Coach Designations
With Addendums for Coaching Competencies and Self-Assessment
July 2020

I.   Purpose & Introduction

The Conservation Coaches Network (CCNet) is a community of conservation practitioners who believe that the Open Standards can improve conservation practice and that trained *coaches* can greatly improve the application of the Open Standards – and thus result in better conservation around the world. CCNet is about identifying useful problem-solving tools –consistent with the Open Standards approach - and empowering conservationists to use these tools, in all the world's diverse conservation situations, from grazing cooperatives in Kenya--to Northern Australia, where indigenous people are working to go back "on country"--to North America, where government land managers, foresters, NGOs and community members are building sustainable forest management programs and fire-safe communities together.

Frequently, a *conservation coach* or simply *coach* - a conservation practitioner with special training and experience in leading the planning, implementation, monitoring & evaluation, and learning process - is used to support teams and facilitate the Open Standards process. Coaches not only teach practitioners and teams the basic principles of the Open Standards; they also help teams identify strategies, develop measures, explicitly articulate and capture their uncertainties, and encourage on-going assessment, learning and continuity of effort. Coaches link practitioners with other support services and identify peer projects where project leaders can find additional review and support for similar challenges. Coaches also actively promote the Open Standards around the world and contribute to method improvements and adaptations grounded in practice.

The Conservation Coaches Network (CCNet) contains a diverse array of coaches who facilitate planning and training using the Open Standards (OS) for the Practice of Conservation. Some are new to coaching but know conservation planning well. Some are skilled planners and facilitators but are relatively new to being a coach or mentor. Some are specialized in various conservation planning components, some are very experienced conservation practitioners with rich intuitive strategic skills but less confidence or interest in technical tools and some are seasoned conservationists and skilled facilitators that have worked with conservation planning in many different settings and geographies.

In 2014, CCNet started tracking if coaches remain active and only these practitioners are listed on the CCNet website as coaches*. Active coach* - basically means that within the previous 2 years a CCNet member has coached at least one project team or organization in their application of the Open Standards or in an adaptation of the OS, and/or has helped train others in the use of the OS at least once.

The CCNet coach designation scheme outlined in this document is proposed for the following purposes:
1. To give "clients" and peers the ability to recognize and better understands the strengths and competencies of the CCNet's coaches.
2. To provide a framework, and pathway for Coaches to understand and define their own professional development and growth goals as CCNet coach/practitioners.

Understanding the strengths and competencies of the CCNet's coaches will enable the network coordinators and franchise leaders to foster more efficient exchanges, build more capacity where needed, and help practitioners find good matches to meet their coaching and workshop needs.

The coach designations are not meant foster competition. And it is not in any way designed to create hierarchy. Some coaches may *only* want to specialize in a certain area or only *climb* so high in the coaches' designations. To reinforce the core purposes of this approach, coaches will self-rate themselves in the designations answering questions on their experiences, personal interest, and willingness to invest in supporting CCNet.

II.   **Designations**

Three designations are proposed for OS CCNet Coaches: Coach, Coach/Trainer, and Coach-in-Training. Each designation is described below:

A. **Coach**

A CCNET Coach leads, mentors and/or supports conservation project teams including diverse partners and stakeholders to apply the OS process to develop effective conservation strategies and measures of success for a given project area. Coaches support teams by helping team members develop capacities to improve their practice and by facilitating some or all of these elements of the OS process:

- incorporate the best available science
- foster critical thinking
- identify key conservation targets
- determine the health of the conservation targets
- identify critical threats
- develop strategies with a high potential for abating the primary sources of those threats
- establish measures to evaluate the effectiveness of these strategies in-order to adapt and learn from direct experience
- select appropriate methods for data collection and analysis
- Determine the most effective mechanisms for communicating results both internally and externally
- Analyzing projected time commitments against anticipated work in order to develop the most feasible plans
- Describe the purpose and the key components of the workplan including actions to be taken, who will be responsible, when tasks will be undertaken, and helps build a basic budget
- Describe how all of the OS components can be developed into a strategic conservation plan

Coaches act as resource as requested by the project lead. While coaches typically will lead a team through an OS process to produce a meaningful plan, they may also consult, review and or troubleshoot various parts of the OS process for teams. Coaches commit to continually honing their skills, innovating, and sharing knowledge regarding OS with CCNet in order to improve the practice of conservation.

