

Introduction to the Training

Welcome to the *Core Competencies of Coaching* coach training program. This training program is developed to provide you with the resources to gain deeper understanding and insight of the Core Competencies of coaching as created by the International Coach Federation (ICF). After completing this program you will be able to identify the 11 Core Competencies and how to apply them in your coaching practice. Also of importance to your coaching practice is being familiar with the Code of Ethics and knowing that you are applying these ethics as a coach. Through an in depth examination of the Code of Ethics you will be able to identify the difference between ethical and unethical behavior in coaching. Understanding and following the ICF's Code of Ethics is essential to maintaining the integrity of the coaching profession. For those individuals interested in pursuing credentialing through the ICF this training program will help prepare you for the knowledge based exam. This training is for both coaches with limited experience and those who are more experienced and interested in furthering their knowledge of the core competencies.

Instructor Bio

Melissa Knight is a professional certified coach (PCC) through the International Coach Federation (ICF) in addition to being a board certified coach (BCC) through the Center for Credentialing and Education. Melissa holds her M.A. in Psychology, and has over 15 years of experience in higher education along with being a frequent presenter on how the coaching process supports academics. She has completed extensive training in ADHD and executive functioning, and has been providing coaching services to high school and college students since 2006. Through the coaching process, Melissa supports her clients in shifting from feelings of frustration to feelings of success. Her coaching philosophy centers on creating balance and success through coaching the whole person. Currently, she serves as the program coach coordinator at Lynn University and is an active member of ICF and ADHD Coaches Organization (ACO).

Course Objectives

Welcome to the "Core Competencies of Coaching" coach training program. This training program was created to provide you with an in depth understanding of The ICF's core competencies along with the ICF's code of Ethics. In addition, to gaining an increased knowledge in these areas you will also learn how to apply them appropriately in your coaching.

At the end of this program you will be able to:

1. Identify the 11 Core Competencies as defined by the International Coach Federation (ICF).
2. Understand the 11 ICF Core Competencies and required application of these Core Competencies at the Associate Certified Coach (ACC) level.
3. Identify the ICF Code of Ethics and understand the difference between ethical and unethical behavior in coaching.
4. Define what is coaching and understand how it is different from other helping professions.

Required Text(s)

1. Co-Active Coaching Changing Business Transforming Lives, third edition by Henry Kimsey-House, Karen Kimsey-House, Phillip Sandahl and Laura Whitworth
2. Coaching for Performance GROWing human potential and purpose, fourth edition by John Whitmore
3. Coaching Core Competencies download from the ICF website
4. Code of Ethics downloads from ICF website

Assignment and Exams

During this training your progress will be assessed in a variety of moralities. There will be quizzes at the completion of each core competency for you to measure your knowledge in each area. There will be a minimum of 5 observed coaching sessions which will occur during class time. Feedback based on your use of the ICF Core Competencies will be provided for at least 3 of these coaching sessions. Feedback will be provided in written form. Additionally, any other work that is assigned will be posted under "assignments" in iTunes U and will also be mentioned at the end of the session by the instructor. While this is not a pass/fail training it is necessary that you attend each session and complete all assignments to receive your certification of completion.

There are 2 required books for this training. Please choose one to assess with a one page essay. In your essay please include the importance of the book, 3 main points you feel are important and connect the core competencies to the book. This is due the last month of the training.

Training Format

The delivery of this training program will be through a combination of in-person coaching sessions and teleconferencing. The in person sessions will vary in length between 90 minutes and 3 hours. The length of each in person session is indicated on your course outline. The teleconference sessions are scheduled for 90 minutes each. Attendance for all sessions is mandatory and if you need to miss a session it is your responsibility to contact the instructor at least 24 hours in advance. Information regarding this training program including session topics is available through iTunes U.

Assessments

A variety of methods will be used to assess your progress during the training including quizzes, book reviews, and feedback provided from role plays. You will also receive written feedback of your practice coaching sessions. Please refer to the required reading texts section for a list of books and materials necessary for successful completion of this coach training program.

Expectations

You are expected to arrive to both in person and phone sessions on time. Please practice phone etiquette during the teleconference sessions by placing yourself on mute when listening and avoiding background noise. It is also expected that you will come to each session prepared by completing assignments. Additionally, to help prepare yourself for each session you should read the upcoming session notes to be familiar with the content we will be discussing. Also, come to each session with your curiosity and be prepared to be involved.

Welcome and the Philosophy of Coaching

During this first session we will review all the requirements and expectations of the training program. Coaching and its evolutions will be explored. Additionally, we will define what coaching is and how it is different from other helping professions.

According to John Whitmore, Building awareness and responsibility is the essence of good coaching. So how does coaching work? One of the main contributing factors to the success of coaching is the supportive relationship between the coach and coachee. The role of the coach is not to teach the coachee how it is done through instruction but by providing the space for the coachee to find the answers within him or herself. Communication plays a key role in this process through powerful questioning from the coach along with direct communication. The coach must believe in the potential of their client and focus on that potential, and not focus on their performance. It is not the coach's position to place judgment on the performance of the client because then it becomes the coach's agenda, not the coachee's agenda. Through the coaching process the client will be able to increase their own performance because the coach has supported them in discovering their potential. The client is the leader in the coaching relationship while the coach is the supportive partner. The client leads by arriving to each session ready to create the agenda. It is also the client who decides the topics to be discussed. The coach provides observations and questions to the client in order to help them achieve their goals with greater efficiency and ultimately improving their quality of life.

The coaching relationship is developed through the mutual respect of a partnership between the coach and coachee. The coach creates an environment of respect through his or her actions and intentions. One important action of the coach is providing truth for the client. This is done through direct and honest communication, but not in a judgmental way. The coach provides truth to the client by way of observations, holding the client accountable to their agenda and clarification from the client. The coach will always ask permission of the client before providing suggestions or before approaching a sensitive subject.

The ICF defines coaching as:

Coaching is partnering with individuals in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. Professional coaches provide an ongoing partnership designed to help clients produce fulfilling results in their personal and professional lives. Coaches help people improve their performance and enhance the quality of their lives. Coaches are trained to listen, to observe and to customize their approach to individual needs. The coach's job is to provide support to enhance the skills, resources, and creativity that the client already has.

Definitions of other support professions and how they differ from coaching provided from the ICF:

Therapy: Therapy deals with healing pain, dysfunction and conflict within an individual or in relationships. The focus is often on resolving difficulties arising from the past that hamper an individual's emotional functioning in the present, improving overall psychological functioning,

and dealing with the present in more emotionally healthy ways. Coaching, on the other hand, supports personal and professional growth based on self-initiated change in pursuit of specific actionable outcomes. These outcomes are linked to personal or professional success. Coaching is future focused. While positive feelings/emotions may be a natural outcome of coaching, the primary focus is on creating actionable strategies for achieving specific goals in one's work or personal life. The emphases in a coaching relationship are on action, accountability, and follow through.

Consulting: Individuals or organizations retain consultants for their expertise. While consulting approaches vary widely, the assumption is the consultant will diagnose problems and prescribe and, sometimes, implement solutions. With coaching, the assumption is that individuals or teams are capable of generating their own solutions, with the coach supplying supportive, discovery-based approaches and frameworks.

Mentoring: A mentor is an expert who provides wisdom and guidance based on his or her own experience. Mentoring may include advising, counseling and coaching. The coaching process does not include advising or counseling, and focuses instead on individuals or groups setting and reaching their own objectives.

Training: Training programs are based on objectives set out by the trainer or instructor. Though objectives are clarified in the coaching process, they are set by the individual or team being coached, with guidance provided by the coach. Training also assumes a linear learning path that coincides with an established curriculum. Coaching is less linear without a set curriculum.

