**ICF Core Competencies**

**A. Foundation**

 **1. Demonstrates Ethical Practice**

DEFINITION: Understands and consistently applies coaching ethics and standards of coaching.

 **2. Embodies a Coaching Mindset**

DEFINITION: Develops and maintains a mindset that is open, curious, flexible, and client-centered.

**B. Co-Creating the Relationship**

**3. Establishes and Maintains Agreements**

DEFINITION: Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans, and goals. Establishes agreements for the overall coaching engagement as well as those for each coaching session.

**4. Cultivates Trust and Safety**

DEFINITION: Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust.

 **5. Maintains Presence**

DEFINITION: Is fully conscious and present with the client, employing a style that is open, flexible, grounded, and confident.

 **C. Communicating Effectively**

**6. Listens Actively**

DEFINITION: Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression.

**7. Evokes Awareness**

DEFINITION: Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor, or analogy.

**D. Cultivating Learning and Growth**

 **8. Facilitates Client Growth**

DEFINITION: Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.

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| **OBSERVER:** **OBSERVED COACH:** **COACHEE:** **DATE:**  |

Coaching Observation Sheet

1. Does the coach seem prepared to coach? (Is the coach calm, centered, focused?) What evidence points to this?
2. How does the coach greet the client? (Does the coach allow space for a quick, mutual exchange? Does s/he inquire about anything left over from the previous session or refer to a prep sheet that the client might have sent?) What evidence points to this?
3. Does the coach demonstrate a “positive regard” and deep caring for the client? What evidence points to this?

1. Does the coach observe how the client shows up? (“You seem energized today” or “You seem down today – is anything bothering you?”) What evidence points to this?
2. Does the coach partner with the client to set the session’s agenda and set clear agreements regarding the process, plans, and goals? (The agenda may differ from the pre-session prep sheet). What evidence points to this?
3. Does the coach mirror back to the client what the focus of the session will be and the measurable outcomes for which the client is hoping? What evidence points to this?
4. Does the coach ask the client why this agenda is important? What evidence points to this?
5. Does the coach partner with the client to determine whether specific issues need to be addressed? What evidence supports this?

1. Does the coach partner with the client to create a safe environment in which the client can share freely? What evidence points to this?
2. Does the coach maintain “presence,” showing up in a way that is fully conscious and attentive? (curious, flexible, client-centered, confident, grounded). What evidence points to this?
3. Does the coach listen actively to what the client is saying and not saying, mirroring back and exploring the client’s choice of words, metaphors, and images? What evidence points to this?
4. Does the coach encourage the client’s self-expression? What evidence points to this?
5. Does the coach pay attention to moments of silence, allowing the client time to reflect and process all that is happening? What evidence points to this?
6. Does the coach evoke deep awareness by asking powerful questions that avoid “yes” or “no” answers? What evidence points to this?

1. Does the coach partner with the client to transform learning and insight into action? What evidence points to this?

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1. Does the coach partner with the client to explore the resources that can help the client achieve his/her desired outcomes? What evidence points to this?
2. Does the coach partner with the client to explore any blocks that might get in the way of the client achieving his/her desired outcomes? What evidence points to this?
3. Does the coach partner with the client to establish methods of accountability so that the client can find the support s/he needs going forward? What evidence points to this?
4. Does the coach partner with the client to assess whether the session has met the client’s hopes and expectations? What evidence points to this?
5. Does the coach partner with the client to name any unresolved issues to be explored at a later time? What evidence points to this?
6. Does the coach affirm and encourage the client’s progress? What evidence points to this?
7. Does the coach partner with the client to bring the session to an end? What evidence points to this?

**Summary Comments:**