CCNET Coaches progress in their levels of experience and willingness to engage in CCNET/OS activities and network. To facilitate this process and cultivate a team of strong coaches, newer coaches are encouraged to choose a mentor coach and set goals for their development as a coach.

Qualifications
- Have completed a coach training.
- Competent to support a conservation team to apply OS process to a new project.
- Participated as a lead or project team member in multiple full OS processes.

- Proven applied conservation experience and/or direct field-based experience working with project teams to foster OS implementation.
- Strong facilitation skills.
- Has a strong understanding of OS basic practice, CCNet and role of coach.

Duties
- Supports at least one CCNET/OS project per year.
- Submits OS projects to Miradi Share or similar database.
- Maintains currency with method by attending CCNet Rally every other year.
- Participates in regional Franchise conference calls and meetings, working with the Franchise leader and other coaches to identify regional CCNET/OS support needs and annual plans for addressing needs.
- Shares other products from workshops and/or lessons learned with Network.
- Participates in supplemental CCNET/OS Coach trainings to hone skills as appropriate.
- Serves as mentor to coaches-in-training.
- Identifies their CCNET/OS work, personal skills training and contribution to the CCNet in their annual objectives.
- Provides basic data and self-assessment information to CCNet map/database.

B. Coach/Trainer
A CCNET Coach/Trainer also helps train new conservation coaches, leads, mentors and/or supports conservation project teams to develop effective conservation strategies and measures of success for a given project area using the OS. Coach/Trainers are expected to have all of the skills of a coach, with additional skills and experience.

Coach/Trainers not only are required to continually hone their own skills, but to share their knowledge and OS skills with other CCNet coaches in order to improve the practice of conservation.

Qualifications
- Participated as a coach in multiple full OS processes.
- Have provided coach training to others.
- Competent to support multi-team OS planning processes and their respective coaches and coaches-in-training.
- Very strong facilitation skills.
- Has a strong understanding of OS basic practice, Coaches Network and role of coach.

Duties
- Supports at least one CCNET/OS project per year.
- Submits OS projects to MiradiShare or similar database.
- Maintains currency with method by attending CCNet Rally every other year.
- Participates in regional Franchise conference calls and meetings, working with the Franchise leader and other coaches to identify regional CCNET/OS support needs and annual plans for addressing needs.
- Shares other products from workshops and/or lessons learned with Network.
- Participates in supplemental CCNET/OS Coach trainings to hone skills as appropriate.
- As appropriate, serves as mentor to newer, "apprentice" coach
- Identifies their CCNET/OS work, personal skills training and contribution to the CCNet in their annual objectives.
- Provides basic data and self-assessment information to CCNet map/database.

C. Coach-in-Training

Under the supervision of a CCNET Coach or Coach/Trainer, a CCNET Coach-in-Training leads and supports conservation project teams to apply the OS process to develop effective conservation strategies and measures of success for a given project area. Coaches-in-Training commit to continually honing their OS skills in order to improve the practice of conservation.

CCNET Coaches-in-Training progress in their levels of experience and willingness to engage in CCNET/OS activities and network. To facilitate this process and cultivate a team of strong coaches, newer coaches are encouraged to choose a mentor coach and set goals for their development as a coach.

Qualifications
- Participated as a project team member in a full OS process.
- Has an understanding of OS basic practice.
- Proven applied conservation experience and/or direct field-based experience.
- Facilitation skills.

Duties
- Supports at least one CCNET/OS project per year.
- Provides basic data and self-assessment information to CCNet map/database.

III.   Designation Process

Coach designations will be established based on a combination of training, experience, and the coach's competencies, which the coaches indicate through a self-evaluation, using the competencies and associated observable skills found in the Addendum. The franchise leader will review the designations and will work with a coach if there are competencies that do not match the known abilities of a specific coach. In addition, the franchise leader will be encouraged to seek input from other coaches with whom a specific coach has worked to determine the designation most suited to them. There may be coaches that choose not to go through the designation process due to lack of ability to commit to assisting teams.