Athletic Development: Though sports metaphors are often used, professional coaching is different from sports coaching. The athletic coach is often seen as an expert who guides and directs the behavior of individuals or teams based on his or her greater experience and knowledge. Professional coaches possess these qualities, but their experience and knowledge of the individual or team determines the direction. Additionally, professional coaching, unlike athletic development, does not focus on behaviors that are being executed poorly or incorrectly. Instead, the focus is on identifying opportunity for development based on individual strengths and capabilities.

It is also important to understand that there are also possible obstacles to coaching. While I have provided a list of possible obstacles it is not all inclusive and we will discuss this in further detail during class.

Possible Obstacles to Coaching:

1. The client is diagnosed or experiencing mental health issues.
2. The client is "forced" into the coaching process by parents, spouse or employer
3. The client does not understand the coaching process.
4. The client is not aware of his or her expectations in the coaching partnership.
5. The client is not committed to growing or making a change.

After identifying the logistics of coaching and how coaching differs from other professions such as consulting, therapy and mentoring, we will watch a coaching session that does not follow the philosophy as stated by the ICF. We will use the “bad” coaching session demonstration to point out what the coach was doing to prevent a positive coaching-client partnership.

Other areas to examine will be what are considered to be coachable traits. What qualities should a client possess to be a good candidate for the coaching process? Who do you think will make a good candidate for coaching?

In addition to understanding how coaching differs from other helping professions it important to understand what coaching is not. A coach is NOT a parent or a friend. If you coach a friend it is important to clarify when they are asking you a question as a friend or as a coach.

The class will participate in a role playing exercise demonstrating a coaching session with an engaged client and a challenging client.

At the end of this session you will:

1. Be familiar with the program & understand the expectations of both the student and the facilitator.
2. Identify what coaching is as defined by the ICF.
3. Understand the difference between coaching, consulting and therapy.
4. Understand the difference between coaching, consulting and therapy.
5. Know the philosophy of coaching.

Be knowledgeable of the following core competency(ies):

Setting the Foundation

- Meeting Ethical Guidelines and Professional Standards

Set your intentions:

1. How do you define coaching?
2. How does the ICF define coaching?
3. How is your definition of coaching similar to the definition to the ICF?
4. What are your expectations of yourself as a coach?
5. In what ways do you want to grow as a coach from this training?

Assignments:

Go to the ICF website and download the Core Competencies

Go to the ICF website and download the Code of Ethics

Establishing the Coaching Agreement

As described in the book, *Co-Active Coaching*, the initial stage of the coaching process is when the coach and client create the agreement. It is important that coach is clear with the possible client about what coaching provides and what is out of the realm of coaching. The coach can begin this process by asking the possible client what their expectations are of the coaching process and then offering clarification of the nature of coaching. Additionally, this can often be a time of self-discovery for the client. There is no one specific format to this process. Some coaches may request an initial intake session to gather information around the reason for requesting coaching and desired outcomes, others may request the client complete questionnaires before the first coaching session, while other coaches may take on a more informal process with the client. Depending on the reason behind the coaching request the coach may also interview family members, friends, and/or coworkers. This usually occurs when the client is a minor or a manager is requesting the coaching service for an employee.

It is during this stage that the client also learns what to expect from the coaching process such as: the method of coaching, the amount of sessions, fees, and confidentiality. As a coach you are also in the beginning stages of creating an alliance with the client.

We will review sample questionnaires and coaching agreements.

This core Competency - **Establishing the Coaching Agreement** - is the ability to understand what is required in the specific coaching interaction and to come to an agreement with the prospective and new client about the coaching process and relationship.

1. Understands and effectively discusses with the client the guidelines and specific parameters of the coaching relationship (e.g. logistics, fees, scheduling, inclusion of others if appropriate).

While it is not required that the initial coaching agreement is written it is strongly suggested that you provide a written document for your client. This allows all parties involved (coach, client and sponsor when applicable) to understand the expectations of coaching up front. The boundaries of the coaching relationship are highlighted in the coaching agreement. It also provides the opportunity for the client to review the expectations and boundaries and ask for clarification before making a commitment.

This addresses the last 2 sections of Establishing the Coaching Agreement:

2. Reaches an agreement about is appropriate in the relationship and what is not, what is and is not being offered, and about the client's and coach's responsibilities.

3. Determines whether there is an effective match between his/her coaching method and the needs of the prospective client.

For a coach to honor part 3 of this core competency he or she must first be honest with themselves about their qualifications and coaching style. This will translate during your

interactions with the prospective client and help determine if it is a good coaching match. Additionally, it is necessary for the coach to understand the differences between coaching, therapy, and consulting in order to determine the needs of the client and refer if necessary.

We will now shift our focus to creating the coaching agreement during the individual coaching session. This is necessary for the coach and client to understand the purpose of each session and to identify the goals. This will create the space and provide the opportunity for the coach to support the client in taking action for forward movement in the client's life. The coaching agenda is created at the start of the session and provides the direction of the session. When the client creates the agenda they are empowered to challenge themselves in creating action steps and overcoming the obstacles. It is important that the coach does not set the coaching agenda. A great resource is a book by Tony Stoltzfus, *Coaching Questions A Coach's Guide to Powerful Asking Skills*. In his book he describes four characteristics of the coaching agenda which are; ownership, passion, urgency, and significance. Ownership occurs when the agenda is the client's own idea, without ownership there is no commitment. When there is passion around a goal it will have an energy which will result in motivation. Urgency is important so that the client feels strongly about taking action now, not in the future. Finally, in order to make a real difference there needs to be a significance to the goal.

Another characteristic of an effective coaching agenda is to follow the SMART goal rule. SMART is an acronym that stands for:

S - Specific
M - Measurable
A - Attainable
R - Relevant
T - Time specific

This is important to follow because the client needs to be able to identify when and how the coaching agenda has been accomplished in the session. Sticking to the SMART Goals model helps to measure and identify the success or value of the coaching session and ultimately the coaching process.

Let's take some time to practice creating the coaching agenda with some practice coaching.

In his book, Tony Stoltzfus provides a variety of different styles of questions that the coach can ask to help the client create an agenda if he or she is stuck. The three different styles of question that he refers to are:

1. Looking forward questions

"What do you most want to get out of today's session?"

"What could we work on today that would make the most difference for you?"

"What do you want more of in life?"

"What do you want less of in life?"

2. Leaving things behind questions

"What is getting in the way of living the life you want?"

"If you could remove one thing that would make a positive difference over the next 30 days what would it be?"

"What area of your life are you most motivated to change?"

3. Organizations and Leadership

"Where do you see your organization going in a year?"

"What brings you 80% of your joy in leadership? What's causing 80% of your stress?"

"What 3 things do you want to change in the next 90 days?"

Once the coaching agenda is created how will the remainder of the coaching session be structured? While there is no one right way to structure the coaching session the GROW model provides a good structure. GROW stands for:

G - Goal

R- Reality check

O - Options

W- Will

The GROW model provides an easy flow to the coaching session structured to provide measurement, awareness and accountability.

The instructor will demonstrate Setting the Foundation and Establishing the Coaching Agreement through coaching demonstrations. The class will then participate in coaching demonstrations.

At the end of this session you will be able to:

1. Articulate to a prospective client the nature of coaching.
2. Identify what information is important for you to gather from a prospective client.
3. Understand and effectively discuss with the client the guidelines of the coaching relationship including the expectations of both the coach and client.
4. Understand and identify what is and what is not appropriate in a coaching relationship.
5. Determine whether there is an effective match between your coaching style and possible client.
6. Create your own coaching agreement to use with your clients.
7. Establish the coaching agreement before each session.
8. Become familiar with the characteristics of a good coaching agenda

Be knowledgeable of the following core competency(ies):

Setting the Foundation

- Establishing the coaching agreement

Assignments:

Create your own coaching agreement to be used with your new clients

Start talking to people about coaching and what that means. Practice explaining how coaching works.

