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NEWBURGH THEOLOGICAL SEMINARY

D.I.A.M.O.N.D.S:

A COACH-SPECIFIC TRAINING PROGRAM FOR CREDENTIALING AS A CERTIFIED COACH IN THE  
INTERNATIONAL COACH FEDERATION (ICF)

A DISSERTATION SUBMITTED TO  
THE FACULTY OF THE DIVISION OF CHRISTIAN COUNSELING  
IN CANDIDACY FOR THE DEGREE OF  
DOCTOR OF PHILOSOPHY - CHRISTIAN COUNSELING WITH A SPECIALIZATION IN  
LIFE COACHING

BY

MERLE EVELYN RAY

HOUSTON, TEXAS

AUGUST 2019

**ABSTRACT****D.I.A.M.O.N.D.S:  
A COACH-SPECIFIC TRAINING PROGRAM FOR CREDENTIALING AS A CERTIFIED COACH IN THE  
INTERNATIONAL COACH FEDERATION (ICF)****DESCRIPTION:**

This research project examines the process, requirements, and standards of becoming a professional coach via the International Coach Federation (ICF) credentialing process. It will include research expounding on the core competencies, knowledge, skills, and abilities reviewed by the ICF when considering granting a professional coach credential as a Master Certified Coach (MCC). Finally, the research will encompass most recent changes taking place July 31, 2018, discuss the timing required and complexities of the process, as well as offer a coach-specific training program submitted during the application process.

**D.I.A.M.O.N.D.S:  
A COACH-SPECIFIC TRAINING PROGRAM FOR CREDENTIALING AS A CERTIFIED COACH IN THE  
INTERNATIONAL COACH FEDERATION (ICF)**

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## **PART ONE**

### **OVERVIEW OF THE DISSERTATION AND COACH CERTIFICATION PROJECT**

In pursuit of earning the Doctor Of Philosophy - Christian Counseling with a Specialization in Life Coaching at Newburgh Theological Seminary, the student, Merle Evelyn Ray, set out to develop a Coach-specific training program to be submitted to the International Coach Federation (ICF) for review and approval as a credentialed professional coach. The student's goal is to ultimately achieve the level of Master Certified Coach (MCC) from the International Coach Federation. In pursuit of this credential, the student is pleased to announce a brand new coach training platform developed and delivered by the student in her independent coaching organization, Go Live Coaching (GLC) formed in 2017. It should be noted that development of a coach-specific training curriculum taught by the applicant is just one of the ways an applicant may apply to meet coach-specific training requirements of the ICF for certification as a professional coach. The student wishes to make it clear that curriculum development of a coach-specific training program is not the only way to meet coach-specific training requirements. In order to meet the other coach-specific training requirements of ICF, a student must simply complete the required number of clock hours of training from an ICF-approved training provider. However, developing and teaching one's own curriculum in alignment with the ICF core competencies for coaching has the benefit of preparing the student to apply as a future approved

training provider by the ICF, and thus offers value added benefits for developing such a rigorous and respected program.

Therefore, this wonderful coach-specific training platform was developed from over 20 years of experience working and studying in the for-profit world of Human Capital Management with corporations and employees as an Internal Coach, as well as the non-profit world of community-based organizations, community development corporations, and ministries as an independent coach. GLC is a powerful and customized platform for learning that fosters growth and encourages existing and prospective coaches to develop in their professional coaching practices. Specifically, the program is flexible enough to offer those who would like to pursue a professional designation from the International Coach Federation the opportunity to do so in as little as six months. The typical time to complete such a program would be about one to two years and this program offers the students the option to take as much time as the student would need as the program is self-paced.

A synopsis of the program is shared in this section of the project dissertation. Directly after this dissertation overview, Newburgh faculty members will find the actual program developed by the student for both the dissertation and the ICF certification.

### **Chapter 1 - Introducing D.I.A.M.O.N.D.S. – A Coach-Specific Training Program**

By following this program in as little as six-months a student coach may complete the coach-specific training component requirements of the ICF journey in preparation for eventually completing a professional certification from ICF. Here is how the coach-specific training program outlined in this dissertation works and how it aligns with ICF requirements in laymen's terms.