Designations may be displayed along with the coach's name, their organization, their location, and other information on the Conservation Gateway site - to be updated annually or as necessary by coach.

Competencies
The 13 competencies to be assessed through the self-evaluation are:
1. Facilitation - skills and abilities that a coach uses to make the group process more effective, focused and successful at meeting the objectives of developing effective conservation strategies and measures;
2. Conservation Knowledge - understanding of conservation principles, systems, strategies and practices, from both a theoretical standpoint and practical experience;
3. Open Standards - skills and knowledge related to the broader adaptive management framework outlined in the Open Standards for the Practice of Conservation (Open Standards, or OS);
4. Theory of Change - skills and knowledge to assist a project team to articulate and document the logic of how a strategy or set of strategies will lead to the desired outcome;
5. Monitoring and Adaptive Management - skills that improve measures, monitoring and adaptive management component of conservation planning;

6. Operational Planning - the skills and knowledge to assist in developing a workplan and budget that bridges between a strategic plan and action.
7. Meeting Planning – skills and knowledge to organize a larger workshop for assisting multiple teams and training coaches simultaneously.
8. Reports/reporting – skills needed to coach project managers and M&E staff through report preparation and concise reporting of performance and progress.
9. Digital sharing & collaboration – knowledge of current trends in information sharing and collaboration with a sufficient ability to discuss and coach others on existing tools and how best to apply them to program and project management.
10. Human well-being targets – knowledge of Conservation Measures Partnership guidance, commonly defined human well-being targets and the ability to explain and coach teams with their incorporation.
11. Thematic projects/programs – skills and ability to assist project teams with non-place- or species-based projects focusing on threats reduction or particular strategies.
12. Climate Change & Climate Adaptation –knowledge and ability to assist project teams to understand climate impacts and how to integrate into planning.
13. Environmental & social safeguards – knowledge and ability to assist project teams to integrate the avoidance, reduction and/or mitigation of negative environmental or social impacts arising from project implementation.

IV.   Training

A number of organizations and institutions provide coach-specific training – either general or for specific competencies and specialties (e.g. measures, climate adaptation). In order to even consider being a coach, a candidate should generally have attended one of these coach-specific trainings.

V.   Franchise

All coaches should be affiliated with a Franchise. If need be, an "unaffiliated" Franchise will be created, with a Franchise Leader.

VI.   Workshop Evaluations

All OS workshops would have an evaluation for the coach receive feedback. A summary of these evaluations would go to the Franchise Leader to help determine whether attribute rankings and designations are appropriate.

VII.   Central CCNet Coach Map/Database

The database is the central collection point for information about coaches. Coaches are responsible for keeping their own information up to date. Franchise Leaders are responsible for checking that the information for the coaches in their Franchise is up to date. Basic information includes name and contact information. There are other important fields for experience, including years coached and planning efforts facilitated (including month/year of last facilitation), and geographic areas covered.

VIII.   Franchise Leader Responsibilities

Each Franchise Lead is responsible for individually or with a team reviewing coach designations and updating the CCNet Coach Map/Database for the coaches in their database - at least annually. The Franchise Leads would have to make sure they remind coaches to update their basic data and encourage them to self-evaluate if appropriate. This is an excellent opportunity for the Franchise Lead to understand where each coach wants to go with their coaching and to assist him/her to find opportunities to improve their skills or expand their horizons.

Competencies for Coaching Open Standards for the Practice of Conservation
25 February 2014

This checklist is intended to list the knowledge, skills, experience and attitudes a coach should have to competently coach Open Standards planning and implementation of conservation projects. We have endeavored to describe each competency in specific, observable terms, to create a useful tool that can be used by coaches to assess their current level of skills, guide their self-directed learning efforts and identify areas for professional development, as well as for use in developing training programs. Note that few if any coaches will be proficient in every skill.

Categories of Coaching Competencies
We divided the competencies are divided into twelve categories of skills and abilities. We focused principally on technical skills; strong interpersonal and management skills are also important ingredients in effective coaching.