Ethics

Now that you have an understanding of what coaching is along with the philosophy of coaching the next step understands the ICF Code of Ethics.

In the book, *Law & Ethics in Coaching How to Solve and Avoid Difficult Problems in Your Practice*, one of the authors, Dolly Garlo discusses the importance of creating the Core Competencies and Code of Ethics by the ICF in reducing the possibility of legal action being taken against coaches. This is especially important because coaching is a new and self-regulated profession. By taking these steps to create such safeguards to prevent possible legal claims and litigation the coaching field is also seen as more credible. In the end this ultimately enhances the clients coaching experience.

Ethics are not necessarily about right or wrong, legal or illegal. What makes something an ethical dilemma is that both responses could be legal but create very different outcomes? Our personal character can influence our ethical choices.

Part one of the ICF Code of Ethics focuses on the definition of coaching. This section will be a review of our past sessions but is important to re-examine this information. While we have discussed the creation of the client and coach partnership a new relationship to the coaching partnership is introduced. This is the relationship with the "sponsor." When the ICF refers to a "sponsor" this is the individual or representative that is funding the coaching process separate of the client.

When a sponsor is involved there are specific issues and concerns that need to be addressed before the coaching process begins. Specifically, concerns about payment and confidentiality need to determine. For example, if a company requires coaching to enhance employee performance what information is to be shared with the manager who would be considered the sponsor? How much detail does the coach provide the sponsor regarding the individual coaching sessions? This is a critical conversation to occur between all parties; coach, client, & sponsor. There needs to be clarity for the client what the boundaries of the coaching relationship include, what will and will not remain confidential. If the sponsor is requiring regular updates there needs to be clarification as to how specific or detailed the coaching updates will be. The outcome of this conversation should be detailed in the written coaching agreement.

We will now review and discuss Sections 2, 3, and 4 of the ICF Code of Ethics. We will take a detailed examination of the 25 ethics and discuss each one along with providing examples to offer clarification.

Next, we will move on to reviewing Part Three: The ICF Pledge of Ethics.
Only as a member of the ICF can you provide a client with the Code of Ethics.

What can you do if you are unsure about a situation? Liora Rosen,MS, MA, ACC who was the Chair of Ethics Education Sub-Committee breaks it down in 7 easy steps. First on the list is to identify the situation and then gather the facts. Once you have all the facts refer to the ICF Code of Ethics and reexamine this information through the view point of this code. Without destroying

any confidentiality discuss the concern with others (such as a coach mentor). Next it's time to make a decision and take action. Be sure to monitor your decision.

At the end of this session you will be able to:

1. Gain awareness and understanding of the ICF's Code of Ethics
2. Be able to connect the influence that the Code of Ethics has to the Core Competencies
3. Be able to identify how you can incorporate using the Code of Ethics in your coaching practice
4. Understand which ethical issues are important to address in the initial coaching agreement

Be knowledgeable of the following Core Competency(ies):

Meeting Ethical Guidelines and Professional Standards

Set your intentions:

Identify how your current level of coaching is different from what you are learning about the coaching process?

What can you incorporate into your current coaching sessions that you have learned? How will you do this? What type of difference do you think this will make for you as the coach? What difference do you think this will make for your clients?

Assignments:

Be prepared for coaching tomorrow. We will role play around creating the agreement/agenda in the coaching session.

Establishing Trust and Intimacy with the Client

Establishing Trust and Intimacy with the Client: ability to create a safe, supportive environment that produces ongoing mutual respect and trust.

At the heart of this core competency is connecting with your client. This connection which will provide the foundation of the coaching relationship which supports the client in taking risks and moving forward in their lives and towards their goals.

This is achieved in a variety of ways as listed below which we will discuss in greater depth.

1. Shows genuine concern for the client's welfare and future.

As a coach how do we show genuine concern? As we know the coaching process can occur through different modalities; in person, on the phone, or using the computer including Skype. Let's break this down on how to show concern when using each modality.

When we are coaching in person it can be easier to show genuine because we can use our facial expressions and body language. Just as we can use these in ourselves we are able to notice and comment on the facial expressions and body language of our clients.

When coaching over the phone it can seem more challenging to show concern because we cannot see our client's facial expressions but we can gauge their attitude through tone of voice and their pace of speaking. We can show our concern the same way, for example we tend to speak slower and softer when concerned. Additionally, we will be listening to notice any changes in our client's voice. Does it sound heavy with concern or light with excitement. Did the tone change during the session? When you hear a change in your clients voice knowledge this change because when you do it shows the client you are listening. It is also important since we cannot see our client to check-in and ask how they are feeling at the start of each session.

Jude Tavanyar, wrote an article in the November 2014 issue of Coach World, "Lost in Cyberspace" in which she addressed the issue of creating trust in a relationship when using technology. The question asked is how do you establish a trusting relationship when lack of physical contact makes us distant. She uses the acronym VELVET as a guide.

V - virtual etiquette: This is where the coach creates safety and trust in the coaching relationship. This can be achieved through an introductory session where the coach explains her experience and credentials along with the expectations of coaching.

E - emotional connection: This is the emotional check-in before the session begins.

L- listening with curiosity: The coach pays deep attention to the client's words and non-words such as sighs and pauses.

V- vocal presence: As a coach it is important that we are aware of the impact that our voice can have on the coaching session. We use our voice to bring energy, warmth and enthusiasm into the session. We may need to speak more slowly and with pauses.

E - engaging visually: Find a way for first time clients to know what you look like. This can be done through having a first time meeting in person if it is demographically possible. If this is not an option provide a picture on your website.

T- technology: Simply said know how to use your technology before you start the coaching session. In the event that the technology fails be calm.

In the book, "Co-Active Coaching Changing Business Transforming Lives", the author's explain that we show genuine concern when we establish the coaching agreement and we also do this through the questions that we ask. Genuine concern is demonstrated by supporting the client's agenda and not our own.

2. Continuously demonstrates personal integrity, honesty and sincerity.

These elements are the key components to building trust between the coach and the client. In "Co-Active Coaching Changing Business Transforming Lives", the authors discuss that in the most effective coaching relationship the coach brings 100% of themselves in authenticity, connection, aliveness and courage.

When we are authentic we are being ourselves by honoring our values and not pretending to be what we are not. It is not about hiding behind an image or performing in a way that we think we "should". When we are not true to ourselves our clients will pick up on this. When we are being our authentic selves we are creating honesty and integrity with our clients, If we cannot be honest about ourselves how can we expect our clients to be open and honest? The client will be more willing to open up in the coaching session when they realize that you are being authentic and not afraid of making mistakes. This process will create the space for trust in the coaching relationship. Without the trust the client will not be comfortable to be open to the coaching process.

So what does authenticity look like? It can be demonstrated in many ways but mostly when we are just being ourselves. If you have a sense of humor embrace it, allow it to come out during the coaching sessions. When you don't know the answer to something doesn't be afraid to admit it. Clients will pick up when you are not being yourself.

When we feel connected to someone we are more likely to trust that person. When we feel connected to someone we feel more comfortable and sharing personal information becomes easier. It is important that the coach provides the space to create strong connections with their clients. The coach creates strong connections with the client through awareness and active listening. The coach is connected to the client when they are actively listening and not focusing on what to ask or say next.

Is there anything that can break the connection once it is created? Yes.

1. Making a judgment
2. Being reminded of something
3. The environment
4. Being distracted

The client might say something that triggers anger or sadness in you. Maybe you realize the client isn't making any progress and you start thinking you are not an effective coach. We need to learn to coach when we are outside our comfort zone to maintain our connection with the client. Remember that when you focus on your agenda and not the client's will become disconnected. Be aware of your environment to reduce any possibility of being externally

distracted during the coaching session. When there is a slight disconnection from the client it is best to be honest about it. This reaffirms your commitment to the client which they will respect.

