields of competence, and the detailed competencies with them.

Some of the factors that determine the character of the CCC role and training in any country or region include:

- The cultural context, for example levels of community engagement, patterns of genuine cooperation and participation (or lack of them) between communities and local government
- The socio-economic context
- The population levels and other demographic factors
- The landscape and geography, for example if the region is primarily urban or rural

For example, the skills, experience and commitment needed for a community climate coach, and focus initiating, facilitating or supporting community climate in a country like Croatia or the UK are very different, as are those between rural western Ireland, the region of Catalonia and Luxembourg.

Despite these differences, there can be a common pattern of elements within the overall process of a local to regional community-based climate action or community resilience movement. The common patterns can be expressed as phases that start with the need to have relevance to the local people and local context, communicating and facilitating peoples' engagement in accessible and engaging ways, and starting to build community amongst those that are willing to engage, and to build belief in the community in the potential for

transformative change. The following section therefore outlines a core CCC framework tool for this pattern of engagement, based on significant experience of engaging people in sustainability, climate action and resilience building.

The 6 Phase CCC Pathway Tool and Competencies

The 6 phase CCC pathway tool has been developed to help guide communities that want to develop and implement a climate action plan or community resilience plan.

The pathway tool therefore assumes that the relevant competencies will be in place at appropriate stages in these processes, and that the emphasis on key competencies will shift according to which stage the community is at.

The table below therefore indicates the key competency areas which will be most needed at different stages in the CCC pathway. It also shows how each of the six phases relate to and need to be built into:



- a) The CCC's personal learning journey
- b) The critical yeast group's community catalyst journey
- c) The community's climate action journey

| Phases in CCC Pathway | Key Competency Areas for this Phase: | CCC Learning Journey | Critical Yeast Group Pathway | Community Climate Action Pathway |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------|----------------------------------|
| Phase 1: Context, inner and personal resilience. Initiation. Sense-making. Inner capacity building. Place making. Connecting to nature. | Emphasis on: <ul style="list-style-type: none"> ● Transformation competencies ● Engagement & Facilitation Competencies | | | |
| Phase 2: Community of Practice. Building Fellowship. Inner Governance. Connecting to purpose. | Emphasis on: <ul style="list-style-type: none"> ● Transformation competencies ● Engagement & Facilitation Competencies | | | |
| Phase 3: Nature connection. Shared story. Ecological literacy. | Emphasis on: <ul style="list-style-type: none"> ● Transformation competencies ● Nature-based engagement, facilitation & coaching ● Sustainability competencies | | | |
| Phase 4: Asset mapping. Aggregating. Appreciative Inquiry. Digital Tools. | Emphasis on: <ul style="list-style-type: none"> ● Transformation competencies ● Engagement & Facilitation Competencies ● Sustainability competencies | | | |
| Phase 5: Dialogue facilitation. Cohering. Climate resilience planning | Emphasis on: <ul style="list-style-type: none"> ● Facilitation Competencies ● Coaching competencies ● Sustainability competencies | | | |
| Phase 6: Deepening - Accompaniment in implementation. Empowerment. Return. Celebration. Reporting. Reflection. Integrating learning. | Emphasis on: <ul style="list-style-type: none"> ● Coaching competencies ● Sustainability competencies | | | |

CCC Teams, Groups and the CCC Community of Practice - their essential role in building individual and collective competence

The term 'Communities of Practice' refers to groups of people sharing knowledge, problems, solutions, information and news about a specific issue, who extend group learning through reciprocal interaction (Wenger et al., 2002). Nowadays CoPs are taking shape within organisations and between organisations, and within and across disciplines and sectors.

The diagram shows that a community of practice defines itself along three dimensions, that mutually influence each other and should be kept in balance.



Domain - This is the area of shared interest, topic or issue that the community cares about - such as Community Climate Coaching in particular, or climate coaching in a more general sense. The domain needs to be negotiated with the stakeholders of the CoP and evolves alongside the context and community.

Community - This is a group of people who build personal relationships and learn together through discussions, activities and regular interactions. Community members can take on different roles to maintain and nurture the CoP, all communities change in structure as they grow. There is an intentional commitment to advance the field of practice, to share those discoveries with a wider audience, and often to make their resources and knowledge widely available, especially to those doing related work.

Practice - This is the body of knowledge, methods, skills, stories and tools being developed. The practice (for example, of community climate coaching) covers frameworks, and documentation of ideas, experiences, lessons learned. CoPs develop their practice through a variety of methods, including: problem solving, requests for information, seeking the experiences of others, reusing assets, coordination and synergy, discussing developments, visiting other members, mapping knowledge and identifying gaps. Successful practice building goes hand in hand with community building.

Groups / 'Guilds' of community climate coaches will be smaller groups (e.g. perhaps 6 to 12 CCCs) that work together collaboratively, to share resources and learning, and become better at what they do - for example in a regional cooperative that markets itself together when working with local authorities or other stakeholder groups. Smaller **CCC teams**, or **community climate action teams** with CCCs working with others, will also work together on particular climate action initiatives, with both guilds and teams being part of the larger CCC Community of Practice.

A key function of these different, interacting scales of organisation is to help define and strengthen the competence in their field, of both the individual and the collective groups. Collectively they grow and refine their knowledge, attitudes, skills and experience, working collaboratively across both dispersed and unstructured networks, and organised collectives with common interests in the field of climate coaching in general, and community climate

coaching in particular, to achieve the general objectives of the community and to strengthen the vocation of community climate coaching over time.

Part 2: The Community Climate Coaching Competency Framework

Five primary fields of competence are important for ensuring that CCCs can properly support communities to identify and achieve their climate and resilience goals. However, there is no perfect way to define the competencies needed by community climate coaches or competencies for community climate action. Some of the competency themes defined here apply across all five areas - such as good communication and 'people' skills. For example, many of the inner-reflection skills that are relevant for community facilitation are equally relevant for coaching. However, the distinction between these fields is important because the specific practices, methods and tools used in the roles of facilitation and coaching are different, and both are needed in different situations.

The Five Main CCC Learning Pathways

These fields of competence are set out in the following pages, under these 5 headings:

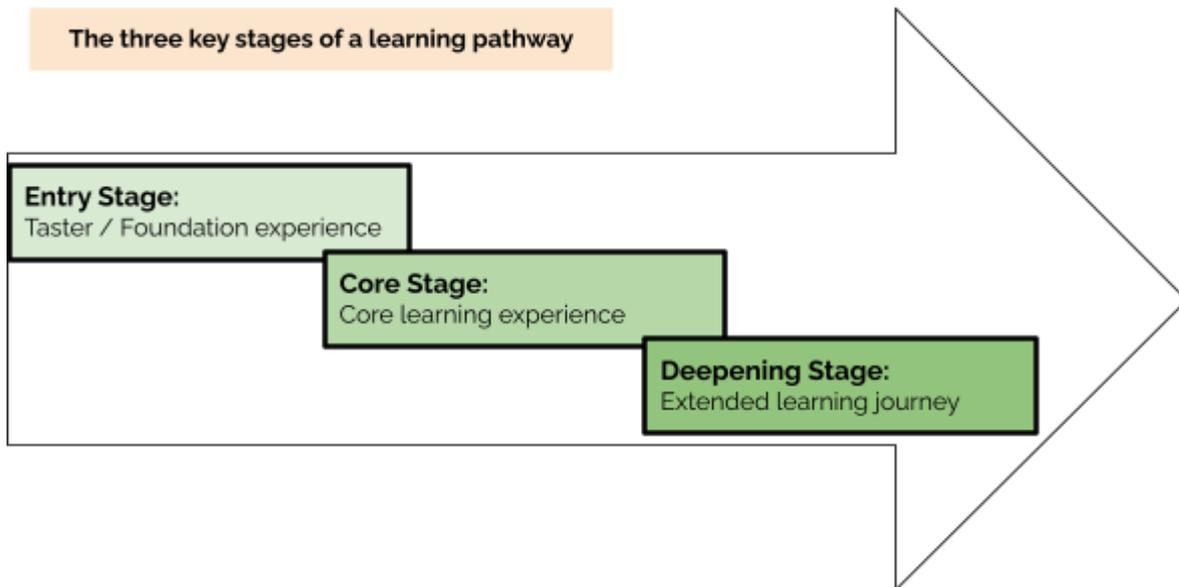


The learning pathways for a Community Climate Coach address the 5 competency areas, and respond to the needs of:

- the individual community climate coach;
- any CCC team or community climate action initiative that the individual is part of;
- the wider communities and / or organisations that the CCC is engaging with.

