

The CEDAR framework

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Target audience

This resource explains the CEDAR framework, which is the basis of the work undertaken in both the *Mentoring and coaching: core skills resource*, and the *Mentoring and coaching: advanced skills and application resource*.

Part A is mainly targeted at those who are new to the mentoring and coaching resources, that is, those who have not done the *Mentoring and coaching: core skills resource*. Participants who have done the *Mentoring and coaching: core skills resource* may wish to read Part A as a refresher.

Part B is for all participants and contains new information.

Part A: The CEDAR framework

The National College framework for mentoring and coaching – CEDAR

The CEDAR framework draws on good practice and theory from within education and beyond. It specifically references transactional analysis, the solution-focused approach and Carl Rogers's Client-centered Framework and neurolinguistic programming (NLP). As a result, it is based on the following core principles of mentoring and coaching:

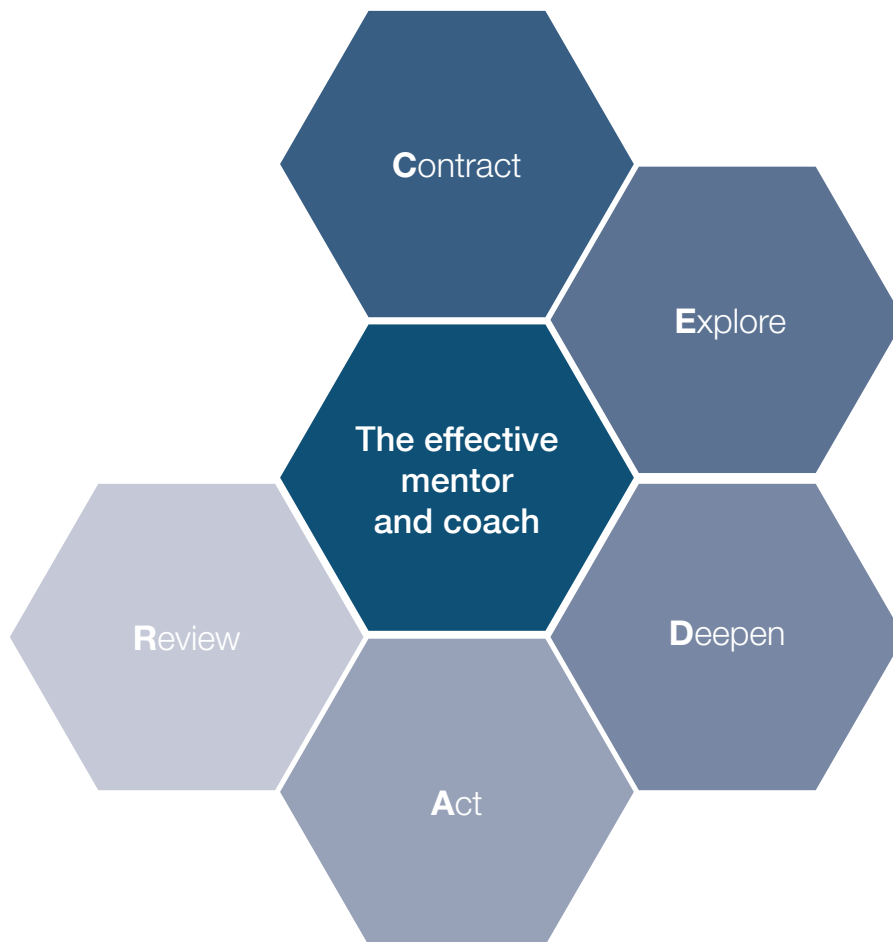
- The mentoring or coaching relationship is based on equality and on openness, truth and respect.
- A focus on solutions rather than problems helps to create change.
- Given the right conditions, people are inherently capable of learning and growth.
- The client has the ability to achieve better results than they are currently generating.

John West-Burnham, in his paper *Understanding mentoring and coaching* (2013), describes how this one-to-one relationship establishes and maintains learning effectiveness through:

- developing confidence and capability
- enhancing effectiveness
- supporting effective professional learning
- creating learning relationships
- supporting personal change
- enhancing skills and strategies

The National College CEDAR framework has five key stages, which apply both within a session and across a number of sessions. Each of these stages is explored in more detail in the following sections, together with the skills that are appropriate within each.

CEDAR Five step meta model



Source: National College, 2013

Advancing your mentoring and coaching skills

The CEDAR model provides a framework for excellent coaching and mentoring practice. Through this resource, you will explore concepts and tools that support excellent practice at each stage of the process. This assumes that participants have a solid background knowledge, understanding and skills of mentoring and coaching, and have significant practical experience in the field. To get the most benefit from the *Mentoring and coaching: advanced skills and application resource*, you should be familiar with the following key concepts:

- **(C) Contracting:** Pre-contracting skills and agreeing well-formed objectives and outcomes
- **(E) Explore:** Powerful questioning and active listening techniques; holding purposeful, generative conversations
- **(D) Deepen:** Bateson's Logical Levels and transactional analysis ego states
- **(A) Act:** Future pacing to forward actions and ensure the transfer of accountability to the client
- **(R) Review:** Reviewing progress and managing endings

These concepts are covered in detail in the resource *Mentoring and coaching: core skills*. In order to build learning, each section of this resource provides a brief summary of the core skills content.