Another situation that could cause us to temporarily disconnect from the client is if they are rambling and off track. The coach needs to step back from the conversation and ask the client if he/she is still addressing the current agenda or maybe the bigger agenda. If the client responds neither ask the client if this new topic is important and needs to be the new focus of the coaching session.

Aliveness refers to the atmosphere between the coach and coachee according to the authors of "Co-Active Coaching Changing Business Transforming Lives. Alive in the sense that the session is full of emotions both good and bad. This is not supposed to be a smooth and dull conversation but consisting of breakthroughs in awareness with the coachee moving towards the unknown. The coach has created the space for the client to not be afraid to engage in uncomfortable topics.

The final component to this aspect of the core competency is courage; courage from the coach for the client. When the coach brings courage into the coaching session they are showing the client that they are committed to their success. This occurs when the coach identifies that the client is coming from a place of fear and this is a road block to moving forward. It is the responsibility of the coach to pull the client out of their fear. The coach does not accomplish this by making demands or nagging the client but through re-focusing back on the client's courageous self. The purpose is to support the client in moving forward towards life's possibilities and not about feeding your ego. You are also showing your client that you aren't afraid to take a risk. You risk the client not being happy with you because they were just looking for sympathy when you will not allow them to sit looking for pity. Instead to re-enforce your commitment to forward movement.

3. Established clear agreements and keeps promises.

This is achieved through the creation of the initial coaching agreement. Do not include anything in this agreement that you cannot deliver. Trust is demonstrated by being on time, showing up and being present for the coaching session. This is showing your commitment to the coaching relationship.

4. Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and failure.

The coach champions for the client through showing support. When the client begins to self-doubt the coach supports the client's strengths and ability to move forward. It's not a generalized support but specific and sincere. The client will notice insincerity which will break the trust and create a disconnect. When we champion the client we are helping them to recharge when they don't believe that they have the energy to move forward or through an obstacle. You as a coach are mirroring their abilities.

5. Asks permission to coach the client in sensitive, new areas.

When you ask the client to coach around a particular area you are reinforcing that the client is in charge of the agenda. It also honors the boundaries of the client, especially if the topic is sensitive.

At this time we will review a coaching session demonstrating the core competencies we have learned. This video is posted under your materials and is a coaching session with David Rock.

We will participate in coaching demonstrations for Establishing Trust and Intimacy

At the end of this session you will be able to:

1. Demonstrate genuine concern for your client
2. Create an effective coaching relationship through authenticity, connection, aliveness and courage
3. Understand what it means to be authentic
4. Understand how the coach demonstrates being connected during the session and how to remain connected.
5. Create an environment with your clients that promote trust and intimacy.

Be knowledgeable of the following Core Competency(ies):

Establishing the Coaching Agreement

Establishing Trust and Intimacy with the Client

Coaching Presence

Today we are learning about the Core Competency, **Coaching Presence** - the ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.

Before we get started think about how you interpret this core competency and what it means for you. Do you feel that you are currently fully present with your clients? If yes, what do you do to get into this state of mind? If no what gets in the way of you being fully present?

To help you prepare yourself to be fully present during the coaching session we will do a short meditation/breathing exercise. The purpose of this exercise is to clear your head which includes but is not limited to all assumptions and judgments we may have. As a coach we cannot be thinking about what is coming next, the next client, any responsibilities, an earlier argument or any other possible stresses. It is important to discover a method that allows you to clear your mind and calm your thoughts before each session with a client. This can be done in a variety of ways such as using breathing exercises, relaxing your shoulders or areas of your body that feel tension, or even doing a mind dump. Have fun with this and try different options then pick what works best for you. This will be helpful for you to use in starting your day or shifting between clients. This is an effective way to transition into different segments of a busy schedule. Just don't keep these ideas to yourself share them with your clients. Just as you need to be present for the coaching session so does the client.

Let's take a closer look at the different components of coaching presence.

1. Is present and flexible during the coaching process, dancing in the moment.

This means being open to what the client is expressing. For example, if the client is having a bad day or is feeling overwhelmed do you see this in his facial expressions or hear it in his voice? Ask about it and once the issue has been addressed during the check-in don't stop there, ask if the client would like to continue with the issue, follow up with something from last week, or explore something new. As a coach when we are fully present with the client it allows for the unexpected to happen It also allows us to keep our tool box open where as we aren't focusing on one tool or strategy. When we are dancing in the moment we are not in our heads planning our next step which causes a disconnect from the client.

Who is the lead dancer in this process? It is a partnership therefore the client leads with the agenda and the coach leads through powerful questioning.

How do we know when we are dancing in the moment with our client? Some characteristics include: being present, intuition, understanding the core values of the client, awareness, voice tone, energy, curiosity,, listening actively, being free of assumptions, being caring, being challenged. Being challenged because as the coach we need to be prepared for whatever the client throws us!

Just as there are characteristic to dancing in the moment there can also be obstacles. Here are some obstacles for us to discuss in more detail: fear of saying the wrong thing or asking a "bad" question, assumptions, taking ourselves too seriously, multitasking, being preoccupied, not taking care of ourselves.

This core competency teaches us that in order for us to be an effective coach we must take care of ourselves.

When we come across one of these obstacles and stop dancing in the moment we are no longer present for the client. When we are not present we will not have powerful questions that move the client forward.

2. Accessing our own intuition and trust one's inner knowledge - "goes with the gut".

Before we continue on ask yourself, "What are your beliefs around intuition"? This will provide the starting point discussing this topic.

Some examples of listening to your intuition would be picking an investment choice because you had a hunch it would do well or you go left instead of right based on a feeling. You might say something like, "my intuition is telling me something is not right here". Intuition is not something that we observe, can measure or even describe. It is something that we feel. Because of this we need to be in tune with ourselves to recognize our intuition.

Intuition can be a valuable tool for helping move the coaching session forward. For example, if the client is sharing with you some positive events that are occurring at work but you sense they are holding something back but there isn't any observable evidence this is your intuition, act on it. Mention it to the client and see where it goes. If your hunch was accurate you have opened another door for the client to explore. If you are wrong you have at least reinforced your client's success.

The key to developing your intuition is to be aware of it, trust in it and DON'T be attached to the outcome.

Intuition can be viewed as a form of intelligence that can be developed. Everyone has intuition; it is a matter if we choose to listen to it. If it is something that you haven't used you might not be aware of it and will need to strengthen. Begin by being open to the possibilities. While you want to increase your focus is careful because if you provide too much focus intuition will elude you. If you place too much focus on being aware of your intuition you then are focusing more on yourself and not the client. You will lose coaching presence and disconnect from the client. When you notice your intuition first asks the client about it before jumping to an interpretation or assumption. When we bypass asking the client and go straight into interpretations we will come across as judgmental or accusatory. Also, don't be attached to the outcome. Once we attach ourselves to the outcome we will be concerned about right and wrong. It is this fear of being wrong that will prevent us as a coach from moving forward.

Your role as a coach is to speak your intuition. It is the client's job to decide if they will use it or not.

The remaining components to this core competency are:

- 3. Is open to not knowing and takes risks.**
- 4. Sees many ways to work with the client and chooses in the moment what is most effective.**
- 5. Uses humor to create lightness and energy.**
- 6. Confidently shifts from perspectives and experiments with new possibilities for own action.**
- 7. Demonstrates confidence in working with strong emotions and can self-manage and not be overpowered or enmeshed by client's emotions.**

The instructor will demonstrate a coaching session using Coaching Presence. Next the class will participate in coaching demonstrations.