1. Facilitation
2. Conservation Knowledge
3. Open Standards
4. Theory of Change
5. Monitoring and adaptive Management
6. Operational Planning
7. Meeting Organization
8. Reports/Reporting
9. Digital Sharing & Collaboration
10. Human Well-Being Targets & Ecosystem Services
11. Thematic Projects/Programs
12. Climate Change & Climate Adaptation
13. Environmental & Social Safeguards

Each category is defined in greater detail on the following pages.

How This Checklist Was Developed
The idea for this checklist, the categories and an initial brainstormed list of measures-related knowledge, skills, experience and attitudes stemmed from a session held at the 2010 CCNet Coaches Rally in Santa Cruz, CA. The session facilitators Kirsten Evans (TNC), Rob Sutter (Enduring Conservation Outcomes), and John Morrison (WWF) refined and revised the materials, also integrating ideas from other fields, including:

- Program evaluation competencies for professional evaluators (e.g., Canadian Evaluation Society, published literature on evaluation competencies)
- Donald L Kirkpatrick's four levels of training evaluation
- Skills checklists used in other fields (e.g., lacrosse referees)

Richard Margoluis (Foundations of Success) contributed the Operational Planning competency table and Jora Young (TNC) did likewise for the Meeting Planning competency. Cristy Garris, John Morrison, and other WWF coaches developed categories 8-13.

A more detailed checklist is available, in which each category is further divided into two levels of skills, basic and advanced, thereby laying out a professional development ladder for coaches. The advanced skills are those that one may aspire toward and that can be found in a measures expert whom other coaches might call upon for specialized assistance and/or particularly difficult measures problems.

An optional, suggested system for self-scoring and self-rating follows the checklist.

Addendum. Self-Scoring and Self-Rating Using the Coaching Competencies

1. Facilitation

These are skills and abilities that a coach uses to make the group process more effective, focused and successful at meeting the objectives of developing effective conservation strategies and measures.

Basic Skills
Demonstrates respect and sensitivity to different ideas, personalities and cultural and gender perspectives
Maintains role as facilitator, establishes and maintains ground rules, and clarifies goals and objectives
Demonstrates ability to design and facilitate relatively simple to moderately complex planning efforts
Provides opportunities for all participants to be involved using facilitation techniques
Understands the value of and how and when to ask key probing questions throughout the planning process, especially related to identifying critical issues and developing strategies
Quickly summarizes discussions and information
Provides and facilitates peer feedback

2. Conservation Knowledge

To be effective, a conservation coach should have an adequate understanding of conservation principles, systems, strategies and practices, from both a theoretical standpoint and practical experience.

Basic Skills
Gives appropriate examples of other sites and conservation projects, including first-hand knowledge examples, that have implemented similar steps in the process
Explains fundamental conservation biology principles such as population viability analysis, connectivity, conservation genetics, and their implications for conservation project design and measures
Describes the basic ecology of the major habitat types relevant in the region, including key components of habitat structure, function and processes
Assists teams to identify and tease apart specific aspects of climate change
Cites examples of major conservation strategy types available (strategy toolbox)
Describes the purposes and limitations in general terms of common conservation tools, e.g., GIS, remote sensing, modeling, Miradi

3. Open Standards

Skills and knowledge related to the broader adaptive management framework outlined in the Open Standards for the Practice of Conservation (Open Standards, or OS).

Basic Skills
Clearly explains the steps and rationale of the Open Standards (OS) process and their relationship to measures
Tailors OS process to meet the needs of relatively straightforward projects
Ensures projects have a well-defined scope and vision
Ensures the project team has defined measureable goals for ecosystem health, based on viability criteria
Ensures the project team has developed a prioritized ranking of direct threats
Critically evaluates conceptual models to ensure that the relevant social, cultural, political, economic drivers have been considered
Coaches teams to develop SMART viability and threat-reduction objectives prior to strategy development
Leads project team to develop a set of prioritized strategies that meet the criteria for good strategies and have clear linkages to the highest priority threats and restoration needs
Assists teams to manage project information using Miradi or CAP workbook

4. Theory of Change

This category includes a range of skills, knowledge and abilities that a coach draws upon in helping a project team to articulate and document the logic of how a strategy or set of strategies will lead to the desired outcome. A theory of change can technically be verbal, written or in a diagram. However, an open standards

coach should be proficient at applying a results chain model (or comparable tool) to illustrate the theory of change.