The five branches for ongoing learning and competency enrichment are not mutually exclusive paths. Some CCCs might follow them one after another, or in parallel. Many of the competencies that are developed on the Community Facilitation and Coaching learning pathways will be common between these fields or highly complementary. In considering the learning pathways that we can take to develop our Community Climate Coach competencies, a simple model is to recognise that often there are three key stages to a learning pathway:

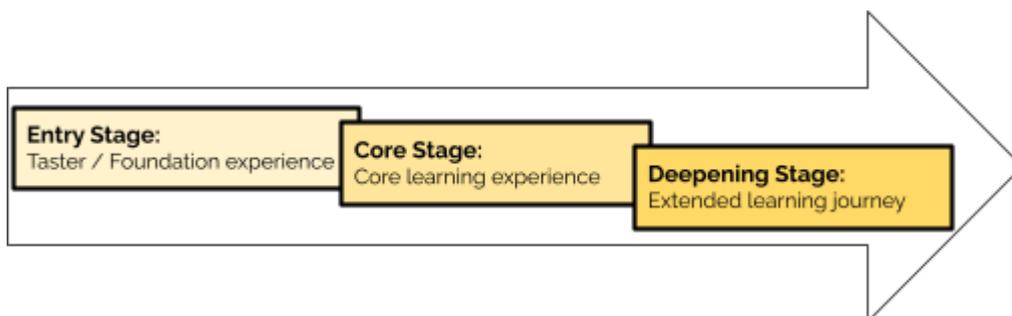
The three key stages of a learning pathway



The entry stage is most likely to involve a short training that introduces the 'Why? What? And How?' of the field in question, such as that of the Community Climate Coach. The core stage is the central training *to understand and develop CCC practitioner competencies* in that field. The deepening stage will involve much more self-directed learning, with significant project-based learning and practice-based learning. In this way **learning arises from the action or practice that the 'learner' (who by this time is a Community Climate Coach 'practitioner') is involved in.** This happens over an extended period of time, such as a year or more.

In this sense, **a CCC's learning pathway is also a climate action pathway.**

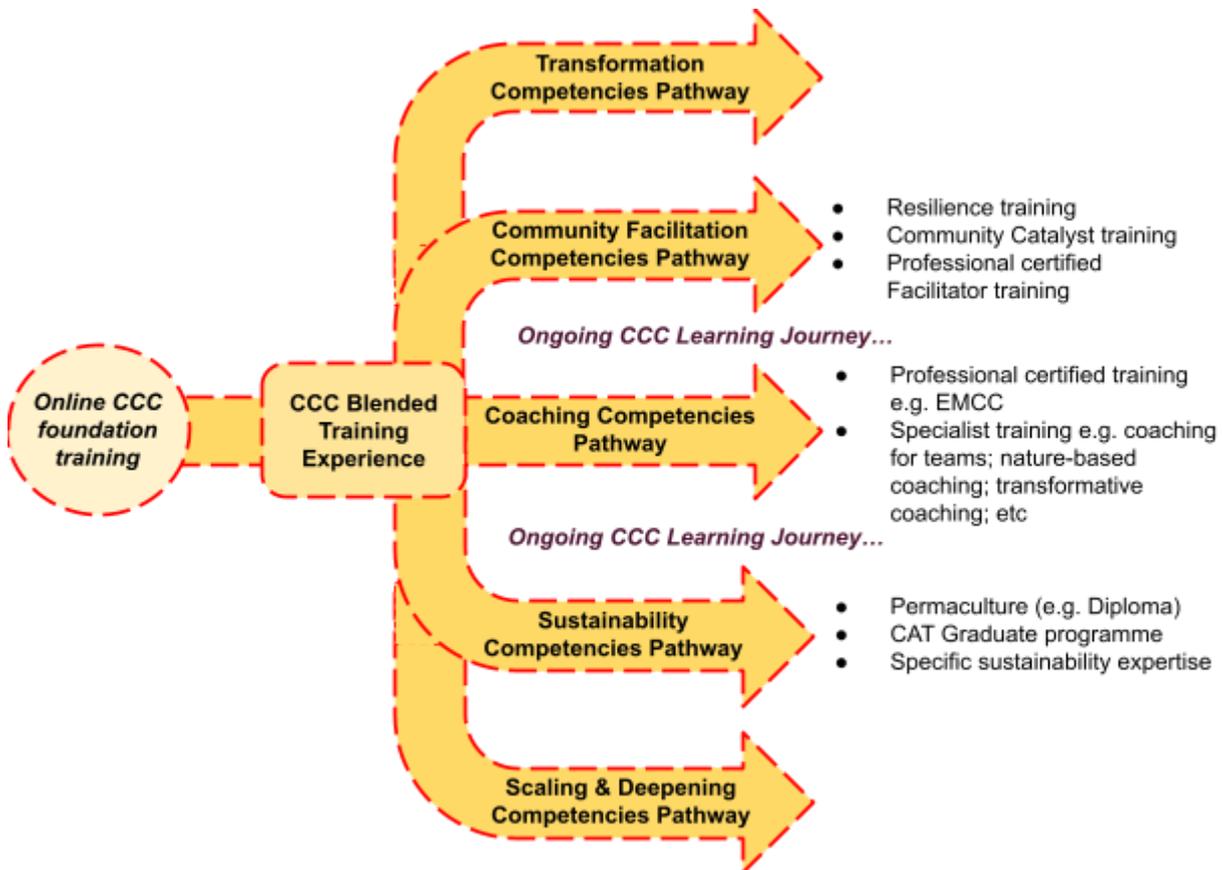
It is a vocational development journey a) that learns more and more about how to generate and support climate action, and b) that validates the vocational role of the catalyst that activates the transformative change that is so widely talked about, but still so lacking in actually happening.



The Community Climate Coach core training provides the foundation level training for CCC's to build from as they develop their vocation as catalysts for community climate action. This 8 day blended training carries with it an understanding that Community Climate Coaches will further develop their strengths in the 5 competency areas in order to fulfil and expand their potential as a CCC. They do so by pursuing an ongoing action-learning journey after they have completed the core CCC training.

Primarily their competencies are developed and strengthened, alongside those of their colleagues in the climate action catalyst team they are part of. They do this through pursuing their work as a Community Climate Coach and taking forward a range of climate action initiatives with the communities they are working with. In this way they learn by doing, and refine their practice as a Community Climate Coach, reflecting on what they learn, and sharing with their peers on their collective Climate Coach Action Learning Journeys, with a particular focus

on



learning during the first ten climate action initiatives they are involved in planning, designing and implementing after completing their core CCC training.

Your Community Climate Coach Action-Learning Journey

Your action-learning journey that will develop your overall competence as a Community Climate Coach is built around your creation of a **CCC Learning Journey Journal** that should include at least ten community climate action initiatives. Your reflective learning about these ten community climate action initiatives is the heart of your CCC Learning Journey Journal and your personal journey to become a competent, effective and inspiring Community Climate Coach. This CCC Learning Journey Journal is also designed to be shared with your peers, as theirs will be shared with you. So your Journal should be clearly labelled and easily navigable, whether it is primarily a piece of reflective writing, is a video journal, or uses a combination of media to describe and communicate what you have learnt about catalysing community climate action through the initiation, facilitation and development of the ten (or more) initiatives.

In your Learning Journey Journal

Ten Community Climate Action Initiatives

The climate action initiatives you've been involved in form the bulk of your CCC Learning Journey Journal – the other components are all intended to be fairly brief. Presenting information on this number of initiatives should allow you to develop a certain level of mastery that comes from repeated practice, and allow you to continually reflect on your learning.

Purpose

- To show the range and quality of your work as a CCC in a variety of contexts
- To demonstrate your experience of using and learning from the six phase CCC cycle and other tools - see the CCC Toolkit

What to include

For each climate action initiative, you'll need to pull together the documentation of your personal and community process in a coherent and accessible way. This write-up or video presentation is effectively a short case study of the initiatives you've been involved in. You'll also need to identify any related material that needs to be shared, such as any particularly important tools or resources that helped the initiative to be effective or achieve good levels of engagement and support.

Hot tip

Being a Community Climate Coach is not impersonal work. Let your individual curiosity and passion shine through. Your peers will want to know why you've chosen a particular process, engagement method or tool, and why it excites you. They will often be as interested in what did not work so well, so that they can avoid the same mistakes - so make sure to reflect on both what worked well, and what the challenges or disappointments were.

Also In Your Journal

As well as the ten initiatives, we recommend that the following items are included in your CCC Learning Journey Journal:

- A review of your CCC activities – a short reflective summary of your whole community climate action journey
- A Self-assessment summary – your view of how the initiatives you have been involved in fulfil the personal and collective goals and purposes of being a Community Climate Coach
- Your Community Climate Coach profile – a short profile of yourself and your community climate action work
- Supporting evidence – an appendix of additional material relevant to your work

As a way to refine your peer-to-peer communication skills, you will need to judge the appropriate quality and quantity of information to include. The aim is to provide rich collective learning material whilst also being succinct. So don't include every piece of information you've ever drawn on, or every photo you've taken! Assembling your Learning Journey Journal is about being selective, bringing together the best and most relevant evidence to 'make your case' for the methods, tools, processes and experiences that you have found to be most effective in

catalysing community climate action. Don't leave your peers stranded in a sea of information, or they won't have time to reflect on and learn from your work.

In your Learning Journey Journal

Introduction

- Sum up each of the 10 climate action initiatives with text and an illustration or photo

The climate action initiative

- Present your chosen engagement and facilitation frameworks, methods or tools for this initiative in a clear way
- Compile whatever is relevant – resources, tools, engagement methods, events, costings etc
- Include an evaluation of the initiative (e.g. community / stakeholder feedback, monitoring data), highlighting what worked well and why, and the key lessons learnt for climate action

Reflective summary

- Explain what you learned about the process itself
- Reflect on your overall learning process

Self-assessment

- Assess and reflect on the development of your own competencies over time, and those of others
- Assess and reflect on the importance for competency development of Communities of Practice
- Show how your work meets some or all of the goals and purposes of Community Climate Coaching – your version of what the role and vocation of Community Climate Coach is all about.