At the end of this session you will be able to:

1. Understand the importance of entering a coaching session with a clear mind.
2. Have explored some exercises for clearing your mind and creating coaching presence
3. Be able to identify what it means to be "dancing in the moment"
4. Be able to identify roadblocks that prevents the coach from being fully present with the client
5. Gain a deeper understanding of the importance of intuition and how to develop your own intuition.

Be knowledgeable of the following Core Competency(ies):

Establishing Trust and Intimacy with the Client

Coaching Presence

Assignment:

Practice being aware of your intuition

Active Listening

The third section of ICF Core Competencies is categorized under Communicating Effectively. It is our ability to communicate with our clients who will enable us to move our clients forward and support them in reaching their goals. The first Core Competency in this category is **Active Listening**.

The ICF defines **active listening** as the active listening as the ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.

The components of **Active Listening** are as follows:

1. Attends to the client and the client's agenda and not to the coaches agenda for the client.

Remember that it is not the coach who creates or decides upon the agenda. If the coach creates the agenda this is not coaching.

2. Hears the client's concerns, goals, values and beliefs about what is and is not possible.

This is why it is important to enter the coaching session free of assumptions and to explore with the client before going straight into solutions. It is also about brainstorming with the client several possibilities and not stopping at just one.

3. Distinguishes between words, the tone of voice, and the body language.

We can say the same thing using the exact words but when we change our tone and body language the message will be different.

4. Summarizes, paraphrases, reiterates, and mirrors back what the client has said to ensure clarity and understanding.

5. Encourages, accepts, explores and reinforces the client's expressions of feelings, perceptions, concerns, beliefs, suggestions, etc.

6. Integrates and builds on client's ideas and suggestions.

7. "Bottom - lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long descriptive stories.

8. Allows the client to vent or "clear" the situation without judgment or attachment in order to move on to the next steps.

At this point, let's reflect on past core competencies. When looking at the 8 components to Active Listening which key components of the previous core competencies are necessary to be successful with Active Listening?

When you are actively listening to your client you are not only listening to the words but you are also paying attention or listening for the details. The details consist of body language, energy, tone of voice, sighs and pauses. When we are engaging in this level of listening our focus is much more intense than when we are listening to friends, family or co-workers. The level of listening we usually participate in is on average is superficial. Typically, we use minimal effort and focus on what the conversation means to us individually. Therefore, the skill of active listening takes a lot of work and practice to master.

The first step in active listening is getting prepared. This refers back to coaching presence and dumping our minds before the client session. In order for the coach to be present with the client to actively listen one must have a clear head. If you are preoccupied with anything you will not have the focus required to actively listen to your client. Therefore, you will need to be able to dump the clutter and open up the space to let someone else in. If you arrive at the coaching session preoccupied you are not honoring your commitment to the client. You are not fulfilling the expectations of a coach which is to be present 100%.

Remember, as the coach you are not passively sitting there while your client is talking but you are engaging in all of your senses to focus on your client.

This core competency is not about passively sitting back while the client is discussing his/her goals, insights etc. but about you actively using your senses; especially your intuition. You will be listening for the tone of your clients voice, any changes in energy level and looking at body language.

Once we have absorbed all this information like a sponge absorbs water we assess the situation. We decided what to do with this information therefore, it is important to understand the impact we have on our clients. The impact that our questions create, our body language and the tone of our voice; the energy we bring to the coaching session. The intention of coaching is to create awareness for our client which sparks forward movement. This can be challenging to do and still maintain our connection to the client. This is why it is important for coaches to practice this skill set as it does not occur overnight. With practice it will become more natural.

The authors of "Co-Active Coaching Changing Business Transforming Lives", Henry Kimsey-House, Karen Kimsey-House, Phillip Sandahl, & Laura Whitworth describe 3 levels of listening. In Level I the awareness is on the listener and not the story teller. We are listening for what the information means to me. If during a coaching session you ask the client for more details and explanations this is a signal you are in Level I listening. This is problematic because when we listen at this level we are creating the agenda and not following the client's agenda. In Level II listening we shift the focus onto the story teller or the client. This can even be observed through body language such as uncrossed arms, leaning in towards the client, and eye contact.

This level of listening requires to be focused 100% on your client. You will be listening for your client's insights and values into the situation. You will be listening for any changes in energy level. Active listening is demonstrated not only through body language but also when we reflect back to the client what they are expressing. You ask the client for clarification, never assuming you know the answer. In Level III we use our intuition. This is the deepest level of listening where we become one with the client being fully present to the moment and absorbing their energy. We take in all of the information and it will move us towards our questions. You will instantly read your client and adjust yourself instinctively.

The key to active listening is entering the coaching session with a clear mind. Your responses are determined by the client and there is a level of spontaneity. You are not focusing on your agenda, the next questions and you are not attached to the outcome.

Let's now do an activity for active listening.

At this time the instructor will demonstrate active listening through a practice coaching session. Next the class will participate in coaching demonstrations.

At the end of this session you will be able to:

1. Identify the key components to active listening
2. Understand and identify the difference between superficially listening and actively listening
3. Understand the importance of coaching presence to actively listen to your client

Be knowledgeable of the following Core Competency(ies):

Coaching Presence

Active Listening

Assignments:

Go to the ICF Blog and search the article data base. Choose one article to share with the class.
Spend at least 20 minutes actively listening

Powerful Questioning

Powerful Questioning: Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

A powerful question is designed to do much more than just collect data from someone. The purpose of a powerful question is to create an AH Ha moment for the client. It can create the space for the client to pause and reflect back on what is being addressed.

Asking questions reinforces to the client that the coach is not the expert but they have the answers. It creates the coaching partnership; there is equality among the coach and coachee. When the coach is providing the answers they become the expert and can be seen in a superior role losing the “partnership”.

Powerful questions are not closed questions but open ended. This means that they require more than yes or no answers.

1. Asks questions that reflect active listening and an understanding of the client’s perspective.

You want the question to match the client’s view of the situation. Therefore, if the coach asks questions from a place of judgment it is asks through the coach's view and not the clients.

A question that reflects active listening would be, “I noticed your energy shifted when discussing your son’s baseball game this week, how can you make it possible to attend?”

Powerful questions usually come from the clients previous comments which are why it is important for the coach to be fully present with the client. If the question is well thought out then the coach is spending too much time in his/her head and becomes stuck to move forward. Additionally, this will break the connection with the client.

The intention of powerful questioning is to deepen the learning for the client and to provide forward movement. This connects to the 2nd component of powerful questioning:

2. Asks questions that evoke discovery, insight, commitment or action (i.e. those that challenge the client's assumptions.

The purpose of asking a question is not to gathering information and details for your own curiosity but to be used as tools for discovery.

Because powerful questioning can produce insight and deeper thinking it creates the space for the client to become aware of options. These options come from inside the client and not through suggestions from the coach. When the client discovers the answers it becomes a moment of empowering for the client.

Not only does the client become empowered through powerful questioning but this also allows the client to direct the coaching conversation. The coach will ask a question based on the clients responses whether it is verbal or non-verbal.

This in turn will motivate the client. When the client is creating his/her own options through self-discovery and feeling empowered by being heard and respected from the coach he/she will be more committed to the outcome. The outcome is the client's not the coach's.

The use of powerful questions can be divided into categories or situations' meaning what our intent for the client is based on the type of question we ask.

A. Self - discovery - This category of question is used when we want to move the client into deeper self-discovery of themselves and/or the situation they are experiencing.

B. Open vs. closed questions - When coaching we want to use open ended questions to keep the conversation in motion. A closed question will most likely bring the conversation to a stop because it requires only a yes or no answer. An open ended question requires thought from the client. Because there is more than one answers to an open ended question it allows the client to direct the conversation.