Specifically, in about four to six months (depending on the student's self-paced timing of study) Go-Live Coaching (GLC) will prepare coach practitioners, coach mentors, coach supervisors, coach trainers, and coach students for mastery in D.I.A.M.O.N.D.S. "Dynamically Integrated Actions Made On the Needs, Dimensions, and Specifics" of the coaching client. The student named this coach training program "D.I.A.M.O.N.D.S." because it provides coach-specific training, coach development programs, and coaching scenarios that are focused on the coach becoming the "space" for coachees to self-discover and co-create coaching plans that are based on the core competencies of coaching established by the world's largest and most respected network of professional coaches, the International Coach Federation (ICF). "D.I.A.M.O.N.D.S." delivers professional coaching industry standards by aligning coaching practices, coach performance, coach growth, and development of coaches with the mission, standards, and strategic intentions of the International Coach Federation (ICF).

This program is offered to: assist prospective and existing coaches with learning, demonstrating, and fulfilling the core competencies of the International Coach Federation (ICF), and to provide quality training as well as open collaboration and communication to develop coaching industry job skills, growth and enrichment, professionalism, and an environment which fosters innovation and the continuation of positive client coaching results.

This Newburgh student has taught all of the classes contained in the *DIAMONDS: Core Competencies for Coaching program*. A description of each class is provided in the form of a 1 to 2-page Course Overview in Part Two of this dissertation which also serves as the DIAMONDS Student Manual for individuals who wish to undertake the program. In this dissertation, you will also find a Course Syllabus for each class and a total of over 88 lessons in numerical order. These

lessons are worth more than 200 clock hours of coach-specific training. You will see by the Course Descriptions that each course meets the definition of coach-specific training defined by ICF, including direct interaction with trainers and alignment with the ICF Core Competencies.

## **Chapter 2 - Why 200+ Clock Hours?**

The ICF offers three global professional coach certifications designated for individuals who wish to earn the esteemed ICF professional coaching credentials and be able to show evidence of their level of commitment to the standards of competence, excellence, ethics, and professional integrity in coaching. The D.I.A.M.O.N.D.S. program allows individuals to pursue either of the three designations because it offers individuals more than 200 clock hours of coach-specific training and study. A minimum of 200 clock hours are required to apply for the highest credential offered by ICF, the rare Master Certified Coach (MCC) level. Of the 25,000 ICF coach credential holders in over 89 countries around the world as of the writing of this dissertation, less than 1% of individuals worldwide hold the coveted ICF Master Certified Coach credential.<sup>1</sup>

The MCC credential not only requires 200+ clock hours, it also requires at least 2,500 hours of paid coaching experience with persons being coached (PBCs). These persons may be employees of a corporation (internal coaching) or clients may be individuals from the general public, peer student coaches, or friends and family members who desire to be in a coaching relationship with a professional coach and who document such agreement in writing providing payment for services (or training students).

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<sup>1</sup> International Coach Federation 2018 History. <https://coachfederation.org/history> Accessed on August 11, 2019.

Confidentiality standards must be met and adhered to by the coach.<sup>2</sup> This student chose to apply for Master Certified Coach (MCC) because her work history as an internal coach provided the required number of coaching hours needed in the application.

### **Chapter 3 - Other ICF Master Certified Coach Requirements**

Clock hours and coaching experience are not the only requirements a candidate must meet in order to be eligible to apply to ICF for any level of the three highly esteemed ICF coach credentials. A third requirement for the credentialing process from ICF for the Master Certified Coach applicant is a performance evaluation consisting of two recorded audio coaching sessions in which the client has provided permission to be coached and have signed to a document specifying this permission. This performance evaluation requirement applies to all credentialing applicants, not just Master Certified Coach (MCC) applicants. The last requirement a candidate must meet to receive a coveted ICF coach credential of any level is the testing of coach's knowledge by examination – the ICF Coach Knowledge Assessment (CKA). In this phase, an applicant has already passed the coach-specific training hours and the required number of actual paid coaching hours. Once these first two requirements are met, the applicant is now eligible to take the Coach Knowledge Assessment exam. The CKA contains 155 multiple-choice test items and an applicant may take up to three hours to complete the timed exam. Each test item contains a short statement or question with four possible responses, and for each question there is only

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<sup>2</sup> International Coach Federation. MCC Path (Lexington, KY: <https://coachfederation.org/icf-credential/mcc-path>) Last accessed on August 11, 2019.

one response that ICF has established as being correct. An applicant is only given access to the CKA once he or she has completed the first two phases of the application process.<sup>3</sup>

As mentioned, there are three different certifications offered by the ICF. To this point, the student has only mentioned the Masters Certified Coach level. The ICF's other two levels of certification are the Associate Certified Coach (ACC) beginner's level and the Professional Certified Coach (PCC). This dissertation is focused on the MCC requirements as it is the highest level of certification offered by ICF and it is the level to which the student aspires to achieve successfully upon eventual completion of all of the ICF requirements.