Note: The above learning pathway model draws on and is adapted from the permaculture Diploma journey as set out in the Diploma Guide of the Permaculture Association (Britain) - it would be possible to integrate together a Community Climate Coach action-learning journey with completion of a permaculture diploma.

Community Climate Coach Learning Pathway (simplified)

NOTE: typically the five pathways below are spread across a CCC team

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Entry Level: <ul style="list-style-type: none"> • The online Introduction to Community Climate Action course • Read the CCC Handbook • Try out the CCC Toolkit & Good Practice Guide | Core Level: <ul style="list-style-type: none"> • Completing the Community Climate Coach training • Use & become familiar with the CCC Handbook • Use & become familiar with the CCC Toolkit & Good Practice Guide | Extended Learning Journey: <ul style="list-style-type: none"> • Ongoing participation in and active contributions to the CCC Community of Practice; • Ongoing use of the CCC Handbook • Ongoing use of the CCC Toolkit & Good Practice Guide |
| Transformation, Inner Development & Resilience Competencies | | |
| Entry level for Transformation, Inner Development & Resilience Competencies | Core level for Transformation, Inner Development & Resilience Competencies | Extended learning journey for Transformation, Inner Development & Resilience Competencies |
| Facilitation, Communication & Community Engagement Competencies | | |
| Entry level for Facilitation, Communication & Community Engagement Competencies | Core level for Facilitation, Communication & Community Engagement Competencies | Extended learning journey for Facilitation, Communication & Community Engagement Competencies |
| Coaching Competencies | | |
| Entry level for Coaching Competencies | Core level for Coaching Competencies | Extended learning journey for Coaching Competencies |
| Sustainability & Carbon Reduction Competencies | | |
| Entry level for Sustainability & Carbon Reduction Competencies | Core level for Sustainability & Carbon Reduction Competencies | Extended learning journey for Sustainability & Carbon Reduction Competencies |
| Scaling & Deepening Competencies | | |
| Entry level for Scaling & Deepening Competencies | Core level for Scaling & Deepening Competencies | Extended learning journey for Scaling & Deepening Competencies |

The Five Fields of Competency

CCC Pathway 1: Transformation Competencies

These are the competencies that enable a deeper kind of change to happen, best described by the word *transformation*. Transformation implies that the underlying characteristics of the situation or system, community or individual, have changed significantly for the good. These competencies cover obvious 'people skills' areas, and also a high level of self-awareness so that a CCC can reflect on the processes they are facilitating, be open to explicit and unspoken feedback, and learn from and refine their practice as a Community Climate Coach.

Competencies for Enabling Change

These competencies enable change to happen for individuals, communities, groups, organisations and networks. They create the conditions, attitudes and mindsets that are essential for making change expected and for change to be welcomed.

Competencies for Enabling Change:

1. Builds positive relationships with others and between others
2. Develops people to support them achieving their goals and potential
3. Leads change in ways that bring others with them
4. Inspires others in ways that change thinking and action
5. Thinks critically to assess options, possibilities and potential
6. Communicates clearly with awareness of what others can receive
7. Creates accountability in themselves and others

Inner Development Competencies

These are the competencies we need to develop ourselves, our awareness of self and others, through which we enable change to occur in the systems we are part of.

Inner Development Competencies:

1. Develops self-awareness of thoughts, emotions, behaviours & intuitions
2. Develops clarity in purpose, values, vision, motivation & commitment to enabling learning and action in others
3. Is adaptable in the role as Community Climate Coach
4. Recognises multiple identities, intelligences & worldviews
5. Nurtures healthy & constructive mental habits or patterns & demonstrates life affirming dispositions & attitudes
6. Engages participants in building community, collaboration and working collectively

Resilience Competencies

The competencies that enable us to respond appropriately, healthily and creatively to change that is happening in the communities, groups, organisations, networks and wider world we are part of:

Resilience Competencies:

1. Purposefully uses reasoning to identify strengths and weaknesses of alternative approaches in diverse situations.
2. Successfully adjusts to a variety of positive and negative conditions and circumstances.
3. Clearly understands their own qualities, characteristics, strengths and weaknesses, and how they impact on self and others.
4. Integrates and applies prior and current learning / practice / action to new situations.
5. Works with others to achieve a goal.

Competencies for Organisation & Movement Building

The competencies that enable us to build and strengthen the organisations and movements we are part of:

Organisation & Movement Building Comps:

1. Is well organised & capable of managing a range of situations
2. Engages and supports relevant Communities of Practice
3. Is innovative, creative & enterprising when appropriate
4. Demonstrates appropriate emergence, pioneer & leadership qualities
5. Understands and is able to work with the lifecycles of movements, networks and communities of practice
6. Is able to cost, market & administer events and learning or activity programmes

Key Tools & Resources for Transformation Competencies

Learning Pathways for Transformation Competencies

| Learning Pathway Options (How competency is learned & developed) for Community Climate Coaches and Community Catalysts | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Universal Change Competencies | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| <p>Informal investigation and research on change-related competencies, organisational change, leadership for change, change management, etc.</p> <p>Books, online articles & videos on enabling change and related themes e.g. TED talks; etc.</p> | <p>Identify in-person or online Workshops / Trainings on enabling change or a change-related theme(s) which meets your needs.</p> | <p>Additional trainings and self-directed learning and / or supported learning and reflective practices from applying what has been learnt at prior stages and refining your change-related competencies over an extended time period.</p> |
| Inner Development Competencies | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| <p>Informal investigation and research on a range of inner development themes.</p> <p>Books, online articles & videos on inner development themes e.g. TED talks; etc.</p> | <p>Identify in-person or online Workshops / Trainings on relevant inner development themes which meet your needs.</p> | <p>Additional trainings and self-directed learning and / or supported learning and reflective practices to refine your inner development competencies over an extended time period.</p> <p>Extended inner development practices, such as mindfulness, meditation, yoga.</p> |
| Competencies for Resilience | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| <p>Informal research on resilience: books, online articles, videos on resilience e.g. TED talks; etc.</p> <p><u>Stockholm Centre for Resilience - 7 principles of resilience</u> - principles for building resilience in social-ecological systems</p> <p><u>Oxfam model of resilience capacity: Absorb, Adapt Transform</u> - focused on Absorption Capacity, Transformative Capacity & Adaptive Capacity applied at multiple levels, especially community, organisational systems & local landscapes.</p> | <p>Identify in-person or online Workshops / Trainings on a relevant Resilience and related themes which meets your needs.</p> <p>Example: Chris Johnstone 7 Steps to Resilience / College of Wellbeing / College of Resilience Model - a model that is primarily focused on personal resilience, and which has a widespread impact - https://resiliencetraining.net/p/seven-ways-to-build-resilience - https://collegeofwellbeing.com/</p> | <p>Additional trainings and self-directed learning and / or supported learning and reflective practices from applying what has been learnt on Resilience at prior stages and refining your understanding of practical ways to build resilience and your own resilience competencies over an extended time period.</p> |
| Movement Building Competencies | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| <ul style="list-style-type: none"> • BLAST CoP Good Practice Guide. | <p>Engage with and participate in a Community of Practice</p> | <p>Ongoing engagement with and participation in the development of a Community of Practice</p> |

CCC Pathway 2: Competencies for Communication, Engagement and Facilitation (people competencies)

These critical competencies enable a meaningful process of creative community engagement to be initiated, maintained and developed. Facilitation and engagement implies that the needs, interests, priorities and potential of the individuals and groups within the community are the primary focus (rather than an imposed agenda). These 'people skills' are applied to initiate and develop the processes that enable and encourage transformation to happen, in individuals, groups and across a community over time.

What are these competencies? The ability to effectively convey your message, effect change, reach and engage your audience on an ongoing basis, exchange ideas and receive feedback. Good engagement, communication and facilitation creates an environment that allows this to take place.

Why are they important? Communication is at the heart of transformation. You must find your audience, engage them, convey your message and learn from the experience, motivate and inspire - and keep them engaged. Good facilitation is almost invisible. It allows effective communication and engagement to take place, in the moment and on an ongoing basis. Good facilitation enhances the experience which can lead to deeper transformation, it can deal with conflict and discomfort and it can allow for mutual understanding and growth.

Reality Check:

A sometimes surprising challenge that many initiatives face is resistance from the local community. Trying to create a better world and effect change is often interpreted as criticism of what already exists or (by extension) as a criticism of "normal life" or even of tradition. People can be protective of their way of life and often feel threatened to varying degrees by those that advocate for system change. This can result in resentment and social division and in some cases even acts of sabotage.

*This needs to be addressed very sensitively. There is no formula as every location, culture and group of individuals has its own set of circumstances and nuances. **Early positive engagement with the local community is vital.** It may be challenging to win hearts and minds at the early stages, but it is far more difficult to gain support when distrust has taken hold. If local people feel invested in your initiative, they will be much more supportive.*

Compromises and concessions may need to be made at times and the original vision of the initiative may need to evolve. With time, patience and good engagement and facilitation skills your initiative will become a dynamic part of the local community.