C. Questions to move forward from roadblocks - There are times when the client can become stuck in their own thinking preventing them from seeing any possible solutions. When this occurs you can help the client become unstuck through the questions you ask. When you hear your client responding with, 'I can't' you know they are stuck and have blocked themselves from exploring any solutions. Questions that start with, 'What if...' can help the client get into the mindset to start brainstorming.

3. Asks-open ended questions that create greater clarity, possibility or new learning.

When coaching we want to use open ended questions to keep the conversation in motion. A closed question will most likely bring the conversation to a stop because it requires only a yes or no answer. An open ended question requires thought from the client. Because there is more than one answer to an open ended question it allows the client to direct the conversation.

4. Asks questions to that move the client toward what they desire, not questions that ask for the client to justify or look backward.

As a coach you want your client to achieve his or her goals and at times this can seem impossible to the client. The client could feel stuck or have difficulty seeing the whole picture. You can help the client move forward into the future with, "if then questions."

One key to creating powerful questions is that they are based on what the client is saying. Through our active listening we will be presented with the question. If this does not occur we need to check ourselves for coaching presence, If this is not the issue it might be that the client is not being clear or we are confused. It is appropriate at this time for you to ask the client for clarification. Also allow time for the client to answer. Sometimes we can ramble with our questions our be repetitive out of fear the client will not understand what we are asking. Let the client process your question and if they do not understand they will ask for clarification.

To help your client to commit to their goal start with "where" questions and then shift to "when" questions. For example, when brainstorming actions first ask the client where they visualize themselves working on the task. Once they have identified the where, ask when they would like to begin the process or have the action completed. You can phrase it as, "what would be your by when date to have this completed." Once the where and when are established the client could be

experiencing some anxiety about moving forward. When this occurs help the client break the action into smaller less challenging pieces. A good question to ask at this time is, "what is the easiest or smallest place to begin?" Another possible roadblock to a client moving forward could be feeling stuck and not knowing where to begin. The client could be moving into uncharted waters and not realize what strengths they have to move forward. In this situation ask the client questions that reflect past accomplishments. It is through this process of self-awareness that the client can identify strengths to use in their current situation.

If you start to ask your client a closed question you can change direction. In order to change a closed ended question into an open ended question you usually just need to change the first word. if you notice that your questions start with why, can you or is there change to how or what can you do.

At this time the instructor will demonstrate Powerful Questioning through a practice coaching session. Next the class will participate in coaching demonstrations.

At the end of this session you will be able to:

1. Understand the significance of using powerful questions with your clients
2. Know the difference between a closed question and an open question
3. Have the knowledge on how to create powerful questions be aware of the connection between coaching presence, active listening and powerful questioning

Be knowledgeable of the following Core Competency(ies):

Powerful Questioning

Active Listening

Coaching presence

Direct Communication

Direct Communication as defined by the ICF is the ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.

Just as we may ask the client to "bottom-line" it when they become too descriptive in story telling we too as a coach must communicate efficiently and directly. During the coaching session it is important to be as clear and concise as possible with the client to avoid any possible misunderstandings. If the coach becomes long winded in explanations the client may lose focus and tune out which could stop the progression of the coaching session. This can bring the coaching session to a stop just as quickly as a closed ended question. Direct communication is concise and to the point.

The first component of this core competency is:

1. Is clear, articulate and direct in sharing feedback.

This is demonstrated by being to the point when providing feedback or asking a question. Sometimes we can get caught up in being the need to be understood that we repeat ourselves. This can occur by rephrasing a question multiple times or providing feedback using several but similar comments. This becomes confusing for the client and wastes valuable time from the coaching session. The client may even lose focus and become stagnant. This will prevent deeper learning and forward action from occurring. By using clear and specific language this does not become an issue. If your clients were to misinterpret your comments and/or question this is not a failure but can open an unexpected door for the client. When in doubt ask if the client understands. Remember, being a coach is not about being always saying the right thing or focusing on being perfect. When we engage in that type of thinking we lose our coaching presence and the client will notice. It is more effective to building your relationship with your client to check-in with the client throughout the session then it is to get caught up in lengthy explanations. Check-in with your client to confirm that you are both using the same meaning of words and that the language you are using is being understood how you intend. This includes using simple and direct language when making observations. As with other aspects of coaching it is important that you remain unattached to the outcomes of your direct communication.

2. Re-frames and articulates to help the client understand from another perspective what he/she wants or is uncertain about.

As stated in *Co-Active Coaching*, by House et.al, "It is much harder work to get clients into action from a stalled or dead-end perspective compared to a perspective that has zoom and flow in it." (pg. 132). The first step is we want to identify the client's perspective. This is important because the client may have a rigid thought process around their thinking which could block their success. Often the client is not even aware of this rigid thinking or blockage. When this happens the client becomes stuck and unable to even contemplate other possibilities or

opportunities. They become a prisoner of their own thought process. In order to get a clear perspective if the issue it will need to be specific and easily identified. As a coach we can bring it back to the client's agenda. Other useful tools are using metaphors to help the client look at the situation in a different light or imagery.

When communicating directly we are saying what we think and feel and this is an outcome of active listening. There are no hidden agendas and the simple purpose is for individuals and groups to share information with one another. In an article by Susan Heitler, she states that, "direct communication leads to solutions."

3. Clearly states coaching objectives, meeting agenda, and purpose of techniques or exercises.

When discussing coaching with prospective clients be clear when stating what coaching is and is not. During these initial conversations is when you inform them what they can expect out of the coaching relationship. Coaching objectives can also be included in the coaching agreement.

Let your clients know how the coaching session will be structured. Clearly communicate with your clients what will be expected of them during the coaching sessions. You can establish the meeting agenda through using a weekly prep form. This allows the client to be thoughtful in planning how to get the most out of their coaching session.

When introducing a technique or exercise inform your intentions to the client. It is important to explain the purpose of the activity to ensure the client understands the purpose and realizes the importance. When we inform our clients why we are asking them to do something it can then be connected to their goals and outcomes. There will be more buy in from the client when he or she understands how it relates to their progress.

4. Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon).

If a client says something you don't agree with it is important to remain non-judgmental. We can demonstrate this through our word choice. Coaching is not about right from wrong; it is about supporting the client where they are at and providing the space for them to move forward.

You want to use language that the client not only understands but can also relate. Remember this is a partnership. When you use language filled with a lot of technical jargon you are placing yourself in a position that is higher than the client. If you are spending time explaining words and concepts to the client you are taking valuable time away from the coaching session. You are also creating barriers to the client reaching new insights and awareness. You also risk intimidating the client which would prevent creating an equal partnership.

5. Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.

Metaphors and analogies are very powerful tools in the coaching session. It allows the client deeper understanding at a quicker pace through imagery. When asking a client, "does it feel like you're stuck in the spin cycle" not only are you creating an image for the client but also an experience. The client becomes much more engaged then if you asked, "what does it feel like to consonantly be on the go?" There are many more components to explore with imagery which is why metaphors are powerful. When a client uses a metaphor or analogy it provides insight into their unique perspective on a situation. It allows you and the client to explore all aspects of a situation.

Techniques to improve direct communication

1. Look up a new word each day to improve your vocabulary
2. Read up on a new interest to expand your knowledge and vocabulary
3. Record your coaching sessions (with your client's permission) and listen back. Think of how you can be more concise with your feedback.
4. Practice active listening and not being attached to the outcome of your feedback.

At this time the instructor will demonstrate Direct Communication through a practice coaching session. Next the class will participate in coaching demonstrations.