#### **Chapter 4 - Timing and Complexities for this MCC Application Process**

Time was of the essence in the student's desired completion of the MCC process during the 2018 program year because the ICF changed its requirements for MCC applicants effective July 31, 2018. Prior to this date, an MCC applicant was able to submit coaching experience obtained during any time of the application process, but after July 31, 2018, an MCC applicant can only submit coaching experience that he or she obtained after enrolling in a coach-specific training program. This essentially meant that applicants who obtained their 2,500 hours of coaching experience during their careers on the job for example or during their independent coaching practice years, cannot use this experience after July 31, 2018 unless they have already enrolled in a coach-specific training program offered by ICF training provider or a non-approved ICF coach-specific training program that is taught from an ICF core competency perspective and meets all the other requirements of ICF for a coach-specific training program. A non-approved

<sup>3</sup> International Coach Federation. Coach Knowledge Assessment – Format.

coach-specific training program that is developed by the student is only accepted by the ICF if the coach-specific training program is both developed by the student and taught by the student for all of the required hours, and is taught from the perspective of ICF core competencies. Rigorous documentation of all the courses, clock hours, and content is required to be submitted by the applicant who develops his own program for ICF application review. Not only is rigorous documentation of the content curriculum required, but also proof of the applicants required 2,500 hours of coaching experience is required to be produced in the event of an audit of the ICF.

For this dissertation, all of the submitted materials this student created for the courses are attached, along with documented evidence of the student's coaching hours in corporate employment in order to meet the strict detailed program requirements that were presented to the ICF for MCC application review. See Part Two for the program in order to guide you directly to each class description and program component. In following the recommended guidelines of the Newburgh Seminary dissertation requirements, this dissertation hopefully more than meets the Newburgh Seminary requirements for the student's desired doctoral program. The dissertation is over 150 pages in length and includes a bibliography of more than 60 references. This section you are currently reading is Part One, which introduces the theme. The detailed exposition of research is provided in Part Two – which is the DIAMONDS PROGRAM (*see Part Two*). The entire program is written in laymen's language as required. Footnotes and research notes are noted numerically in both Parts One and Parts Two after each quote used in the program with the source listed at the end of the page.

As required by the ICF, at least 80% of all instruction in the DIAMONDS coach-specific training program provided synchronous learning, allowing the opportunity for real-time interaction between the student coach instructor and the program students. A concise class outline and syllabus that summarizes the names of classes/modules and the time allowed for presentation is included in the dissertation program.

### **Chapter 5 - Who Is the ICF And Why Would An Individual Want the ICF Coach Credential?**

Since the 1990's, coaching has become a 1 billion dollar industry in the United States alone. With over 25,000 certified coach credential-holders worldwide, and 1,000 Master Certified Coaches, the International Coach Federation (ICF) is considered the largest global body of professionally trained coaches on the globe. Established as a non-profit association in the United States in 1995 by Thomas Leonard, a professional coaching practitioner, the organization began as a place where coaches could come together to support one another and grow professionally. Within one year after its opening, the ICF quickly grew to establish board members and more than 60 different member chapters with a newsletter subscription base of more than 400 subscribers.<sup>4</sup> The organization has become known as the "Gold Standard" of coaching dedicated to advancing the profession by setting high standards, providing independent certification and building a worldwide network of trained coaching professionals.<sup>5</sup> Coaches who wish to establish their coaching practices and firms as competent confident professionals worthy of the industry

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<sup>4</sup> International Coach Federation. History of ICF (Lexington, KY: [www.coachfederation.org](http://www.coachfederation.org)) Last accessed on August 10, 2019.

<sup>5</sup> Ibid.

market rates often exceeding \$150/hour and upwards to \$350/hour, may find the marketability they seek with ICF because of this world-class domination.

### Chapter 6 - DIAMONDS Program at a Glance

<b>TRAINING COURSES CREATED &amp; TAUGHT BY MERLE RAY dba GO LIVE COACHING</b>	<b>Clock Hours Created</b>	<b>Clock Hours Taught</b>	<b>MODE Delivered</b>
CCC 114 - Executive Survey w/ Demonstration	24	24	Synchronous
CCC 113 - Independent Study	15	15	Asynchronous
CCC 112 - Christian Life Coach Program	25		Asynchronous
CCC 101 - 111 DIAMONDS: Core Competencies for Coaching	176	176	Synchronous
<b>TOTAL TRAINING CLOCK HOURS</b>	<b>240</b>	<b>215</b>	

All of the hours shown are non-duplicated hours of training delivered and then provided to an audience. As ICF specified, all of the coach training shown above were classes that were created and taught by this Newburgh student. The training also met the ICF definition of coach-specific training. Training of groups were counted only one time, not each time that the same class was delivered. Mode delivered synchronous simply means that this part of the course is presented live led by a course instructor, in this instance, the student. Asynchronous means that this part of the course is able to be completed independently by the student while away from the live instruction.