Part B: Using the CEDAR framework

At the heart of the CEDAR framework, and of effective mentoring and coaching, is self-awareness.

The *Mentoring and coaching: core skills resource* explores the competences required of an effective coach or mentor. Goleman, Boyatzis and McKee, in *Primal Leadership* define four sets of emotional intelligence leadership competences. The first two sets, in particular, are relevant to the skills and traits required of an effective mentor and coach.

- **Self-awareness:** emotional awareness, accurate self-assessment and self-confidence
- **Self-management:** self-control, transparency, adaptability, achievement, initiative, optimism
- **Social awareness:** empathy, organisational awareness, service
- **Relationship management:** inspiration, influence, developing others, change catalyst, conflict management, teamwork and collaboration

If you require more detail on these competences, please read the document *Emotional intelligence: leadership competencies*.

Julie Starr, in *The coaching manual* (2011, p.24), defines the following attributes of a good coach:

- is open and honest
- makes someone feel listened to
- makes the coaching conversation seem effortless
- focuses instinctively on the key parts of the conversation
- remains impartial and objective throughout
- is able to clarify the thoughts and goals of the coachee
- is encouraging and challenging while realistic about situations
- holds someone to account in order to create the constant focus on the coachee's objectives
- is happier to achieve lasting results over time than fast results that don't last
- uses words and phrases that influence the individual positively
- leads by example

Core competences define excellent coaching and mentoring

A number of professional bodies (including the European Mentoring and Coaching Council (EMCC) and the International Coach Federation (ICF)) and the Association of Coaching have been established to advance the mentoring and coaching professions by setting high professional standards and providing independent certification. Each body has defined a set of core competences to distinguish effective mentoring or coaching, and requires a minimum level of practice and expertise in order to be accredited as a professional coach or mentor.

The link to the ICF website provides details of 11 core competences (ICF Core Competencies) that define the skills and approaches used within today's coaching profession. A summary of the competencies that are common to the AC, EMCC and ICF in the UK is also provided in Declan Wood's Headline Common Coaching Competencies.

We are all authored by our experiences.

Coaching and mentoring: a critical text, Simon Western, 2012, p.19

Western talks about 'coaching formation'. He proposes that individuals' development as a coach or mentor "focuses on the coaches forming themselves, rather than becoming coaches through learning skills and techniques. The coach then becomes the essential element in the coaching work, rather than the coaching techniques they employ" (2012, p.264).

This is echoed by Kimsey-House and Sandahl in *Co-active coaching*: "Yes there are skills to learn and a wide variety of tools available, but the real art of effective coaching comes from the coach's ability to work within the context of the relationship" (2011, p.15).

In addition to experience and practice, an understanding of self and personal style is critical to success.

Transactional analysis defines a number of working styles that influence the way we go about doing things. These are:

- be perfect: liking to get things just right
- please people: placing importance on harmony
- be strong: an emphasis on the rational and cognitive rather than the emotional
- hurry up: wanting to get things done quickly
- try hard: characterised by energy and enthusiasm

Individuals' preferred way of working typically falls into a number of these categories. As a coach or mentor, knowing your own style will:

- help you to recognise and understand your own reactions and the way you interact with your client
- as a result, enable you to be more present and focused on your client rather than your own emotions
- provide you with insights on your client's style, which may help forward their thinking

Activity/reflection

Read the ICF Core Competencies and the article *TA for the curious*, focusing on the section on working styles. Complete the short working styles questionnaire within this document.

Now reflect on your own practice as a coach or mentor:

- In Section 2 of the Mentoring and coaching: core skills resource, we defined the spectrum of trainer, mentor, coach and counsellor as follows:
 - A trainer instructs in order to impart knowledge and skills.
 - A mentor provides advice from experience and practice.
 - A coach supports and challenges to improve self-awareness and resourcefulness.
 - A counsellor eases distress using psychological interventions.
- Given these definitions and the insight gained from your work above, what distinctions would you make between the key skills and competences you need as a coach compared to a mentor?
- How does your own working style preference influence your coaching or mentoring style?
- Where do your key strengths lie? Which areas challenge you most in your coaching or mentoring practice?
- What is your evidence for this? Ask your clients for feedback on your practice. A coach/mentor session review form is available on the good practice network, a link is provided below.

Begin your blog by recording the insights you have gained and your understanding of your strengths and areas for development. Describe where you would like to be by the end of this learning process. Share your considerations with your work or online colleagues. What further insights do they provide for you?

References

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