At the end of this session you will be able to:

1. Understand the importance of communicating directly with clients'
2. Be more aware of your communication style
3. Know the difference between direct and indirect communication
4. Have some tools to increase your vocabulary and create metaphors
5. Learn the skills required for direct communication

Be knowledgeable of the following Core Competency(ies):

Direct Communication

Active Listening

Coaching Presence

Establishing Trust and Intimacy

Assignments:

Practice this week observing your communication style. Do you communicate directly with others or do you add a lot of filler?

Focus on your client's language. Write down your observations. What different varieties of communication styles have you noticed?

Use metaphors with your clients. First, complete the exercise on metaphors in the Co-Active Coaching book on pg. 47. We will share this in class next week.

Listen back on the recordings of your coaching demos from class and focus on your communication style. Write out your answers to these questions and we will share in the next class.

1. How would you describe your communications style?
 - a. Is it direct or indirect
2. Identify some of your comments, phrases, and/or questions to rephrase into being more direct.
3. Focus on your communication during your coaching sessions over the week. What do you notice about your communication style? Is it similar or different from your coaching demo from class?
4. What changes will you incorporate to become a more direct communicator?

Creating Awareness

The ICF defines the 8th Core Competency; **Creating Awareness** as- Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.

In order for the client to be in a position to move forward they first need to have insight or awareness. To create the most efficient and appropriate action steps awareness of all facets of the situation is essential. This includes being aware of details, the client's mindset and emotions connected to the situation, identifying possible supports and identifying possible outcomes. There are several assessment tools available to coaches to help facilitate this process.

The key components of this core competency are:

1. Goes beyond what is said in assessing clients' concerns, not getting hooked by the clients description.

Coaching presence will create the space for you the coach to ask the powerful questions to provide deeper learning for the client. It is important that the coach be free of all possible judgments and assumptions to avoid being hooked by the client's description.

2. Invokes inquiry for greater understanding, awareness, and clarity.

Even if the answer seems obvious still ask the question. Do not assume you understand how he client feels or what the answer will be. Sometimes the client needs to hear the obvious out-loud for clarity.

3. Identifies for the client his/her underlying concerns; typical and fixed ways of perceiving himself/herself and the world; differences between the facts and the interpretation, and disparities between thoughts, feelings, and action.

As mentioned in earlier sessions a coach is not afraid to take a risk. This risk can occur when we share an observation with the client noticing possible discrepancies between view points and reality. Or when we point out patterns in the clients thought process. The coach can run the risk of the client disagreeing or not being happy about the observation, especially if it is regarding negativity. If a client wants deeper understanding and the ability to move forward they need to be aware of both the negative and the positive. Strong direct communication skills will create he space for the client to hear what is being said. Remember not to come from a place of judgment and if the situation is sensitive ask the client before moving forward.

4. Helps clients to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods etc. that strengthen their ability to take action and achieve what is important to them.

Using assessments can be helpful for the client during this process. There are a wide variety of assessments available for use in the corporate world, career coaching, academics and some are specializes for different age groups just to mention a few areas. Some assessments are simple and self-explanatory while others are more sophisticated and requiring training before they can be used.

5. Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action.

Through asking questions the coach can help the client gain deeper understanding and therefore increased awareness into his or her life. The client will feel empowered by this new awareness which will support him or her into shifting their viewpoints and discovering possibilities for taking action.

6. Helps clients to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, and background).

We will now explore coaching models that focus on increasing awareness.

7. Expresses insights to clients in ways that are useful and meaningful for the client.

This is achieved by focusing on the clients agenda. This is stating that the coach be present with client and meet them where they are in the process, not the coach providing insights as to where they feel the client should be. The insights need to natch the clients agenda for harm to be meaningful.

8. Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching.

The coach helps the client to identify and own their strengths. Additionally, the coach helps the client to identify and focus on what is most important. Powerful questioning, active listening, coaching presence, and establishing trust and intimacy with the client are crucial core Competencies to practice in moving the client into deeper awareness.

9. Asks the client to distinguish between trivial and significant issues, situational vs. reoccurring behaviors, when detecting a separation between what is being stated and what is being done.

When the actions of the client are not matching or supporting their goals the coach is there to point this out and bring this awareness to the client.

On a final note while assessments can be a powerful tool in helping clients increase awareness they should not be the only method a coach uses for self-discovery. It is still important for the coach to engage the client with powerful questioning and inquiry.

At this time the instructor will demonstrate Creating Awareness through a practice coaching session. Next the class will participate in coaching demonstrations.

At the end of this session you will be able to:

1. Understand how creating awareness in the client can impact their mindset.
2. Create strategies for helping the client increase awareness of themselves, others, or situations.
3. Recognize the importance of Active Listening and Powerful Questioning in helping a client create awareness.
4. Be familiar with the variety of assessment tools available to help a client create deeper awareness of themselves.
5. Understand the connection between creating awareness and moving the client forward to reach his/her goals.

Be knowledgeable of the following Core Competency(ies):

Creating Awareness
Establishing Trust and Intimacy
Coaching Presence
Active Listening
Powerful Communication
Direct Communication

Assignments:

Research different assessment tools

Designing Actions

The core competency, **Designing Action**, states the ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.

Let's break this down and examine the different pieces of this definition. First, how does the coach work with the client to create opportunities for ongoing learning? This begins in the coaching session with the coach using the tools she he/she has learned from the previous core Competencies. While the client comes into coaching with the desire to make changes at times they may not know where to begin. When we are actively listening to our clients and being fully present with our clients it opens us, the coach to hearing and sensing what is important to the client. When the coach helps increase the clients awareness this is where the learning opportunities begin. To facilitate continued learning for the client the coach will brainstorm possible action steps for the client to accomplish in between coaching appointments. Remember, the brainstorming is focused around the client's agenda.

The following components Designing Action support what we have been discussing:

- 1. Brainstorms and assists the client to define actions that will enable the client to demonstrate, practice and deepen new learning.**
- 2. Helps the client to focus on and systematically explore specific concerns and opportunities that are central to agreed - upon coaching goals.**

Allow the client to fully explore concerns and opportunities. Don't rush into creating action steps but spend time to help the client deepen their understanding of their concerns and opportunities. Examine them from all angles to not miss a possible new awareness. Check in with the client inquiring if they have fully explored a situation and ask is there anything else.

- 3. Engages the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions.**

Don't stop the brainstorming with two or three options or solutions. Ask that the client continue the brainstorming. Encourage the client to identify solutions as if there were no limits. This exercise creates the space for the client to tap into their creativity and discover opportunities that are hidden.

At this time the instructor will provide a coaching demonstration focusing on creating awareness and designing action.

No we will shift from the coaching session to outside in life and/or work.

This shift is identified in the fourth component:

4. Promotes active experimentation and self-discovery, where the client applies what has been discussed and learned during sessions immediately afterward in his/her work or life setting.

It is important that the client create specific action steps to work on in between the coaching sessions. While the client is creating **their** action steps first have them identify where they will take place. When the client can visualize the action it helps confirm the commitment. Once the client knows the how and where of the action step invite them to decide on a target date for completion. The target date adds importance and will provide a method to measure success for the client.

5. Celebrates client success and capabilities for future growth.

At the start of the coaching session ask the client to identify at least 3 accomplishments achieved since the last coaching session. If the client doesn't want to wait until the next coaching session you can encourage them to update you when they have completed an action item. Positive feedback from the coach helps keep the momentum moving forward for the client and provides the strength to take risks.

6. Challenges client's assumptions and perspectives to provoke new ideas and find new possibilities for action.

Challenging the client does not come in the form of passing judgment but asking powerful questions to increase awareness.

7. Advocates or brings forward points of view that are aligned with the client's goals and, without attachment, engages the client to consider them.

8. Helps the client "Do It Now" during the coaching session, providing immediate support.

9. Encourages stretches and challenges but also a comfortable pace of learning.

At this time the instructor will demonstrate Designing Action through a practice coaching session. Next the class will participate in coaching demonstrations.