## Chapter 7 – ICF Core Competencies and the Masters Certified Coach

The ICF core competencies for coaching worldwide across the globe are comprised of 11 core learning domains a coach has to master and demonstrate in order to receive a credential at any level. The core competencies are intended to *“support greater understanding about the skills and approaches used within today’s coaching profession as defined by the International Coach Federation, and to also support a coaching student in calibrating the level of alignment between the coach-specific training expected and the training a student has experienced.”*<sup>6</sup> What this means to the student, however, is that at the Masters level, these core competencies are even more significant, yet ambiguous and challenging. The core competencies for all ICF credentialed coaches regardless of credential level are listed below. According to the ICF, the groupings and individual competencies are not weighted—they do not represent any kind of priority in that they are all core or critical for any competent coach to demonstrate.

### A. Setting the Foundation

1. Meeting Ethical Guidelines and Professional Standards
2. Establishing the Coaching Agreement

### B. Co-creating the Relationship

3. Establishing Trust and Intimacy with the Client
4. Coaching Presence

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<sup>6</sup> ICF Core Competencies. <https://coachfederation.org/core-competencies>. Last accessed on August 11, 2019.

### **C. Communicating Effectively**

5. Active Listening
6. Powerful Questioning
7. Direct Communication

### **D. Facilitating Learning and Results**

8. Creating Awareness
9. Designing Actions
10. Planning and Goal Setting
11. Managing Progress and Accountability

An overview and detailed explanation of each of these 11 Core Competencies is provided in each Course Description and Overview in the DIAMONDS program. Even with years of internal coaching experience in a corporate setting, the Masters certification and review process is extremely rigorous. In order to achieve the Masters level of skills over the Professional level of skills and thus earn the Masters certification, one has to be able to understand and demonstrate the nuances of the Masters level, over the other levels as determined by the program evaluation reviewers who are Masters Certified Coaches with ICF. Since no two individuals are the same, it follows that no two coaching experiences will ever be the same. Only experience and practice in real live coaching sessions unrehearsed can help a candidate who seeks the Masters level. With only 1000 individuals with the Masters level credential in the world, this level of achievement is extremely rare, but possible. The ICF provides a comparison chart of all 11 Core Competencies

and this student found the best way to tell the nuances apart besides actual experience over time, is also to study the Core Competencies Comparison Chart, which is Appendix 1 of Part One of this dissertation.

### **Chapter 8 – Student’s Results of the ICF Application Process**

This student paid \$775 application fee and submitted her ICF package on July 22, 2018 to the ICF Master Certified Coach application process. The review committee took an entire six months to provide an answer back to the student. The review committee decided that the student successfully completed all four parts of the ICF designation credential process for the Professional Certified Coach (PCC designation, including passing the Coach Knowledge Assessment examination. The Review Committee approved the coach-specific training course and the coaching experience submitted by the student and awarded the student the designation of Professional Certified Coach (PCC the second highest designation. The Review Committee determined that three of the four component parts of the MCC application process were successful, and invited the student to retake the MCC live recording of two coaching sessions. Although the student scored high in the performance evaluation process which is two live recordings of real coaching sessions, the Review Committee determined that the live recording was not high enough to grant an MCC designation. As a result, the student was provided with feedback concerning retaking the live coaching session performance evaluation stating that the ICF grants students with this capability provided the student pays an additional \$150 for the retake. Regardless of whether the student decides to resubmit to another live performance evaluation recording, the student is proud to have earned the designation of Professional

Certified Coach from the ICF and is one of the coaching profession's trained competent coaches recognized by the global Federation of Coaches worldwide. As of the writing of this dissertation, the coaching profession is a non-regulated industry by the United States government; however with over \$1 billion dollars in revenues annually, the student believes and thought-leaders expect that it is only a matter of time before the industry becomes regulated by the government. Should that happen, the student is hopeful that the designation and experience she has in the industry will prove acceptable by regulations, and moreover the student believes and prays that her coaching practice will continue to thrive and have positive significant eternal impact on its growing base of paid Christ-centered coaching clients.

