Association for Coaching

Where will I find my evidence? The coaching competencies in the FWM sessions

AC Coaching Competency Framework

Revised June 2012

Coaching competencies for All Coaches

1. Meeting ethical, legal and professional guidelines
2. Establishing the coaching agreement and outcomes
3. Establishing a trust-based relationship with the client
4. Managing self and maintaining coaching presence
5. Communicating effectively
6. Raising awareness and insight
7. Designing strategies and actions
8. Maintaining forward momentum and evaluation
9. Undertaking continuous coach development

Coaching Competencies and Indicators For All Coaches

Please answer 'yes' only when you are 100% confident and otherwise answer 'no' if you are not

1. Meeting ethical, legal and professional guidelines

Indicators of competence:

- 1.1 Follows the AC's professional standards and codes of conduct, including the Global Code of Ethics for Coaches & Mentors
  - pre course materials and Sessions 20, 25, 28, 43, 48
  - Contracting and AC's Ethical context and codes: https://www.associationforcoaching.com/page/EthicalContextandCodes
- 1.2 Acts ethically and with the highest integrity
  - Ongoing coaching practice, sessions 39, 40
  - contracting, referring coachee on to other support
- 1.3 Promotes the coaching profession in a positive light to all stakeholders
  - sessions 3, 8, 35, 40
  - contracting
- 1.4 Complies with the prevailing laws of the country in which the coaching takes place and/or client organisation is operating, whichever is the most applicable and stringent
  - sessions 22, 23, 38
  - contracting, policies show laws such as Health and Safety, safeguarding, and GDPR
- 1.5 Clearly communicates how coaching is different from other helping professions
  - sessions 7, 30
  - what is coaching worksheet
- 1.6 Is aware of professional boundaries and refers on to another professional as appropriate

  Sessions 5, 21, 30
  - contracting, reflection on referral to another professional

Evidence can include these examples or combinations of examples:

- Reflection sheets – specify where the criteria is met – which reflection sheet/s, date, page, paragraph
- Learning logs – specify where the criteria is met – which learning log/s, date, page, paragraph
- Videos of coaching – specify where the criteria is met – which video/s, date, time stamp
- Audio recording – specify where the criteria is met – which audio/s, date, time stamp
- Observation and feedback – specify where the criteria is met – which document/s, date, location

- Reflective group discussions - specify where the criteria is met – which document/s, date, location
- 1-1 and group supervision - – specify where the criteria is met – which document/s, date, location
- Case study or personal approach to coaching can cover any gaps at the end
- Can include combinations of the above

Key question: can someone independent who has not seen your evidence before find it quickly?

2. Establishing the coaching agreement and outcomes

Indicators of competence:

- 2.1 Clearly explains the coaching process and own coaching approach, models and techniques
  Sessions 9, 10, 14, 21, 22, 23, 39
  Contracting, reflection, coaching principles worksheet
- 2.2 Helps the client establish coaching goals and outcomes and agrees an approach to working with the client that will achieve them
  Sessions 5, 21, 23, 39
  Pre-coaching questions, contracting, reflection
- 2.3 Agrees a formal coaching agreement with client and all stakeholders, including clear and measurable outcomes, plus confidentiality, logistics of coaching sessions (duration, frequency, location), purpose, contingencies, monitoring and reporting on progress, and commercial arrangements
  Sessions 21, 23, 39, 40
  Contracting, reflection on contracting
- 2.4 Establishes clear roles, responsibilities and boundaries between the different stakeholders, including coach and client
  Sessions 21, 23
  contracting, reflection

3. Establishing a trust-based relationship with the client

Indicators of competence:

- 3.1 Treats people equally and fairly, with respect and dignity
  Sessions 1, 2, 3, 4, ongoing coaching practice, reflection sheets, contracts, policies, coaching principles
- 3.2 Is optimistic for and encourages self-belief in the client
  sessions 8, 31, 33, 34, reflection sheets, coaching principles
- 3.3 Establishes a high level of rapport to build an open dialogue with the client
  Sessions 7, 21, 26, 42, reflection sheets, contracting
- 3.4 Accepts the client 'as is' and believes in the client's potential and capability
  sessions 29, 31, 33, 34, coaching principles, reflection sheets
- 3.5 Acts openly and honestly, including tackling difficult conversations with the client, using self and personal reactions to offer client feedback, avoiding colluding with the client on issues that block progress
  sessions 21, 30, ongoing coaching practice, reflection sheets
- 3.6 Maintains agreed levels of confidentiality
  Ongoing coaching practice, sessions 23, 42, reflection sheets, contracting, policies, reviews of sessions

4. Managing self and maintaining coaching presence

Indicators of competence:

- 4.1 Pays close attention to the client, staying fully present and engaged
  sessions 2, 4, 7, 10, 12, 13, dual listening, reflection sheets
- 4.2 Remains focused on the agreed client agenda and outcomes
  sessions 23, 37, contracting, reflection sheets, coaching principles
- 4.3 Acts flexibly whilst staying aligned to own coaching approach
  Pre-course materals, session 26, ongoing coaching sessions, coaching principles, reflection sheets
- 4.4 Stays aligned to personal values whilst respecting the values of the client
  pre-course content, session 29, listening partnerships, coaching practice, contracting, coaching principles, reflection sheets
- 4.5 Works to ensure interventions get the best outcome for the client
  sessions 25, 36, 44, 45, reflection sheets, reviews

5. Communicating effectively

Indicators of competence:

- 5.1 Demonstrates effective listening and clarifying skills and differentiates between what is said and what's left unsaid
  sessions 1, listening partnerships, ongoing coaching, dual listening, contracting, reflection sheets
- 5.2 Uses straightforward, easy-to-understand language that moves the client towards the agreed outcomes
  Sessons 10, 17, 27 reflection sheets, terms we use
- 5.3 Adapts communication style to reflect the client's needs and outcomes
  sessions 14, 15, 17, reflection sheets, learning styles questionnaire, sensory behaviour checklist
- 5.4 Provides relevant information and feedback to serve the client's learning and goals
  sessions 15, 16, 17, 33, 34, 35 reflection sheets, FWM pretty sheets with models, tools and assessments
- 5.5 Communicates clearly, confidently and credibly with the client
  session 1, 9, 13, 15, 16 contracting, reflection sheets, reviews

6. Raising awareness and insight

Indicators of competence:

- 6.1 Asks questions to challenge client's assumptions, elicit new insights, raise self-awareness and gain learning
  sessions 10, 15, 17 reflection sheets, FWM pretty sheets with tools, models and assessments
- 6.2 Helps broaden a client's perception of an issue and challenges to stimulate new possibilities
  sessions 9, 13, 14, 16, 19, 20 reflection sheets, FWM pretty sheets with tools, models and assessments
- 6.3 Supports the client to generate options to achieve agreed outcomes
  sessions 19, 20, 42 reflection sheets, FWM pretty sheets with tools, models and assessments
- 6.4 Provides observational feedback where relevant, leaving client free to choose to act upon it or not
  sessions 10, 28, coaching practice, reflection sheets
- 6.5 Uses 'self' as a resource for the development of the client's self-awareness and learning by offering 'here and now' feedback
  sessions 4, coaching practice, reflection sheets

7. Designing strategies and actions

Indicators of competence:

- 7.1 Supports the client to build strategies to meet their outcomes
  sessions 20, 25, 29, 31, 35, reflection sheets, FWM pretty sheets with tools, models and assessments
- 7.2 Inspires the client to identify and implement self-directed learning opportunities
  sessions 7, 14, coaching practice reflection sheets, FWM pretty sheets with tools, models and assessments
- 7.3 Leaves accountability with the client while following through on own actions and commitments
  sessions 22, 39 coaching practice, reflection sheets, FWM pretty sheets with tools, models and assessments
- 7.4 Encourages the client to seek support from others to help achieve the client outcomes
  Session 5, 21, 30, coaching practice, contracting, reflection sheets
- 7.5 Provides support while the client tries out new ways of working/behaviours
  Session 15, 17, 26, coaching practice, contracting, reflection sheets

8. Maintaining forward momentum and evaluation

Indicators of competence:

- 8.1 Maintains an outcome-focused approach
  sessions 9, 19, 17, contracting, reflection sheets, reviews
- 8.2 Asks powerful questions that move the client forwards towards the agreed outcome
  sessions 10, 12, 27, coaching practice, pre-coaching questions, contracting, reflection sheets
- 8.3 Checks and acknowledges client progress and achievements
  session 25, 26, 39, 43, reflection sheets, reviews
- 8.4 Explores what is working, what is getting in the way and challenges lack of progress
  session 25, 26, reflection sheets, reviews
- 8.5 Discourages dependency on the coach and develops the client's ability to self-coach
  sessions 22, 39, contracting, reflection sheets, reviews
- 8.6 Checks the client's motivation to apply learning from the coaching
  sessions 22, 25, reflections
- 8.7 Measures effectiveness of coaching
  sessions 26, 37, 38, 40, 43, 44, 45, 46, 48, evaluation forms, evidence of verbal questions on reflection sheets

9. Undertaking continuous coach development

Indicators of competence:

- 9.1 Regularly requests client feedback
  sessions 23, 25, 26, 37, 39, 42, 43, 44, 45, 48, evaluation forms, evidence on reflection sheets
- 9.2 Actively reflects on coaching practice and outcomes
  sessions 6, 46, 48, 49, coaching practice, reflections
- 9.3 Acts on own critical reflections and client feedback to improve coaching practice
  sessions 49, 50, critical reflection sheet
- 9.4 Participates in regular coaching supervision to reflect on, and improve, practice
  sessions 38, 40, 46 supervision notes
- 9.5 Participates in continuous professional development (CPD) activities
  sessions 6, 46, 48, 49 action plan or log of accreditation hours if there is a SMART action plan included, evidence of other courses completed