How are these competencies used and developed? This can cover marketing and advertising, social and other media, effective delivery of programs, public speaking, seeking and evaluating feedback, creating stories and narratives, inspiring and motivating change, non-verbal communication, games, experiences, listening, "walking the walk". Group and on-line facilitation skills, non-violent communication, listening skills, conflict management and resolution are all very important, as are how to effectively use spaces and learning environments, breaks, refreshments, variations in learning intensity, workshops to identify issues and priorities in the local community, and to identify how to respond to them in sustainable, regenerative ways that build community resilience.

Communication Competencies

Internal communication

- Selects appropriate media of communication
- Develops and implements codes of conduct
- Fosters a team culture

External Communication - General

- Understands the needs of others - asks open questions and listening to gather insight into other perspectives
- Clearly communicates messages - articulates an easily understandable perspective
- Adapts communication style to the audience, situation and needs of the message
- Uses a range of communication methods - determines which comms mode(s) will deliver the desired outcome - develops ways of communicating with key stakeholders (e.g. newsletter for supporters, press releases for events, celebrations)
- Identifies and participates in suitable formal and informal networks
- Builds an influential and effective network for communication - seeks to grow their network and extend or deepen the influence of their communication - identifies appropriate affiliations (for example other iACT or LAND Centre projects)
- Is aware of personal impact - is self-aware, manages emotions & respects others
- Engages with and deals with conflict appropriately - facilitates challenging situations confidently, where participants hold different views & want different outcomes
- Records the activities of the organisation (for annual reports, funding applications etc.) and makes this information available (for research or promotion).

External Communication - Promotion

- Identifies target audiences (marketing) and appropriate means of communication with them (advertising)
- Develops a "Brand" - identifies how that brand is to be used (brand mission & identity)
- Creates and maintains a good quality web interface (website/homepage) so that it is easy for people to find you, get the information they want, enquire or make bookings.
- Effectively utilises Social Media

External Communications for Local Community Engagement

- Identifies how your organisation is represented locally and by whom
- Identifies appropriate and sustainable local partnerships (for example helping the local school to develop a food garden)
- Makes efforts to integrate into the local communities and economy
- Discerns what criticism or feedback to act upon.

Local Community Engagement Competencies

- Engages and includes diverse sectors & audiences
- Conveys relevant complexity in accessible ways
- Responds and adapts to specific bio-cultural and values-based contexts
- Creates a group container and supportive environment for community engagement or learning

- Creates safe spaces that can work effectively with discomfort
- Senses and responds to group dynamics in service of learning and action

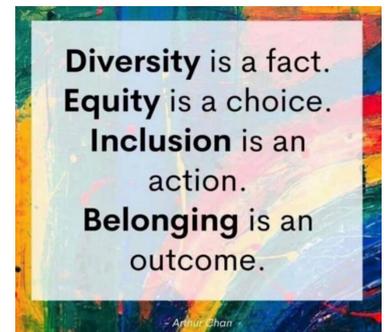
Conflict & Issue Resolution Competencies

- Creates a sense of trust and safety about the processes, methods and parties involved in conflict / issue resolution processes
- Is able to select and use processes and methods that are suited to the context
- Is able to carry the process and respond appropriately to group dynamics in service of mutual beneficial outcomes

Competencies for Equity, Diversity and Inclusion

This involves seeing, thinking and responding in terms of equity, diversity, inclusivity and social justice.

- 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
- Identifies and understands:
 - how sustainable actions are affected by biases about how choices for action are influenced or inhibited by our comparisons with others
 - how humans relate to risk (basic knowledge of behavioural theory).



Group Facilitation Competencies

The following summary of competencies for group & community facilitation is sourced from the competency framework of the *International Association of Facilitators (IAF)*.

See: <https://www.iaf-world.org/site/professional/core-competencies>:

- 1. Creates Collaborative Group / Client / Community Relationships**
 - Develops working partnerships
 - Designs and customises processes to meet group / client / community needs
 - Manages multi-session events effectively
- 2. Plans Appropriate Group Processes**
 - Selects clear methods and processes
 - Prepares time and space to support group process
- 3. Creates and Sustains a Participatory Environment**
 - Demonstrates effective participatory and interpersonal communication skills
 - Honours and recognises diversity, ensuring inclusiveness
 - Manages group / community conflict
 - Evokes group / community creativity
- 4. Guides Group / Community to Appropriate and Useful Outcomes**
 - Guides the group / community with clear methods and processes
 - Facilitates group / community self-awareness about its task
 - Guides the group / community to consensus and desired goals/outcomes - NOTE: this sets up for any Coaching competencies that are available to help achieve the desired outcomes
- 5. Builds and Maintains Knowledge of Practice**
 - Maintains a base of facilitation knowledge

- Knows a range of facilitation methods
 - Maintains professional approach and standing
- 6. Models Positive Professional Attitude as a Process Facilitator**
- Practices self-assessment and self-awareness
 - Acts with integrity
 - Trusts group / community potential and models neutrality

Climate Action Facilitation Competencies

Research on the UK climate movement drew clear conclusions from which we can derive lessons relating to the competencies needed for building strong movements, particularly at the local level. Some headlines of the factors that are working well in climate movements are:

- *Collaboration combining multiple approaches and voices was the most cited as key to success. This means a well functioning movement ecology; a symbiosis of approaches deployed by different actors to push things forwards, even when the groups have different aims. Examples included building diverse coalitions, finding common ground across difference, working with marginalised groups, targeted policy and lobbying, direct action, building on activist pressure etc*
 - Competence: is able to facilitate collaborative climate action that combines multiple approaches and voices.
- *Grassroots/community led action/ organising was seen as the best way to bring new people into the movement, unite communities and build power, especially of those who are most marginalised and most impacted by the climate crisis or who likely will be by the coming transition. Interestingly, national actors used the term organising; local ones community led action or grassroots – but they meant the same thing.*
 - Competence: is able to facilitate and support grassroots and community-led action and organising
- *Community projects with councils, moral authority of young people (and the power of the school strikes), narrative, framing, and strategic direct action were each mentioned by several actors as being effective.*
 - Competence: is able to facilitate the active engagement of key stakeholders and morally authoritative voices (including young people) in action initiatives

Source: <https://thinkingdoingchanging.com/2022/02/07/mapping-the-uk-climate-movement/>

Selection and use of participation & engagement methodologies - Blended methods

Competence in blended methods means using and integrating both in-person (off-line) and online participation and engagement methods and resources that suit the contexts of the individual and group, and the overall community engagement process. This can offer greater accessibility, flexibility, affordability and inclusivity for participants to be able to engage. If well-designed this can enhance the transformative potential of the whole engagement process.

- Develops self-awareness & adaptability as a facilitator in online and blended environments
- Nurtures engaging and safe online and offline / in-person environments for participants
- Is aware of and responsive to group dynamics in online and offline contexts
- Knows how to assess & select technology suitable for the context & audience

- Understands and allocates the time and skills needed to enable & manage engagement in a blended context
- Knows how to design experiential and participatory blended processes and experiences
- Designs, facilitates & manages blended engagement environments and pathways
- Facilitates technologically enhanced engagement
- Understands how to design blended engagement experiences to optimise transformative (inner and outer) outcomes arising from participation
 - set-up and preparation phase online;
 - technologies for community & communication - forums, chats for connection, guild building
 - related technologies for blended participation - Miro, White boards, interactive feedback, confidential feedback, breakout rooms.
- Understands how power & rank, and mainstream & margins, affect groups / participation processes and the effect that different settings have on participation levels of different sub-groups ([Leading Groups Online](#))
- Knows different ways to encourage peer-to-peer interaction and community building online and offline
- Is able to find solutions to needs and technological issues that arise in a group
- Is able to recognise one's own stress or exhaustion from facilitating in-person or online (from screen time, reading the group, delivering content etc). and to resource oneself to support the group to do the same
- Knows the ethical and other impact issues of use of digital tools and technologies and of the ethical options for most used tools e.g. meetings; shared document systems; etc.

For more detail visit: [Blended Learning Competencies](#)