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PART TWO

# [GO LIVE] COACHING

TM

PRESENTS

## D.I.A.M.O.N.D.S.

4-MONTH WEEKEND COACHING EXPEDITIONS

CORE COMPETENCIES FOR COACHING

*Coach-Specific Training for Professional Coaches & Aspiring Coaches*



HELP CLIENTS ELEVATE THEIR BRILLIANCE THROUGH COACHING



## Purpose of the Program

**D.I.A.M.O.N.D.S.** are self-discovered jewels found by clients working in partnership with the coach who is fully present in the moment. In ***D.I.A.M.O.N.D.S. Coach-Specific Training On the Core Competencies for Coaching (CCC)***, coaches learn how to help their clients elevate their brilliance through mastery of coaching fundamentals. The term, ***D.I.A.M.O.N.D.S.*** stands for “dynamically integrated actions mined on the needs, dimensions, and specifics” of the client to signify that competent confident coaching is like mining for precious stones. In all of the ***D.I.A.M.O.N.D.S.*** Coach-Specific Training programs and classes outlined in this manual, we have embraced the International Coach Federation’s (ICF) professional standards, codes of conduct, and ethics, as well as the ICF definition of coaching, the 11 ICF core competencies and ICF critical foundations to serve as central components of our learning and mastery.

## Learning Objectives

- Equip prospective & existing coaches to BE in the moment with and for their clients.
- Train coaches to follow the client-driven paths of exploration for goals, desires, plans, and objectives.
- Focus coach’s attention on helping the client to find their own brilliance, and not that of the coach.



- Understand why coaching is like mining for “D.I.A.M.O.N.D.S.” important to clients and their sponsors.
- Learn how individual clients find their own “D.I.A.M.O.N.D.S.” through effective & impactful partnering.
- Effectively allow the client to lead in undergoing his/her own D.I.A.M.O.N.D. mining process.
- Demonstrate communicating effectively exploring on the client’s level, language, and layers underneath.
- Understand the BENEFITS OF CLIENT-CENTRIC COACHING for both the Client and Coach.
- Learn and demonstrate International Coach Federation (ICF) definition of coaching.
- Equip coaches to master and demonstrate all International Coach Federation (ICF) Core Competencies.
- Gain hands-on practice, view videos and exercises on real life coaching situations.
- Understand how coaching for “D.I.A.M.O.N.D.S.” is used in ministry coaching environments.
- Prepare prospective and existing coaches for the professional coaching industry.



## **DATES, TIMES & LOCATIONS**

The (11) DIAMONDS Core Competencies for Coaching training courses, (2) independent study courses, and (1) Executive Coaching Course in this manual are only available under live-supervision or through instructor-led training. Classes are delivered either one-on-one live instruction, live videoconferencing, or live voice-to-voice teleconferencing. The 2 independent study courses are supervised by check-ins with instructor on a weekly basis. Live on-site instruction is provided upon request with a minimum class enrollment of 4 persons.

## **What is Go-Live Coaching?**

Go-Live Coaching provides a powerful learning platform for coaching that enables coaches to help their clients to grow and develop both personally and professionally. Through learning opportunities designed by The Noble Groups - Founder and Chief Executive Officer, Merle Ray, the purpose of Go-Live Coaching is to develop coach training and development programs that are centric to the needs of the client, whether the client is an individual, a business sponsor, or third party. As a result of successfully applying the knowledge gained in Go-Live Coaching, and using the tools and training provided, Go-Live Coaching serves as a collaborative platform upon which coaches and students of coaching can align behavior, coaching practices, performance, growth, and development of coaching skills with the mission and strategic objectives of the professional coaching industry. Each course provided by Go-Live Coaching is



designed and delivered using information and research based on the International Coach Federation's (ICF's) perspective, including but not limited to: ICF Code of Professional Standards & Ethics, Core Competencies, Comparison Coaching Levels Chart, Research Studies, and Definition of Coaching.

#### **WHO SHOULD ATTEND**

- Coach practitioners, coach mentors, coach supervisors, coach trainers, and students in coaching.

#### **REGISTRATION**

Send email to: [mhray@golivecoaching.com](mailto:mhray@golivecoaching.com).



**Message From Founder & Chief Executive Officer**

MERLE RAY, MSL, SPHR, IPMA-SCP

**Welcome!**

I am pleased to announce and welcome you to a brand new coach training platform offered by Go Live Coaching (GLC). This wonderful training platform was developed from over 20 years of experience working and studying in the for-profit world of Human Capital Management with corporations and employees as an Internal Coach, as well as the non-profit world of community-based organizations, community development corporations, and ministries as an independent coach. You will learn that GLC is a powerful and customized platform for learning that fosters growth and encourages existing and prospective coaches to develop in their professional coaching practices. Specifically in the first 4-Months GLC will prepare coach practitioners, coach mentors, coach supervisors, coach trainers, and coach students for mastery in “dynamically integrated actions made on needs, dimensions, specifics” that are self-discovered and co-created by clients working in partnership with a coach. We call this 4-Month coach training program “D.I.A.M.O.N.D.S.” because it provides coach training, development programs, and scenarios that are focused on being the space for coachees. In addition, “D.I.A.M.O.N.D.S.” delivers professional coaching industry standards by aligning



coaching practices, coach performance, growth, and development of coaches with the mission, standards, and strategic intentions of the International Coach Federation (ICF).

