

**COMPETENCY 1 | ETHICS & STANDARDS**

- Avoid telling the client what to do or how to do it (consulting mode).
- Avoid focusing primarily on conversations about the past, particularly the emotional past (therapeutic mode).
- Avoid giving advice or suggesting a particular course of action.
- Avoid Doing anything that prevents the development of a transparent, trusting relationship.

**COMPETENCY 2 | ESTABLISHING THE COACHING AGREEMENT**

- Clearly articulate and establish mutually agreed upon “rules of engagement.”
- Establish the agreement for each current session, focusing on what the client wants to address today and what the client feels will make the next 30 minutes most worthwhile.
- Avoid suggesting the topic to discuss with the client; be willing to accept what client wants to work on.
- Attend to the client’s agenda, seeking to enhance the process of exploration.
- Check with client about whether he/she is moving toward a desired outcomes and change course if needed.
- Demonstrate full partnership with the client.

**COMPETENCY 3 | ESTABLISHING TRUST & INTIMACY WITH THE CLIENT**

- Set a strong foundation upfront for partnership with the client.
- Establish expectations for an open and honest relationship.
- Demonstrate integrity, confidentiality, respect, and support.
- Hold the client in “unconditional positive regard.”
- Demonstrate significant interest in the *coach’s* view of the situation rather than the *client’s* view of the situation.
- Invite the client to share his/her thinking on an equal level with the coach related to the situation.
- Seek information about the client’s goals regarding the topic.
- Establish sufficient trust and connection with the client.
- Demonstrate a willingness to be vulnerable with client and empower the client be vulnerable with the coach.
- Avoid any perception that he/she is *teaching* rather than *coaching*.

**COMPETENCY 4 | DEVELOP YOUR COACHING PRESENCE**

- Be fully present and flexible with the client: “dancing in the moment.”
- Be curious, trust his/her gut, experiment, use humor.
- Be willing to explore the client’s view of the situation and discover their objective and subjective perspectives.
- Allow the client to contribute to creating the method or way that the coaching session will evolve.
- Be open to who the client is, how the client learns, and what the client has to teach the coach.
- Refrain from teaching or fixing; avoid using standard coaching formulas, tools, or questions.
- Allow the client to help develop coaching tools for themselves.

**COMPETENCY 5 | ACTIVE LISTENING**

- Avoid telling the client what to do or how to do it.
- Listen without an agenda; distinguish between the words, tone of voice, and body language.
- Understand the essence of the client’s communication, help the client gain clarity and perspective.
- Demonstrate listening to the client’s thinking, learning, and feeling at multiple levels.
- Respond to the nuances of the client’s language based on cumulative data received.
- Focus on the client’s agenda, changing course if the client changes direction.
- Listen to both linear and non-linear responses from the client.
- Listen to the client’s present reality while also hearing the client’s future development.

**COMPETENCY 6 | POWERFUL QUESTIONING**

- Ask clear, direct questions that lead to new insight and move the client forward.
- Ask clear, direct, and succinct open-ended questions using "What" and "How."
- Focus on and inquiring versus telling methodology.
- Demonstrate using evocative questions; ask the client to think broader and bolder about their topic.
- Avoid asking informational questions that keep the client focused on the past rather than the future.
- Use the client’s language and learning style to craft questions.
- Move beyond using standardized coaching questions or standardized models.
- Use a mix of informational and powerful questions tailored to the client’s agenda.
- Be willing to use questions that may make the client uncomfortable if they are in the client’s best interest.
- Ask direct, evocative questions that require significant thought or move the client toward new thinking.
- Avoid asking questions to which the coach knows the answer.
- Ask questions that help the client create the future rather than focus on past, or even present, dilemmas.



**COMPETENCY 7 | DIRECT COMMUNICATION**

- Be clear, articulate, and direct in sharing questions, observations, and feedback.
- Use language (even in metaphor and analogy) that supports and respects the client.
- Provide a safe space for candid, crucial conversations.
- Invite the client's participation in the coaching dialogue on an equal level.
- Create a place for the client to engage in deeper thinking, learning, and discovery.
- Avoid limiting the thinking and learning direction for the client.
- Avoid becoming attached to a particular direction or outcome or treating one's intuitions as the truth.
- Share directly and simply; frequently incorporate the client's language.
- Trust the client to choose responses to the coach's communication that are best for the client.
- Invite, respect, and celebrate direct communications from the client.
- Create sufficient space for the client to have equal or more communication time than the coach.

**COMPETENCY 8 | CREATING AWARENESS**

- Engage the client in exploration for discovery, perspective, learning, and growth with the client.
- Identify and acknowledge strengths; notice connections or threads between what is said and what is done.
- Generate increased awareness of ways to approach challenges and achieve goals.
- Avoid relying on assessments or standard coaching exercises in place of powerful questioning or inquiry.
- Ask the client for permission to share ideas and observations, giving the client opportunities to add his/her own observations and tap into his/her own greatness.
- Help the client to create new awareness by engaging in problem-solving and question-storming.

**COMPETENCY 9 | DESIGNING ACTIONS**

- Invite the client's full participation in designing actions or activities outside of the coaching session to continue exploration, increase awareness and learning, and move toward the desired goal.
- Shift the responsibility for designing actions to support the client's goals and learning style to the client.
- Avoid insisting that the client do the prescribed homework.
- Avoid prescribing homework that has no clear purpose or potential to move the client forward.
- Invite the client to explore actions that include thinking, creating, and doing.
- Engage the client in relating designed actions to other aspects of what the client wants, thereby broadening the scope of learning and growth.
- Encourage informed experimentation to help clients develop more powerful, leveraged actions.

**COMPETENCY 10 | PLANNING AND GOAL SETTING**

- Partner with the client to develop SMART goals that are specific, measurable, achievable, realistic, and timely. Be a helpful, but not the most significant, voice in suggesting goals and plans.
- Avoid insisting that the client follow a prescribed plan familiar to the coach.
- Remain aware of client's plan, learning style, pace, and commitment to the goal.
- Identify and celebrate successes that are important to the client.
- Help connect the client's plans and goals with his/her thinking, learning, being, and creativity structures.

**COMPETENCY 11 | MANAGING PROGRESS AND ACCOUNTABILITY**

- Invite the client's full participation in establishing measures and methods of accountability that connect to the client's stated agenda and desired outcomes.
- Introduce standard coaching tools or exercises and discuss with the client the extent to which these tools may be of value to the client's setting.
- Stay focused on what is important to the client and for what the client wishes to be held accountable.