Key Tools & Resources for Communication, Engagement & Facilitation Competencies

Learning Pathways for Communication, Engagement & Facilitation

| Learning Pathway Options - How competency is learned & developed for Communication, Engagement and Facilitation | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Competencies for Communication | | |
| Entry level 'Taster' → Community Engagement & Communication | Core 'Experience' → | Extended 'Journey' |
| Developing awareness of good communication and engagement techniques and practices Experience of working with others with strong communication and engagement skills and experience Books, Online searches, articles & videos Online Introduction to communication / engagement short courses | Training and practice in a communications role | Ongoing training and practice in a communications role Learning from experienced mentors |
| | Competencies for Community Engagement | |
| | Core 'Experience' → | Extended 'Journey' |
| | Training and practice in community engagement methods | Ongoing training and practice using a diversity of engagement methods in a range of contexts Learning from experienced mentors |
| Facilitation Competencies | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| Books or Online searches, articles and videos Experiencing expert / professional Facilitation on a number of occasions Online 'Introduction to Facilitation' short courses | Facilitation Training Accredited by relevant Professional body e.g. <i>International Association of Facilitators (IAF)</i> Experiencing expert / professional Facilitation over an extended period e.g. 3 months / 10 sessions Completing a number of Facilitator trainings / workshops with expert / professional Facilitators Art of Hosting training | Engage with and participate in Facilitator Communities of Practice to find allies Ongoing participation in Facilitation Supervision group or Peer-to-peer exchanges Developing your Facilitation practice Undertaking Facilitation CPD or similar development training Art of Hosting practitioner gatherings or participatory leadership training |
| Competencies for Literacy in Equity, Diversity & Inclusion | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| Books or Online searches, articles and videos Experiencing expert / professional Facilitation on a | Facilitation training accredited by relevant Professional body e.g. <i>International Association of Facilitators (IAF)</i> Experiencing expert / | Engage with and participate in Facilitator Communities of Practice to find allies Ongoing participation in Facilitation Supervision group or |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| number of occasions Online 'Introduction to Facilitation' short courses | professional Facilitation for a set period e.g. 3 months / 10 sessions Completing a number of Facilitator trainings / workshops with expert / professional Facilitators | Peer-to-peer exchanges Developing your Facilitation practice Undertaking Facilitation CPD or similar development training |
| Competencies for Facilitating Climate Action | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| XR facilitation training | CAT Zero Carbon Britain training Deep Adaptation training | Deepened and extended experience of facilitating community based climate action initiatives |
| Competencies for Blended Participation and Engagement | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| Articles or webinars on the theory and application of blended participation methodologies. Experience of blended participation through different methods. | Substantial experience of Blended participation & engagement practices and approaches. Training in blended participation & engagement methodologies. | Deepened and extended experience of Blended participation & engagement methods especially through repeated practice of delivering a variety of blended experiences and processes (e.g. workshops, meetings, events, trainings), including as part of a team |

Key Resources:

- [Community Catalyst Guidelines](#) - download of guidelines available in 6 languages
- [Community Catalyst Toolkit](#) - download of toolkit available in 6 languages
- Research on the factors that are working well in the UK climate movement: <https://thinkingdoingchanging.com/2022/02/07/mapping-the-uk-climate-movement/>
- [*The practices of collective action: Practice theory, sustainability transitions and social change*](#), Daniel Welch & Luke Yates
- <https://communitiesforfuture.org/transformational-blended-learning-blast/>

CCC Pathway 3: Coaching Competencies

The essence of coaching is to help people identify appropriate goals for themselves, to make changes and to learn about themselves in order to help them achieve those goals. If individuals, households, groups and organisations have challenging goals around climate action and community resilience, coaching-based approaches can definitely help as part of the ecology of skills and experience to help achieve those goals effectively and to help them be the person, group or community they want or need to be.

In more detail, the essence of coaching is:

To help a person (or group / community) change in the way they wish, and to help them go in the direction they want to go. Coaching supports a person (or group / community) at every level in becoming who they want to be. Coaching builds awareness, empowers choice and leads to change... It unlocks a person's (group's / community's) potential to maximise their capacity to achieve their goals. Coaching helps them to learn, rather than teaching them.

Source: <https://internationalcoachingcommunity.com/what-is-coaching/>

Coaches typically look at the individual or organisational level of success. The current age is asking us to look at what is needed for planetary success - whilst coaching is recognising that the individual or organisational level is often too small for the scale of the climate challenge. A key answer for coaches is to continue to work with people (as they cannot coach a planet), and shift to the scale that people consistently and naturally organise themselves at: **coaching at the community scale** - whether that is a community of place, a community of interest, or community of practice. Hence, the essence of community climate coaching is...

Community Climate Coaching unlocks a group's or a community's potential to maximise their capacity to achieve their climate and resilience goals. Coaching helps whole communities, and the individuals, organisations and networks within them, to learn, rather than teaching them. It helps them to learn what climate action means in practice, and to learn-by-doing the actions and transformations that are needed to achieve it.

For community climate coaches working with a motivated community, one of the goals for using their coaching competencies is therefore:

- a) to describe the destination - usually by asking questions that enable the community to uncover and describe that destination for itself
- b) to support the community and the individuals within it in their work to reach that destination

There are some common communication, reflection and people-work skills between the roles of facilitation and coaching, the difference being that coaching is specifically focused on supporting people to identify and achieve their goals, whereas facilitation skills may be applied in a much wider range of areas, including project design, planning and conflict resolution.

The European Mentoring & Coaching Council (EMCC) has defined the core competencies of coaches as follows, with our own small additions to provide a group/community context for this work:

Core Areas of Coaching Competencies (from EMCC Competency Framework²)

1. **Understanding Self** - 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 (group's/community's), and where relevant, the sponsor's objectives
2. **Commitment to Self-Development** - Explores and improves the standard of their practice and maintains the reputation of the profession
3. **Managing the Contract** - Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client (group/community) and, where appropriate, with sponsors
4. **Building the Relationship** - Skilfully builds and maintains an effective relationship with the client (group/community), and where appropriate, with the sponsor
5. **Enabling Insight and Learning** - Works with the client (group/community) and sponsor to bring about insight and learning
6. **Outcome and Action Orientation** - Demonstrates approach, and uses the skills, in supporting the client (group/community) to make desired changes
7. **Use of Models and Techniques** - Applies models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning
8. **Evaluation** - Gathers information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes

For the role of Community Climate Coach, the first two levels of the EMCC framework are most relevant: the **Foundation level** and the **Practitioner level**.

Coaches with the higher levels of competence - Senior Practitioner and Master Practitioner (i.e. experienced professional coaches) - will be of great value if they are keen to apply their experience and skills in the context of community climate action and resilience. However, for many communities it is unrealistic to imagine that such experience is likely to be available.

The emphasis for Community Climate Coaches is to plan and feel motivated to achieve the Foundation or Practitioner levels of competence, as described by the EMCC Framework.

Foundation Level Coaching

- Individuals with an understanding of the practice of mentoring/ coaching and having the core skills of mentoring/coaching.
- Likely to be working with others using mentoring/coaching conversations to support and encourage development of skills/performance.
- 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.

Practitioner Level

- 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.
- 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.

² [European Mentoring and Coaching Council \(EMCC\)](#)

- Method of working typically involves application of a coherent model based on one or more established ones.
- 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.

Key Tools & Resources for Coaching Competencies

Learning Pathways for Coaching Competencies

| Learning Pathway Options (How competency is learned & developed) for Community Climate Coaches and Community Catalysts | | |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Coaching Competencies | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| Books or Online searches, articles and videos Being coached Online 'Introduction to Coaching' short courses, webinars or workshops | Coaching Training Accredited by relevant Professional body e.g. EMCC (European Coaching & Mentoring Council) Receiving coaching for a set period e.g. at least 3 months / 6 sessions | Developing your coaching practice Being coached on an ongoing basis Peer-to-peer coaching exchanges Ongoing participation in Coaching Supervision group |
| Competencies for Climate Coaching | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| Engage with and participate in Climate Coaching Alliance events | 3 Module Climate Biodiversity Coaching online course with ongoing reflective practice Engage with and participate in Climate Coaching Alliance regional group to find allies | Extended engagement and participation with Climate Coaching Alliance regional group to find allies |
| Competencies for Nature Based Coaching | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| Books or Online searches, articles and videos Peer-to-peer learning on nature-based coaching | Specific nature-based coaching training e.g. Courageous Coaching online training with nature-based learning practices; | Practising and receiving nature-based coaching on an ongoing basis |

Key Resource:

[Ecological & Climate Conscious Coaching](#), Editors: Alison Whybrow et al, Routledge, 2022

CCC Pathway 4: Sustainability & Carbon Reduction Competencies

These sustainability competencies combine with the other competency areas to create the overall ecology of competencies that are needed across communities to activate, support and expand community climate action. They enable climate coaches to understand the levels and qualities of competency that are realistically needed across a community to enact the many processes that enable regenerative sustainability and resilience to be achieved over time. They help us to understand progressions in learning, where individuals, groups and communities progress to higher levels of sustainability competence over time, for example by transforming conventional farming to diverse regenerative farming systems, buildings to low energy healthy homes, and shifting to renewable energy systems that deliver affordability and energy security, all within a process of building a healthy, resilient and inclusive community.

Why are they important? Transformation (as opposed to completing a course and getting a certificate) requires passion, action, and doing things significantly differently.

How are they used and developed? Training in your field of interest. Reading, discussing and debating with others. Creating or engaging with specialist networks, or finding a mentor or motivated collaborator. Experimenting and exploring. Documenting or recording your work. Working in a relevant field.

The following competency areas are detailed in more depth in the main CCC competency document and the Competencies section of the Communities for Future Wiki. We are only including some of the more detailed indicators of competency that apply to some of the six competency headings below.

Systems thinking

The ability to think systemically and strategically includes understanding how elements and relationships work within systems, and that elements, relationships and systems as a whole have both needs and potential. Nature is our ultimate teacher here.

- Sees, thinks and responds in terms of systems, patterns, relationships and interdependent processes, promoting resilience, understanding tipping points and feedback loops
- Understands and conveys the importance of Future Thinking, Visioning and Strategic - backcasting, recognising heritage, intergenerational equity, as well as design, planning, decision making, implementing, addressing challenges, organisational development, use of action-reflection cycles.
- Sees, thinks and responds in terms of local, personal and collective responses to local-to-global solutions and in terms of 'simplicity', as a way of working with complexity in relatively simple (but not simplistic) ways

Ecological & carbon literacy

Critical literacy in sustainability, regeneration & climate action is an understanding of the fundamental issues in these areas. This includes knowledge of the degrees of significance of the wide range of issues involved in any given situation, or how or where to find this out from reliable sources if it is not known.