At this point, you may wonder why this platform is being implemented. To summarize, this program is offered to: assist prospective and existing coaches with learning, demonstrating, and fulfilling the core competencies of the International Coach Federation (ICF), and to provide quality training as well as open collaboration and communication to develop coaching industry job skills, growth and enrichment, professionalism, and an environment which fosters innovation and the continuation of positive client coaching results.

As you are probably aware, the professional coaching industry is growing by leaps and bounds, and there is huge opportunity to develop professional coaches who play a significant role in the delicate system of coaching clients' in maximizing their personal and professional potential. There are several reasons for this growth phenomena:

- One reason is because private coaching remains a preferred choice of individuals for personal and professional growth, and is a profession that does not currently require a “statutory license” by federal, state, or local governments. The principal means by which public expectations of coaching responsibilities is conferred upon private practitioners is through independent voluntary standards like: professionalism, ethics, and accountability which coaches hold themselves to through organizations like the International Coach Federation (ICF).



- Another reason why professional coaching is a growing profession is because research shows that only about one in four employees are meaningfully engaged in their current job. This means that employees are just going through the motions of being present at work and even then they are not actively engaged in producing work that is purposeful or satisfying. According to recent Gallop poll studies, only one in four employees "strongly agree" that their manager provides meaningful feedback to them -- or that the feedback they receive helps them do better work. Even more alarming is that a mere 21% of employees strongly agree that their performance is managed in a way that motivates them to do outstanding work. (*Gallop "Connecting Development to Results* [www.gallop.com](http://www.gallop.com))
- Many organizations know they have a serious problem with performance management - - and they have already started to re-engineer their approaches. Hiring external coaches and internal coaches is one big step that companies are taking to place far greater importance on more frequent, ongoing performance conversations between the manager and the employee. For this reason, coaching requires the highest level of professionalism and proficiency, stewardship, independence, and integrity. This cannot be accomplished without trained professional internal coaches and external coaches who are most valuable assets in providing the necessary support, co-partnering, impact, and



“silent” leadership for corporations worldwide. As such, GLC is an important vehicle that will assist coaches in this regard.

- A third reason why professional coaching is a growing industry is due to more and more churches and ministries relying on coaches rather than professional counselors or therapists to assist and support their congregations in their faith-based personal growth and development. In order to meet this growing demand, GLC has developed a 2-month Christian Life Coaching Program that provides 40 clock hours of learning and instruction for individuals looking to enhance their experience with formal training in the area of Christian faith-based Life Coaching.

In order to meet client coaching objectives and realize the potential impact within our professional coaching industry, learning events need to be co-designed that are client-centric, partnership-oriented, and relevant to the professional standards, ethics, and core competencies of the coaching profession. To demonstrate this relevance, we have added an Executive Coaching track which provides 24-clock hours of executive studies with live coaching demonstrations conducted by the students. Since GLC’s coach training platform is comprehensive in its approach to enhance coaching competency and skills, I am confident that participants will be inspired to employ these best practices and partner with their clients in a thought-provoking and creative process that maximizes their personal and professional potential..



It is our hope to impart and help you develop coaching-critical knowledge. Through the increased coaching skills obtained in Go Live Coaching, you will gain tools, tips, and techniques that you can immediately apply in your coaching practice. In addition, we offer you the opportunity to demonstrate core competencies through the vision and mission of an ICF-based definition of coaching, as well as embracing ICF's professional code of ethics and standards.

In conclusion, we look forward to the continuation and enhancement of highly-rated coaching practices and coaching cultures that achieve coaching clients' desires, goals, plans, and responsibilities as well as encourage coaching excellence. We look forward to our work together as a collaborative team in the professional advancement of coaches worldwide who inspire clients' personal and professional potential.