Basic Skills
Clearly explains the rationale for making the project team's theory of change explicit and the value and components of a good results chain (or equivalent analytical process)
Distinguishes results chain from flow chart/implementation diagram and situation diagram or conceptual model
Identifies key intermediate results
Identifies key unspoken assumptions in strategies and helps bridge gaps

5. Monitoring and Adaptive Management

The skills that improve the outcomes of coaching the measures, monitoring and adaptive management component of conservation planning.

Basic Skills
Describes the purpose and value of monitoring and measures to strategy effectiveness and return on investment
Defines indicators and describes process of developing a concise list of indicators that can assess specific objectives for a target
Describes common monitoring methods for a broad range of targets
Describes different levels of monitoring intensity
Describes the difference between activity measures, intermediate result measures, and biodiversity outcome measures
Describes key components of good monitoring protocol and data management

6. Operational Planning

The skills and knowledge to assist in developing a workplan and budget that bridges between a strategic plan and action.

Basic Skills
Describes the purpose and the key components of the work plan including actions to be taken, who will be responsible, when will tasks be undertaken.
Describes and gives examples of approaches to developing a timeline or work calendar
Describes basic structure and framework of a budget
Describes general sources of funding/revenue
Describes how all of the OS components can be developed into a strategic conservation plan

7. Meeting Organization

Sometimes, a large workshop is the best format for assisting multiple teams and training coaches simultaneously. These responsibilities are in addition to basic facilitation skills.

Basic Skills
Reviews purpose of the meeting, ensures appropriate participation, sufficient funding, and that meeting sponsor, coordinator, facilitators, logistical support have all necessary information and understand their roles and responsibilities
With "client" prepares and coordinates meeting agenda, ensuring that the meeting objectives will be met in the given timeframe (or renegotiated) and that participants also have adequate time for thinking, relaxation, and good health
Ensures that the venue is appropriate, encouraging access to outdoor space and sufficient space and privacy for breakouts, with functioning audiovisual equipment and flipcharts, and access to adequate, healthy food for participants
Ensures that the meeting is on track to achieving its objectives and that adjustments are made as necessary.

8. Reports/Reporting

These are skills and abilities that a coach or practitioner uses to translate project progress and performance into concise reporting for either internal management purposes or for external donors, partners, stakeholders or the general public.

Basic Skills
Assists project managers and M&E staff through routine analysis of project progress, results and assumptions
Describes processes and standards for analysis and decision-making for adaptive management cycles and lessons learned
Describes standards and common practices for information management and data storage
Demonstrates familiarity with various donor reporting formats, data quality standards, reporting cycles, review processes
Leads teams to analyze incoming project measures and adapt planning accordingly

9. Digital Sharing & Collaboration

Digital sharing and professional networking in a community of practice is increasingly becoming an important and critical element of successful program and project management.

Basic Skills
Shares documented lessons and good practice with other practitioners, coaches, and external audiences
Participates in a local group or chapter of a larger community of practice that hosts meetings, trainings, and forums
Maintains a virtual profile for networking and professional development to enable communications and collaboration
Understands and can advise teams on current and commonly used tools for digital sharing & collaboration (WebEx, GoToMeeting, conference calling,) to enhance project planning, management, and sharing

10. Human Well-being Targets & Ecosystem Services

Coaches often guide integrated planning that incorporates components of human wellbeing that are affected by the status of conservation targets.

Basic Skills
Describes common taxonomies for human well-being targets and ecosystem services such as defined by the Conservation Measures Partnership (CMP) or the Millennium Development Assessment (MDG)
Assists teams to analyze human well-being targets, ecosystem services, and their relation to the conservation targets
Assists teams to integrate standard terminologies (CMP or MDG) with stakeholder terminology
Assists teams to develop project impact measures to assess human well-being targets & ecosystem services
Advises teams on best practices and common donor requirements for stakeholder engagement and participatory planning

11. Thematic Projects and Programs

Projects often are more thematic in nature and are not specific to a place or species. These include threat-based projects or projects specific to a particular strategy or group of strategies.