- Is literate in terms of knowledge of regeneratively sustainable futures (the *What?*) and community-led processes to manifest those visions (the *How?*), and the components and relationships they require:
 - Significant demand reduction i.e. in energy and resource use;
 - Shifts to sustainable / renewable supplies
 - Localisation and regionalisation, shifting from a globalisation-focused imbalance

- Enhanced equity and inclusivity
- Enhanced and protected biodiversity and ecosystems
- Sufficiently diverse systems that exhibit dynamic stability, adaptability and resilience to maintain health, and recover from system shocks, which generate mutual benefits for elements of the system
- Is able to identify and balance priorities to generate significant outcomes to address:
 - The 3 core dimensions of sustainability: i) Environmental dimensions (carbon footprint, ecological footprint, biodiversity, etc); ii) Social dimensions (social justice, EDI, health, etc); iii) Economic dimensions (equity, economic structures, ethics in economic activity, appropriate work & career choices, etc)
 - The 7 Key Impact Areas covering homelife, work-life and community life, specifically: a) Energy; b) Food; c) Homes & Built Environment; d) Travel & Transport; e) Consumer & Clothing Choices; f) Technology & Digital; g) Money.
- Knows the role of regenerative / permaculture design for building community resilience and generating meaningful responses to the climate and ecological emergencies that match specific contexts or needs, processes and audiences
- Understands the full range and depth of competencies needed to bring about community-led action across communities - and uses competency-based thinking, methods and strategies for community action, to develop a coherent diversity of individual and collective competencies across a community.

Competence in key technical and practical fields

Has or is able to engage specific competencies in important practical or technical fields

- 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 / group working; inclusive and equitable engagement; naturally healthy living; green building; complementary health skills; renewable energy; etc.
- Harnesses specific existing technical, professional or organisational competencies in service of community-led action processes and goals in particular areas, including:
 - Energy: energy efficient technologies and systems; renewable energy systems (from household to utility scale - survey, specification, installation, maintenance); energy measurement and monitoring systems;
 - Buildings: low carbon, healthy deep retrofit (survey, design/specification and installation)
 - Food: growing; local-to-regional food sourcing and distribution - for low impact & health-creating food;
 - Healthy Living: for individual & collective 'whole health' covering the physical, mental & emotional health realms in integrated ways;
 - Communication, management, financial, legal and organisational competencies.
- 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
- **Tool / Resource:** [BLAST Communities of Practice Good Practice Guide](#).

Ethical and low impact living

Having knowledge *and experience* of regeneratively sustainable / low impact lifestyles, at individual & collective levels is vital for genuine understanding, rather than a merely conceptual or theoretical understanding.

- Understands the important relationship between 'sustainable living' and 'ethical living'.

- Has knowledge and experience of regeneratively sustainable / low impact lifestyles, at individual & collective levels (Walk your talk) - knows and understands from experience the individual and collective options for shifting from higher impact to low impact lifestyles that are relevant for an audience e.g. shifts in consumption of energy, food, transport, etc; deep retrofit of homes; ecological cohousing projects;
- Has knowledge and experience of health creating lifestyles - knows and understands 'whole health' from experience i.e. lifestyles that create and support physiological, mental and emotional health in the individual, the group and the ecosystem, as well as health-creating economic and social systems;
- Knows and understands from experience of consistently making ethical choices (e.g. addressing: human and workers rights; animal rights; oppressive regimes; environmental impacts; etc) in major areas of *lifestyle impact* i.e. food choices, energy purchasing, consumer goods (e.g. appliances; clothing; digital devices; etc) and financial choices (banks; investment), and in *ethical work-life choices*, and *ethical options for community life* (organic food purchasing coops; car share; local credit unions; etc).
- Knows and understands from experience lifestyles which focus on our human relation with nature, experiencing ourselves as part of nature as a greater whole (e.g. indigenous perspectives; deep ecology or radical ecology), where deeper knowledge (and at times wisdom) arises from the experience of connectedness.

Action for personal and community resilience

Having the ability to initiate or facilitate community-based action for regeneration, sustainability and resilience is essential.

- Designs, plans, facilitates and implements community-based projects and initiatives in the locality, outside of the learning and demonstration centre
- Facilitates processes that address relevant local themes e.g. local food producers marketing and distribution cooperatives; community energy initiatives; repair cafes and makerspaces; etc;
- Initiates or engages in (without overly controlling) a facilitated process of a) project design, planning and implementation; b) 'change management', whether that is individual or collective, organisational (including business) or at the community level; c) building individual, team and community skills for resilience.
- Manifests creativity, innovation and enterprising approaches to facilitate community-led action, to generate new regenerative solutions or to adapt existing forms to become sustainable.
- Is able to demonstrate appropriate emergence, pioneer & leadership qualities and nurture 'leaderful collective organising', ideally building a constructive critique of 'traditional' forms of leadership into practices, language and mindsets.
- Catalyses, facilitates and multiplies collective learning and action opportunities in response to a specific local or regional socio-ecological context.

Regenerative & Permaculture Design:

Having the ability to initiate, lead and facilitate appropriate regenerative and permaculture design processes, individually and with others is essential.

- Knows the importance of regenerative / permaculture design for building community resilience and generating meaningful responses to the climate and ecological emergencies
- Understands and has knowledge of specific design methods, tools and practices that generate regenerative solutions, e.g. permaculture design and regenerative design.

Competencies for Catalysing Community Resilience

For larger initiatives a fundamental element of their purpose is to provide systems to build capacity to catalyse community-led, participative approaches to resilience and regeneration. The following principles have been defined by the Community Climate Coaches project as being essential characteristics to be in place or to emerge in order to catalyse action that leads to greater levels of resilience. This emphasises that an ecology of competencies, network leadership and social innovation are essential to bring about wider local to regional resilience.

| PRINCIPLE and Definition | |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Enhancing Sense of Place - Place-sourced, narratives / stories of place and potential - nurturing a sense of unique identity and belonging - place based - local - dialogue |
| 2. | Developing Cooperation - Collaboration - bottom up ways of working - co-creation - multi-sectoral integration - networks mutualism |
| 3. | Deepening Participation - Equality, diversity, and Inclusion (intersectionality) - dialogue - all voices and gifts welcomed (polycentric sourcing) - many voices and one song |
| 4. | Growing Capacity - Knowledge, competencies, developing essence of the group, learning to learn, reskilling - regenerating cohesion ("spiritualising"), adding-value to greater whole - systems thinking - structure local partnerships - Resilience - inner and community levels |
| 5. | Harnessing the Power to Act - Motivation, awareness, agency, ability to draw resources, regenerating will, developing ability to optimise available outside resources - multiple voices celebrated - recognising that one collective voice may help catalyse action |
| 6. | Enacting Subsidiarity - Empowerment, developing ability to optimise available outside resources/subsidiarity and polycentric - Subsidiarity at local level - decentralisation - self organisation - distributed - local decision making |
| 7. | Embedding Transformative Social Innovation - Nourishing or building common ground - systems change - make the alternative communicable, accessible, and practicable by the general public. Transformative disruptive innovation (https://drift.eurnl/topics/social-innovation/) - transformative social innovation - rooting/embedding social innovation - adaptation |
| 8. | Unleashing Transformative Imagination - Creatively responding to the crisis of imagination - from what is to what could be - from needs to potential - generating and expressing co-creativity - learning from and inspiring each other - being brave - 'another world is possible' |

Resilience Competencies

The following resilience competencies are used by the Northeast Resiliency Consortium (NRC), formed in 2013 to address the need for resilience in seven colleges and communities in New England and north eastern USA.

1. **CRITICAL THINKING** - Purposeful uses reasoning to identify strengths and weaknesses of alternative approaches in diverse situations.
2. **ADAPTABILITY** - Successfully adjusts to a variety of positive and negative conditions and circumstances.
3. **SELF-AWARENESS** - Clearly understands their own qualities, characteristics, strengths and weaknesses, and how they impact on self and others.