Merle E. Ray

The Noble Groups,

Chief Executive Officer & Master Certified Coach Candidate

Go Live Coaching

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## Developer & Presenter, Continuing Professional Education (CPE) Provider

### Merle Ray, MSL, SPHR, IPMA-SCP – The Noble Groups

- With 20+ years of experience in Human Capital Management coaching leaders and supporting high profile business transformation and organizational change in organizations, Merle brings a wealth of knowledge to her Go Live Coaching profession.
- She has over 2,500 hours of corporate internal coaching experience and has worked independently as a coach in her own practice for over 12 years.
- Most recently as the Chief Human Capital Management Strategist and Director for a local government organization in Harris County (Houston), the third largest county and fourth largest city in the United States, she served 80% of her time as an internal coach for the last (4) years.
- Prior to that, in her former position in the private-sector, she was an HR Director for one of Fortune's *World's Most Admired Companies* where she led the vision and strategy for the company's first successful eBusiness initiative and was also an internal coach.
- In addition to that experience, Merle was an Internal Coach & HR Director for a Texas Medical Center institution where she worked 13 years.
- She has a Master's of Science Degree in Leadership from Grand Canyon University, a Bachelor's of Science Degree from the College of Biblical Studies, and three professional certifications: Certified Senior Professional in Human Resources (SPHR), Certified Senior Professional in Public Management by the International Public Management Association, and a Certified Change Management Professional by Acuity Institute and in a certification in progress by the Association for Change Management Professionals.



- In 2012, Merle was conferred by a private Christian college with an Honorary Doctorate Degree in Humanities for her published work in the faith-based community providing Christian coaching to women in mastering their authentic voice. For her work in the faith-based community, she is affectionately known as “Dr. Ray.” Ms. Ray is currently working on a PhD in Christian Counseling specializing in Life Coaching at Newburgh Theological Seminary and College of the Bible. Newburgh is an accredited institution in the United States by Transworld Accrediting Commission International.



**Coach-Specific Training Goals**

1. What foundational competencies (knowledge, skills, and abilities) will this program deliver?

*(Alignment with ICF Core Competencies-based)*

A. Setting the Foundation	B. Co-Creating the Relationship
1. Meeting Ethical Guidelines and Professional Standards 2. Establishing the Coaching Agreement	3. Establishing Trust and Intimacy with the Client 4. Coaching Presence
C. Communicating Effectively	D. Facilitating Learning & Results
5. Active Listening 6. Powerful Questioning 7. Direct Communication	8. Creating Awareness 9. Designing Actions 10. Planning and Goal Setting 11. Managing Progress and Accountability

2. What is the purpose of the program and its learning objectives?

The purpose of this training program is to equip and prepare coaches to demonstrate “dynamically integrated actions mined on needs, dimensions, specifics” (D.I.A.M.O.N.D.S.) that are self-discovered and co-created by clients working in partnership with a coach.

The objectives for these learning experiences are designed to:

- Provide coaches with an atmosphere to learn and demonstrate International Coach Federation (ICF) definition of coaching.



- Equip coaches to master and demonstrate all International Coach Federation (ICF) Core Competencies.
- Equip prospective & existing coaches to BE in the moment with and for their clients.
- Train coaches to follow the client-driven paths of exploration for goals, desires, plans, and objectives.
- Focus coach's attention on helping the client to find their own brilliance, and not that of the coach.
- Help coaches understand why coaching is like mining for "D.I.A.M.O.N.D.S." important to clients and their sponsors.
- Teach coaches how to assist their individual clients with finding their own "D.I.A.M.O.N.D.S." through effective & impactful partnering.
- Help coaches learn how to effectively "be" present for the client in his/her D.I.A.M.O.N.D. mining process.
- Empower coaches to demonstrate communicating effectively exploring on the client's level, language, and layers underneath.
- Provide an understanding of the BENEFITS OF CLIENT-CENTRIC COACHING for both the Client and Coach.
- Provide an opportunity for aspiring coaches to gain hands-on practice, view videos and exercises on real life coaching situations.
- Enhance coaches understanding of how coaching for "D.I.A.M.O.N.D.S." is used in ministry coaching environments.



- Prepare prospective and existing coaches for the professional coaching industry by ensuring they understand and demonstrate professional ethics and standards for professional coaching, to include but not be limited to executive coaching.
- Prepare coaching students for credential standards and requirements of the International Coach Federation.

**3. What factor or evaluation will be used to measure the level of training goal achievement?**

Coach training students will be requested to complete Training Evaluation designed to evaluate their reactions to the training and their learning.