Basic Skills
Guides teams through designing non-placed based / thematic projects
Assists teams to put the scope of their project into conceptual models and results chains appropriately
Ensures that hypothesized connections between project interventions and conservation targets are clear
Assists project teams to design measures which are appropriate to their thematic mandate

12. Climate Change and Climate Adaptation

Climate change is a complicated, pervasive threat that requires an additional set of skills.

Basic Skills
Demonstrates a thorough understanding of the causes and impacts of climate change
Demonstrates a thorough understanding of available Open Standards climate guidance
Assists project teams to identify existing applicable climate studies, modelling, analysis
Assists project teams to identify current and projected climate impacts
Assists project teams to incorporate climate impacts in conceptual models and threat ratings
Assists project teams to design climate-smart conservation strategies

13. Environmental and Social Safeguards

Environmental and social safeguards are intended to recognize and avoid, reduce, or mitigate any negative environmental or social impacts arising from project implementation.

Basic Skills
Describes environmental and social safeguards & relevant donor policies to project teams
Assists teams to identify any potential negative short and long term impacts
Assists teams to develop Environmental and Social Mitigation and Monitoring Plans (ESMPs)
Assists teams to identify any required assessments and consultations
Assists teams to identify potential for positive social outcomes within project strategies and design targeted results and measures associated with those results.
Demonstrates the ability to integrate safeguards within project designs and to address potential risk areas in advance of screenings and mitigation planning

Addendum. Self-Scoring and Self-Rating Using the Coaching Competencies

Optional Self-Assessment Scoring Sheet (abbreviated skills)			
	Understand (1 points)	Used Successfully (2 points)	Confident Using (3 points)
Facilitation			
Demonstrates respect and sensitivity			
Maintains role as facilitator			
Design & facilitate simple -moderate planning efforts			
Provides opportunities for all participants to be involved			
Understands the use of key probing questions			
Quickly summarizes discussions and information			
Provides and facilitates peer feedback			
Conservation Knowledge			
Gives appropriate examples of other sites & projects			
Explains fundamental conservation biology principles			
Describes basic ecology of relevant major habitat types			
Assists teams to identify specific aspects of climate change			
Cites examples of major conservation strategy types			
Describes purposes & limitations of conservation tools			
Open Standards			
Clearly explains steps & rationale of Open Standards (OS)			
Tailors OS process to meet the needs of projects			
Ensures projects have a well-defined scope and vision			
Ensures definition of measureable goals for ecosystems			
Ensures a prioritized ranking of direct threats			
Critically evaluates conceptual models			
Coaches SMART viability & threat objectives			
Ensures a set of prioritized strategies			
Assists information management with Miradi or other			
Theory of Change			
Explains rationale for clear theory of change			
Distinguishes results chain from flow chart			
Identifies key intermediate results			
Identifies key unspoken assumptions in strategies			
Monitoring and Adaptive Management			
Describes the purpose and value of monitoring			
Coaches development of concise list of indicators			
Describes common monitoring methods			
Describes different levels of monitoring intensity			
Describes activity, result, & biodiversity outcome measures			
Describes key components of good monitoring protocol			
Operational Planning			
Describes rationale & components of the work plan			
Describes timeline development			
Describes basic structure and framework of a budget			
Describes general sources of funding/revenue			