4. **REFLECTIVE LEARNING, PRACTICE & ACTION** - Integrates and applies prior and current learning / practice / action to new situations.
5. **COLLABORATION** - Works with others to achieve a goal.#

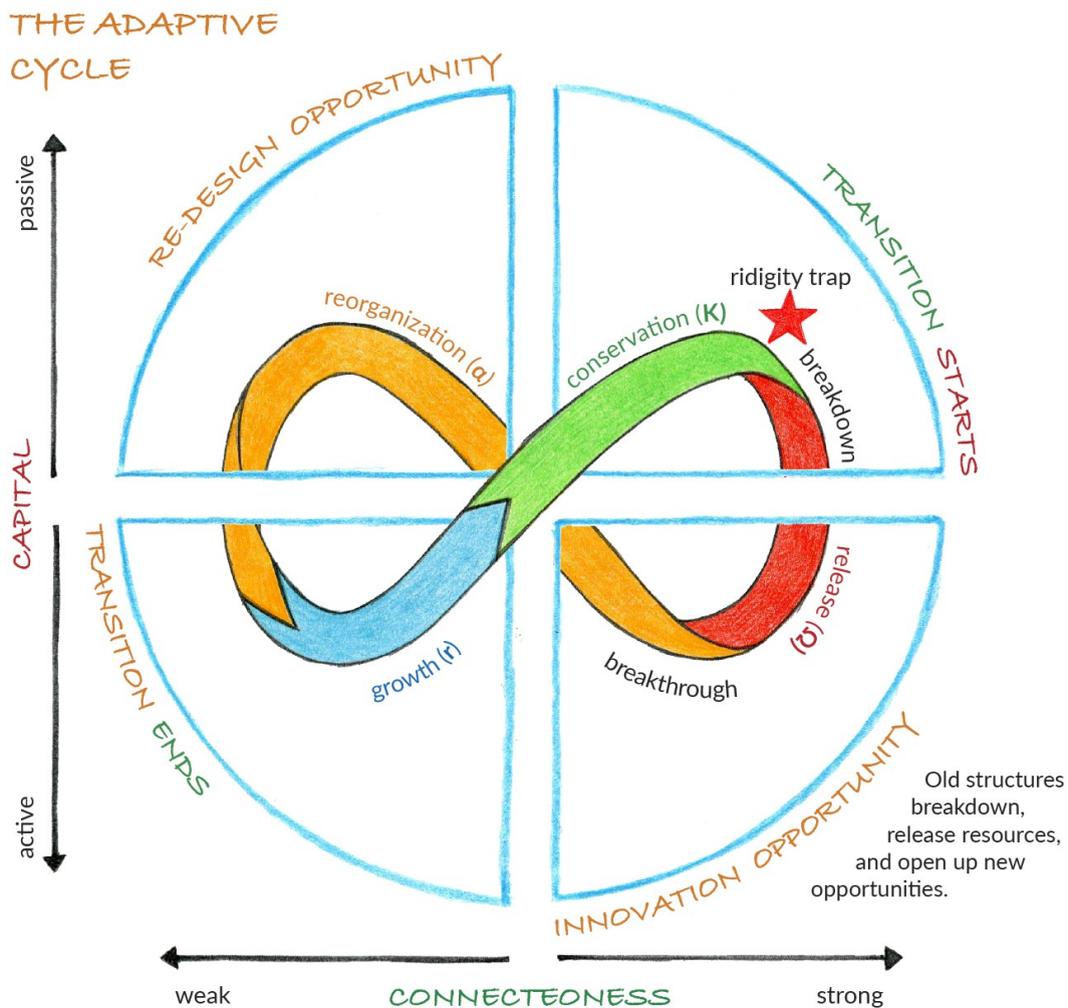
Source: <https://files.eric.ed.gov/fulltext/ED602055.pdf>

Building the resilience of catalyts, communities and networks is a vital goal:

"The three aspects of resilience (persistence, adaptive capacity and transformability) describe important capacities of living systems: to resist collapse and maintain vital functions, to adapt to changing conditions (learn and self-organize) and in the case of Socio-Ecological Systems to apply foresight and anticipation to 'design for positive emergence' – to transform the system towards increased health and an improved capacity to respond wisely and creatively to disruptions and change."

Daniel Christian Wahl, author of *Designing Regenerative Cultures*

Source: <https://medium.com/hackernoon/the-adaptive-cycle-panarchy-as-dynamic-maps-for-resilience-thinking-793fad49de5e>



Source: Designing Regenerative Cultures, 2016 - www.danielchristianwahl.com; Graphics: www.flaviagargiulo.com

Bioregional Competencies

Sourced from: <https://bioregion.org.uk/>

Climate change, biodiversity loss, economic contraction and pandemics reveal systems under stress, requiring a systemic response. Working at the scale of the bioregion – how human societies have organised themselves for millennia – we can see the many ecosystems and human systems alive within our place. Bioregioning is the set of skills and pathways that bring vitality to these connections and enable us to take action at systems scale. Below are the **Bioregional Learning Centre** (BLC) steps for developing a bioregion, each of which include key Bioregioning skills - downloadable assets at: <https://bioregion.org.uk/>

01 Make a Story of Place - 'Seeing the Whole' is a key Bioregioning skill.

02 Reveal the systems within the region - Mapping for vitality is a key Bioregioning skill.

03 Intervene and demonstrate - Intervening in systems is a key Bioregioning skill.

04 Launch a multi-sector design process - Convening is a key Bioregioning skill.

05 Widen reach and impact

06 Document and showcase your learning region

Key Tools & Resources for Sustainability & Carbon Reduction Competencies

Learning Pathways for Carbon Reduction, Regeneration & Sustainability

| Learning Pathway Options - How competency is learned & developed for Carbon Reduction, Regeneration & Sustainability | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Competencies Systems Thinking | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| Ecological systems thinking reading and online videos e.g. Donella Meadows; Fritjof Capra; Jeremy Lent; etc. https://donellameadows.org/systems-thinking-resources/ | Short courses or workshops on systems thinking e.g. Schumacher college short courses | Extended training and development of applied systems thinking practices Diploma in Applied Permaculture Design |
| Competencies for Ecological & Carbon Literacy | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| CAT Short courses e.g. for UK Zero Carbon Britain trainings 52 Climate Actions website Carbon Literacy training e.g. Carbon Literacy Project | CAT Short courses e.g. for UK Zero Carbon Britain trainings (UK-based) Carbon Literacy training e.g. for UK For organisations Carbon Literacy Project | Graduate Programme (distance learning or in-person), Centre for Alternative Technology |
| Competencies for Key Technical & Practical Fields | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| Visits to learning & demonstration centres or other projects which demonstrate applied practice in key technical and practical fields e.g. regenerative food growing; sustainable building; renewable energy; habitat creation or rewilding; etc. CAT Short courses e.g. green building; renewable energy | Short courses or long term volunteering (if available) in key fields: food growing; sustainable building; renewable energy; etc e.g. CAT Short courses Trainings in specific practical fields e.g. green / low energy building; organic horticulture; regenerative agriculture; etc. | Graduate Programme (distance learning or in-person), Centre for Alternative Technology Technical training and ongoing development of practice in key fields: food growing; sustainable building; renewable energy; etc. Ongoing practice and skills development in specific practical fields e.g. green / low energy building; organic horticulture; regenerative agriculture; etc. |
| Competencies for Ethical & Low Impact Living | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| Weekend workshop at an ethical, low impact living project or community | At least one month volunteering or working at an ethical, low impact living project or community | At least six months living or working at an ethical, low impact living project or community |

| Competencies for Action in Personal & Community Resilience | | |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| Initial engagement in community action initiatives | Initial planning and actions to transition to a low impact, healthy and resilient lifestyle and livelihood Participation in or coordination of community action initiatives | Ongoing commitment to develop a low impact, healthy and resilient lifestyle and livelihood Ongoing participation in or coordination of community action programmes |
| Competencies for Action in Regenerative & Permaculture Design | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| Introduction to permaculture course | Permaculture Design Certificate (PDC) Ecovillage Design Training (Gaia Education) Regenerative Design Training | Diploma in Applied Permaculture Design Ongoing and diverse design practice or specialisation e.g. farm scale design; architecture; education systems; etc. |

CCC Pathway 5: Scaling & Deepening Competencies

These competencies are essential for widening, expanding and deepening the activities and positive impacts of community climate action - to get more people and organisations fully engaged, to deepen their levels of action, and to extend the benefits of that engagement over time. This section connects to competency frameworks outside of this document.

Competencies for blended and transformative methods

Blended methods combine the use of online and in-person meetings, events and learning activities. Transformative methods and processes lead to deeper and longer lasting levels of inner and outer change.

Competencies for the use of blended and transformative methods are important for scaling and deepening community climate action for many reasons, including:

- To increase engagement, access and inclusivity;
- To be flexible and cater for different needs through providing a variety of ways of engaging for particular events or activities, and over an extended period of time;
- To enable deeper levels of change to happen across a broader range of people;
- To make extended learning journeys flexible and engaging, to significantly deepen peoples' competencies over time in vital areas.

The Competency Framework for Blended Transformative Learning (created by the BLAST Erasmus+ project) details the competencies in this area, which are likely to be particularly relevant for educators and catalysts involved in community climate action initiatives, particularly where learning programmes aim to build skills and competence over time.

- [BLAST Competencies Summary Table](#)
- [Transformative Learning Competencies for Trainers and Catalysts](#)
- [Blended Learning Competencies for Trainers and Catalysts](#)

Engaging professional and technical competencies in community climate action, regeneration and resilience

Climate action will only happen at scale, at an accelerated pace, when mainstream roles, skills and experience are engaged in meaningful responses to the climate crisis. Therefore CCCs need to engage a wide range of people with mainstream competencies in community climate processes - for example, people with significant food growing, construction and building services, financial, legal, communications, administration and management competencies.

Engaging these mainstream competencies will significantly expand the community's capacity to achieve its climate action, regeneration and resilience goals. In many instances this involves adding new knowledge to existing skills and experience, and developing attitudes that support meaningful change that aligns with the needs, priorities and potential of the locality.

Community of Practice Competencies

'Communities of Practice' have been referred to earlier in this guide as a group of people sharing knowledge, problems, solutions, information and news about a specific issue, and who extend group learning through reciprocal interaction (Wenger et al., 2002). A key goal of the CCC project is to develop national and international Community Climate Coaching Communities of Practice, and to engage with other relevant communities of practice such as facilitators, climate coaches (i.e. the Climate Coaching Alliance) and sustainability practitioners.