At the end of this session you will be able to:

1. Know how to utilize the previous learned core competencies in helping the client to create action steps.
2. Know how to create the space and support for your clients to increase awareness.
3. Understand the importance of brainstorming for several solutions/options.

4. Create techniques for helping the client identify action steps that are specific and time sensitive.
5. Understand the importance of acknowledging and celebrating client success towards movement in taking action.

Be knowledgeable of the following Core Competency(ies):

Designing Action

Establishing the Coaching Agreement

Coaching Presence

Active Listening

Powerful Questioning

Creating Awareness

Planning and Goal Setting

Planning and Goal Setting is defined as the ability to develop and maintain an effective coaching plan with the client.

Planning and goal setting provide the framework for the overall coaching process and the coaching sessions. Whether the client has sought out a coach on their own or has been assigned coaching as a part of professional development the outcome will focus on the client reaching his or her set goals. It is important that as a coach you work with your client on planning goals and action steps so that they have meaning to the client and can realistically be achieved. To help identify meaning have your client explore their values. When clients are looking for purpose in their lives values and goals should match. (Kimsey-house et al,)

The five components to this core competency are:

1. Consolidates collected information and establishes a coaching plan and development goals with the client that addresses concerns and major areas for learning and development.

2. Creates a plan with results that are attainable, measurable, specific, and have target dates.

Two models that are popular for using when goal setting are the GROW Model and SMART Goals.

The GROW model

G - Goal - determine in the beginning of the coaching session

R - Reality Check - identify how realistic the goal is

O - Options- explore several options for achieving the goal

W - Will - determine the commitment to completing the goal

SMART goals

S- specific- when goals are vague it is difficult to determine appropriate action

M- measurable - if a goal is not measurable how will the client know they achieved their goal

A- attainable - is it realistic

R- relevant - how important is the goal and how does it fit into the bigger picture

T- time-specific - by when date

As a coach, determine with your client which method of goal setting to implement.

3. Makes plan adjustments as warranted by the coaching process and by changes in the situation.

4. Helps the client identify and access different resources for learning (e.g. Books, other professionals).

5. Identifies and targets early success that are important to the client.

This is important to create the positive energy to maintain forward movement. Goals can be challenging and sometimes the energy needed to move forward overwhelming. The energy created when coaches acknowledge success can give the client the energy to overcome these obstacles. (ICF science of coaching, Margaret Moore, 2014).

At this time the instructor will demonstrate Planning and Goal Setting through a practice coaching session. Next the class will participate in coaching demonstrations.

At the end of this session you will be able to:

1. Understand the importance of creating a coaching plan with your client.
2. Be familiar with effective goal setting strategies.
3. Understand the importance of being flexible with your clients and "dancing in the moment" when new awareness are created.
4. Understand the importance of supporting your client in identifying other resources for support in achieving his/her goals.

Be knowledgeable of the following Core Competency(ies):

Planning and Goal Setting

Designing Actions

Creating Awareness

Coaching Presence

Establishing Trust and Intimacy

Establishing the Coaching Agreement

Managing Progress and Accountability

The ICF defines **Managing Progress and Accountability** as the ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.

During the coaching session the coach holds a spotlight on what is important to the client. Coaches do this in a variety of ways; asking powerful questions to create awareness, bringing conversations back to the client's agenda, providing homework connected to the client's goals and championing success. It is also important that the coach hold the client responsible for the follow through on action steps.

If you have a client that does not follow through revisit the conversation on expectations of the coach and the client.

There are 10 components to this final core competency.

1. Clearly requests of the client actions that will move the client toward his/her stated goals.

Using direct communication and one of the goal setting models previously discussed such as GROW or SMART will support you send the client in this process.

2. Demonstrates follow-through by asking the client about those actions that the client committed to during the previous coaching session(s).

As the coach have a system for yourself so that you are able to follow up with the client about their progress on the action steps they created. If there is no progress or it is slow explore the obstacles with your client. Coaching is not always comfortable.

3. Acknowledges the client for what they have done, not done, learned or become aware of since the previous coaching session(s).

4. Effectively prepares, organizes and reviews with the client information obtained during sessions.

5. Keeps the client on track between sessions by holding attention on the coaching plan and outcomes, agreed-upon courses of action, and topics for future session(s).

6. Focuses on the coaching plan but is also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions.

As a coach we do this by practicing coaching presence and active listening.

7. Is able to move back and forth between the big picture of where the client is heading, setting a context for what is being discussed and where the client wishes to go.

8. Promotes client's self-discipline and holds the client accountable for what they say they are going to do, for the results of an intended action, or for a specific plan with related time frames.

This connects back with designing action

9. Develops the client's ability to make decisions, address key concerns, and develop himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences).

10. Positively confronts the client with the fact that he/she did not take agreed -upon actions.

If a client is not moving forward on agreed - upon actions it is the role of the coach to address this and bring it to the client's attention in a positive non-judgmental manner. Without this the client will not have the opportunity to move forward.

At this time the instructor will demonstrate Managing Progress and Accountability through a practice coaching session. Next the class will participate in coaching demonstrations.

At the end of this session you will be able to:

1. Understand the importance of following up with the client during each session to measure progress.
2. Recognize that it is important for the client, not the coach, to create structures for support.
3. Have the awareness that structures and measurements on progress and accountability need to match the clients agenda.
4. Understand the importance of the coach to check-in on the client and acknowledge both progress and non-progress for deeper learning.

Be knowledgeable of the following Core Competency(ies):

Managing Progress and Accountability

Establishing the Coaching Agreement

Direct Communication

Creating Awareness

Powerful Questioning

Designing Action

Planning and Goal Setting

References

- DiGirolamo, J. (2014, December 27). Patiently practicing presence in your coaching. [Web log post]. Retrieved from <http://coachfederation.org/blog/index.php/3801/>
- Dunbar, A. (2005, October). Using metaphors with coaching. Retrieved from <http://www.cleanlanguage.co.uk/AngelaDunbar-using-metaphors-with-coaching.html>
- Heitler, S. (2013, May 11). Direct communication. *Good Therapy*. Retrieved from www.goodtherapy.org
- Kimsey-House, H., Kimsey-House, K., Sandhal, P., & Whitworth., L. (2011). *Co-active coaching: Changing business transforming lives*. (3rd ed.). Boston: Nicholas Brealey.
- Krishna, R. (2015, April 14). Are you Ready? [Web log post]. Retrieved from <http://coachfederation.org/blog/index.php/4301/>
- Moore, P. (2014, May 27). *Coaching Science in Motion*. [Webinar]. In Science of Coaching, ICF Advance 2014.
- Rosen, L. (2011, March 17). The ICF Code of Ethics... Your GPS for Coaching. [Webinar]. In Continuing Coach Education Certificate Virtual Education.
- Stoltzfus, T. (2008). *Coaching questions: A coach's guide to powerful asking skills*. Virginia Beach, VA: Tony Stoltzfus.
- Tavanyar, J. (2014). Lost in cyberspace? *Coaching World*, 12, 8-10.
- The International Coach Federation. (2008, December 18). *Code of Ethics*. Retrieved December 14, 2014
<http://coachfederation.org/about/ethics.aspx?ItemNumber=850&navItemNumber=621>
- The International Coach Federation. (n.d.). *Core Competencies*. Retrieved December 14, 2014
<http://coachfederation.org/credential/landing.cfm?ItemNumber=2206&navItemNumber=576>
- Whitmore, J. (2009). *Coaching for performance* (4th ed.). London: Nicholas Brealey.
- Williams, P., & Anderson, S. (2006). *Laws & ethics in coaching: How to solve and avoid difficult problems in your practice*. New Jersey: Wiley.