Describes how OS components fit into strategic plan			
Meeting Planning			
Clarifies meeting purpose, participation, funding, support team roles			
Prepares agenda that meets objectives and cares for participants			
Ensures appropriate venue and equipment			
Ensures event is meeting objectives or adjusted as necessary			
Reports/Reporting			
Ensures process for routine analysis of project progress, results and assumptions			
Describes process and standards for analysis, lessons-learned and decision-making			
Describes standards & practices for information management & storage			
Ensures compliance with various donor reporting requirements			
Leads teams to analyze incoming project measures & adaptive planning			
Digital Sharing & Collaboration			
Shares documented experiences & lessons with community of practice			
Actively participates Open Standards community of practice			
Maintains a virtual coach profile on a CCNet website			
Uses digital sharing & collaboration (WebEx, GoToMeeting, etc.)			
Human Well-being Targets & Ecosystem Services			
Describes human well-being targets & ecosystem services taxonomies			
Assists to identify HWB targets, ES, & relation to conservation targets			
Assists to integrate standard HWB & ES with stakeholder terminology			
Assists to develop impact measures to assess HWB & ES			
Advises on stakeholder engagement and participatory planning			
Thematic Projects and Programs			
Guides teams through designing non-placed based / thematic projects			
Assists with appropriate conceptual models & results chains			
Ensures connections of project interventions & conservation targets			
Assists to design measures are appropriate to project thematic mandate			
Climate Change and Climate Adaptation			
Demonstrates understanding of causes & impacts of climate change			
Demonstrates understanding of Open Standards climate guidance			
Assists to identify existing applicable climate studies, modelling, analysis			
Assists project teams to identify current and projected climate impacts			
Assists to incorporate climate in conceptual models & threat ratings			
Assists project teams to design climate-smart conservation strategies			
Environmental and Social Safeguards			
Describes environmental & social safeguards & relevant donor policies			
Assists to identify any potential negative short and long term impacts			
Assists with Environmental/Social Mitigation/Monitoring Plans (ESMPs)			
Assists to identify required assessments and consultations			
Assists to identify potential positive social outcomes			
Assists to integrate safeguards within project designs			

Addendum. Self-Scoring and Self-Rating Using the Coaching Competencies

Optional Self-Assessment Rating
The following system can be applied to derive a rating for each competency category:

Competency Category	Score	Rating	Comments
Facilitation	1-7	Basic	Review guidance
	8-14	Competent	Seek more experience and the guidance of colleagues
	15-21	Fully Competent	Continue to gain experience, and review the more detailed and advanced skills
Conservation Knowledge	1-6	Basic	Review basic Conservation Biology practice and gain experience
	7-12	Competent	Seek more experience and the guidance of colleagues
	13-18	Fully Competent	Continue to gain experience, and review the more detailed and advanced skills
Open Standards	1-9	Basic	Review guidance
	10-18	Competent	Seek more experience and the guidance of colleagues
	19-27	Fully Competent	Continue to gain experience, and review the more detailed and advanced skills
Theory of Change	1-4	Basic	Review guidance
	5-8	Competent	Seek more experience and the guidance of colleagues
	9-12	Fully Competent	Continue to gain experience, and review the more detailed and advanced skills
Monitoring and Adaptive Management	1-6	Basic	Review guidance
	7-14	Competent	Seek more experience and the guidance of colleagues
	15-21	Fully Competent	Continue to gain experience, and review the more detailed and advanced skills
Operational Planning	1-5	Basic	Review guidance
	6-10	Competent	Seek more experience and the guidance of colleagues
	11-15	Fully Competent	Continue to gain experience, and review the more detailed and advanced skills
Meeting Planning	1-4	Basic	Review guidance
	5-8	Competent	Seek more experience and the guidance of colleagues
	9-12	Fully Competent	Continue to gain experience, and review the more detailed and advanced skills

Addendum. Self-Scoring and Self-Rating Using the Coaching Competencies

Reports & Reporting	1-5	Basic	Review guidance
	6-10	Competent	Seek more experience and the guidance of colleagues
	11-15	Fully Competent	Continue to gain experience, and review the more detailed and advanced skills
Digital Sharing/Networking	1-4	Basic	Review guidance
	5-8	Competent	Seek more experience and the guidance of colleagues
	9-12	Fully Competent	Continue to gain experience, and review the more detailed and advanced skills
Human Well-being Targets	1-5	Basic	Review guidance
	6-10	Competent	Seek more experience and the guidance of colleagues
	11-15	Fully Competent	Continue to gain experience, and review the more detailed and advanced skills
Thematic Planning	1-4	Basic	Review guidance
	5-8	Competent	Seek more experience and the guidance of colleagues
	9-12	Fully Competent	Continue to gain experience, and review the more detailed and advanced skills
Climate Change & Climate Adaptations	1-6	Basic	Review guidance
	7-12	Competent	Seek more experience and the guidance of colleagues
	13-18	Fully Competent	Continue to gain experience, and review the more detailed and advanced skills
Environmental & Social Safeguards	1-6	Basic	Review guidance
	7-12	Competent	Seek more experience and the guidance of colleagues
	13-18	Fully Competent	Continue to gain experience, and review the more detailed and advanced skills