Building an understanding of the characteristics, activities and benefits of a CoP, and the competencies for engaging with and strengthening them, is important for the development of a national or regional CCC CoP, to share learning, experience and tools that help develop the relevant competencies across a group of CCC practitioners. This would be likely to include collaborative training development, peer-to-peer coaching and supervision activities. For example, the CCC community of practice will grow and evolve over time through:

- *CCC events*
- *CCC peer-to-peer engagement*
- *Sharing of CCC resources, good practice, tools*

For more detailed information on Communities of Practice see the BLAST CoP Guide:

- [PDF Version of CoP Guide](#) [Wiki Version of CoP Guide](#)

Competencies for monitoring, evaluation & learning

A great deal can be learned through monitoring and evaluation about processes that act as catalysts for community transformation, where this allows learning that leads to the adaptation or improvement of practices and processes, so that beneficial impacts can be expanded, deepened and lengthened.

These three dimensions of expanding, deepening and lengthening impacts, influences and benefits have been studied and encapsulated by Tim Strasser (Ecolise, Maastricht University) in his 3D methodology. This methodology has been developed so that it can be used for monitoring and evaluation of projects, social innovation and network leadership activities, and also to consider at the planning and design stage how initiatives and activities can be shaped and delivered to expand, deepen and lengthen their impacts.

The extent of monitoring and evaluation activity will relate directly to the competencies any team or initiative has in these areas, as well as their capacity in terms of scale.

Resources:

- [Key competencies for Monitoring & Evaluation](#) (Global Partnership for Better Monitoring)

Competencies for regenerative and sustainability learning & demonstration projects

Learning and demonstration centres that are embedded in their locality or region can be significant catalysts that enable transformation toward sustainability, regeneration and carbon reduction to be expanded and deepened. These centres provide examples of sustainable and regenerative methods in practice, particularly in areas such as low carbon healthy buildings,

renewable energy systems, and organic and regenerative food growing. They also provide the learning activities that allow these examples and the competencies associated with them to be rolled out in the locality and region.

It is highly recommended that Community Climate Coaches look for opportunities to work with regenerative sustainability learning and demonstration projects, because by working together their impacts will be significantly expanded as catalysts for driving climate action and community resilience. Such centres are living evidence of the critical concepts that CCCs are engaging with - evidence that is anchored in the material world.

For more information see:

- [iACT \(Activating Community Transformation\) Competencies for Catalyst Learning and Demonstration Centres webpages](#)

Key Tools & Resources for Scaling & Deepening Competencies

Learning Pathways for Scaling and Deepening Competencies

| Learning Pathway Options (How competency is learned & developed) for Community Climate Coaches and Community Catalysts | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Competencies for blended and transformative learning | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| <p>BLAST online Introductory Course</p> <p>Participating in a transformative learning experience i.e. weekend workshop.</p> | <p>Informal study of transformative learning theory and practice.</p> <p>Participating in a deep and extended transformative learning experience i.e. 2 weeks+.</p> <p>Participating in an extended blended learning experience.</p> <p>Developing and delivering your own blended transformative training course or community action programme.</p> | <p>Ongoing involvement in developing, delivering and refining blended transformative training programmes and activities.</p> |
| Competencies for Network Weaving, Movement Building and Communities of Practice | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| <p>BLAST Communities of Practice Guide</p> | <p>Completing Community Climate Coach training to enter the CCC Community of Practice;</p> <p>Ongoing participation in a relevant Community of Practice e.g. Climate Coaching Alliance; Global Regeneration Colab;</p> | <p>Establishing or co-ordinating a Community of Practice;</p> <p>Ongoing participation in and active contributions to the CCC Community of Practice;</p> |
| Competencies for Learning & Demonstration centres | | |
| Entry level 'Taster' → | Core 'Experience' → | Extended 'Journey' |
| <p>iACT online Introductory Course for Learning & Demonstration Projects</p> <p>iACT and LAND Centre Handbook for Learning & Demonstration Projects</p> | <p>Undertaking the self-assessment process for the iACT centre or LAND centre criteria and process</p> <p>Developing your iACT / LAND Centre plan</p> | <p>Completing / fulfilling the iACT centre or LAND centre criteria and process (as a self-directed or supported, depending on available support) to establish a learning & demonstration project for community resilience and climate action</p> |

Appendix: Tools for Assessing Competencies and Learning Pathways

Competency and learning pathway tools include:

- [The Community Climate Coaches Competencies Overview Table](#) allows the heading competencies to be viewed on a single page - this can be useful for highlighting competency strengths, competency gaps, and areas that are to be focused on for developing and strengthening competencies.
- [The Community Climate Coaches Learning Pathway on a Page](#) allows a simple overview of some of the key options that may be incorporated on a CCCs learning pathway, and for priorities to be highlighted.

Competency Assessment for Community Climate Coaches

The tool below offers a simple, subjective approach to assessing current competency levels and the target levels, for an individual and / or a team. To complete the Self / Peer Assessment Tool:

- Assess & map current level for each area of competence
- Determine an appropriate target level for each area of competence

The tool provides a simple way to see the areas that seem to demand the most attention for strengthening and deepening competencies, and viewed across a team will enable a clear understanding of how specialists in particular areas create a highly competent overall team.

Competency assessment tools are also available for the more detailed levels of competency for each of the 5 fields of competency - these are available in the CCC Toolkit **[provide link to [CCC Competency Assessment Tools](#)]**.

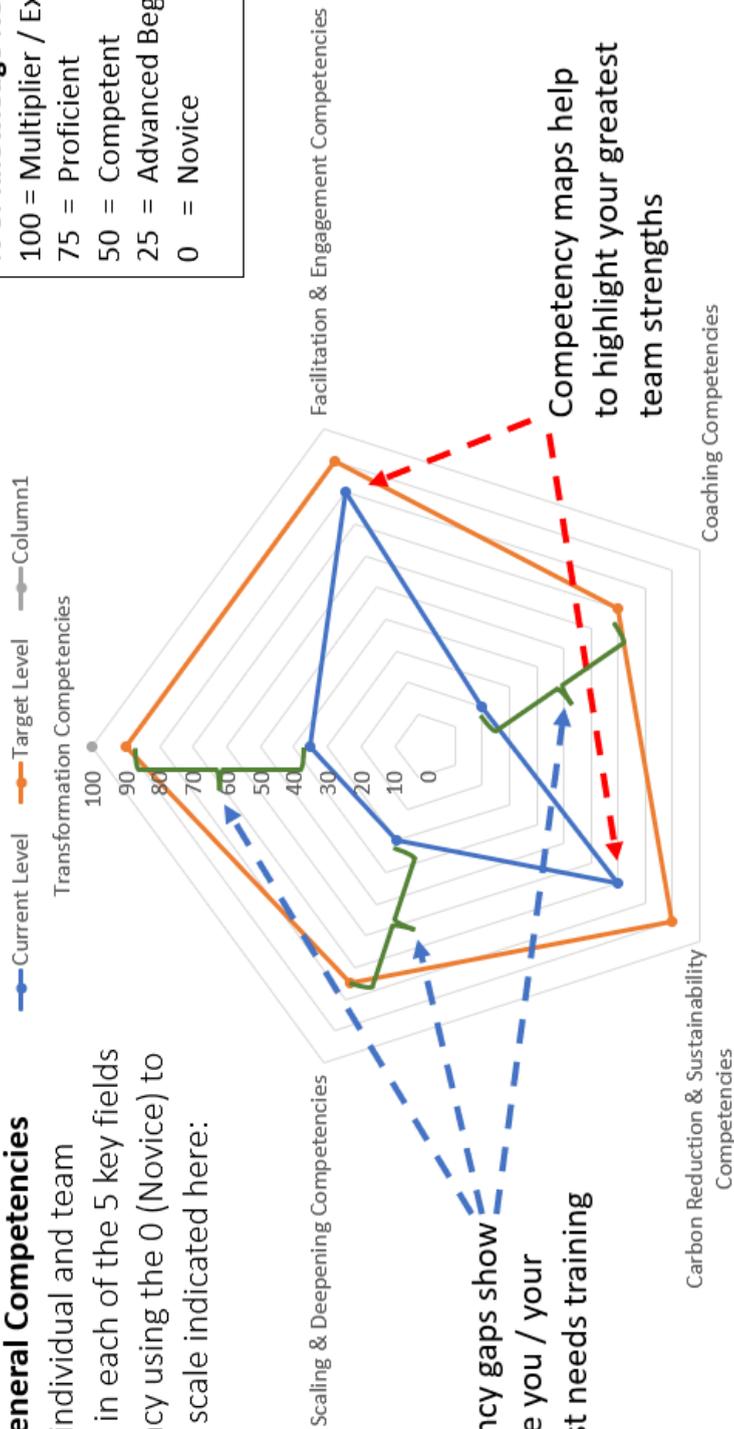
Competency Assessment for Community Climate Coaches

Map Your General Competencies

Assess your individual and team competence in each of the 5 key fields of competence using the 0 (Novice) to 100 (Expert) scale indicated here:

| Key to Scale: | |
|-----------------------|-----------------------|
| % of Knowledge Needed | |
| 100 | = Multiplier / Expert |
| 75 | = Proficient |
| 50 | = Competent |
| 25 | = Advanced Beginner |
| 0 | = Novice |

CCC Competency Assessment Overview



Competency Assessment for Community Climate Coaches

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| |
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CCC Competency Assessment Overview