**4. How does this program align with ICF Core Competencies and meet ICF objectives for coaching and credentials?**

### Alignment with ICF

The DIAMONDS Core Competencies for Coaching Program can be customized for the participant and consists of up to a total of 14 courses offered focusing on ICF Core Competencies. All 14 courses total 240 clock hours with at least 80% of the courses being taught synchronously and no more than 20% asynchronously. There are 11 Live Core Competency for Coaching Courses, 1 Christian Life Coach Independent Study Course, 1 Independent Study Journaling/Homework Course, and 1 Live Executive Coaching Program. All of these courses are taught from an ICF perspective and cover all of the ICF Core Competencies as explained below.



- **Synchronous Learning.** First, the 11 ICF Core Competency courses specifically focus on the core competencies as posted on the ICF website. The ICF core competency objectives from the ICF website are provided in each of the DIAMONDS Core Competencies for Coaching Course Overviews. Prior to providing any outside reference material, the class instructor teaches directly from the ICF materials on the ICF website, and then uses articles, videos, live coaching demonstrations, roleplays, and other learning tools as examples of references both online and offline to show practical application of ICF core competencies and perspectives. All of these synchronous LIVE instructor-led training and content (*see Part Two Syllabus starting on page 41*) specifically train and equip students for ICF's perspective of coaching using all required materials from the ICF website, including core competencies, code of ethics and professional standards, definition, comparison credential rating levels, PCC markers, MCC characteristics, and more from the International Coach Federation. In addition, each course provides reference articles and information from professional coaching experts who are ICF credentialed and/or share and follow the ICF's perspective of coaching. Each one of the 11 ICF Core Competency courses provides 8 lessons for a total of 16 clock hours of instruction in a live teacher setting for each one ICF Core Competency. For all of the 11 Core Competency Courses, there are a total of 88 lessons providing two-hours of instruction each totaling 176 clock hours for all 11 ICF Core Competencies. Upon completion of these 11 Core Competencies



for Coaching Program, participants may receive a **Professional Go-Live Coaching Certificate** totaling 176 hours of instructor-led study.

- **Synchronous Learning - Go-Live Executive Coaching Program.** Candidates may opt to add on the Go-Live Executive Coaching Program (24-clock hours of real time synchronous learning) to complete a total of 200 Live Hours of Study. Participants earn an additional Certificate of Completion in **Executive Coaching**. (*see page 135*)

An alternative to live instruction is to add is one or more programs of independent study below in order to achieve additional coach-specific training hours if desired.

- **Asynchronous Learning.** 25-hour Christian Life Coach Program which prepares Christians for professional coaching from an ICF perspective (*see page 131*). Participants who complete this program course along with the 11 Core Competency for Coaching Courses (above) will receive a **Christian Life Coaching Professional** certificate totaling 201 hours of program study.
- **Asynchronous Learning.** Independent Study course consisting of 15 hours of program time outside of the live class setting for participants to journal, practice coaching, research, and pre-read before class as homework. Journaling pages are provided in the back of the workbook. Participants who complete this program study along with the 11 Core Competency for Coaching (above) will receive a **Professional Go-Live Coach**



**Certificate** totaling 191 hours of Coach-Specific Training for Professional Coaches and Aspiring Coaches. *(see page 134)*

Both of the asynchronous programs are optional and do not come with a certificate of completion unless the participant also completes the 11 Core Competency for Coaching Courses above.

Course content or substitutions may only be made by the Program Developer. If a trainer or student wishes to substitute a lesson’s learning material from this manual with another book, learning material, or coach-specific training resource, the student may make an inquiry request to the instructor for approval. The student should not consider the request approved unless written approval is granted from the instructor.

- |  |   |
|--|---|
| <b>1. Total Estimated Timeline:</b>                  | Minimum 4 months – Max 24 months  |
| <b>2. Estimated Participant Cost:</b>                | \$0 to \$5,400 (During Introduction period)   |
| <b>3. Total # of Coach-Specific Courses Offered:</b> | 14  |
| <b>4. Total # of Coach-Specific Training Hours:</b>  | <b>Up to 240 Available</b>  |
| <b>5. Resources Required:</b>                        | Go-Live DIAMONDS Coaching Workbook<br>(provided),<br><br>Computer w/ Internet connection<br><br>Mic, Speakers, and Adobe Reader installed |

**Coach-Specific Training Timeline: minimum 4 to 6 months Course Training as follows – next page**



**D.I.A.M.O.N.D.S.**

**4-MONTH WEEKEND COACHING EXPEDITIONS**

**ICF CORE COMPETENCIES FOR COACHING**

*Coach-Specific Training for Professional Coaches & Aspiring Coaches*

**11 COURSES = 16 HOURS EACH LIVE • 176 CONTACT HOURS**

**1 COURSE = 24 HOURS OF LIVE EXECUTIVE COACHING**

**2 COURSES = 40 HOURS OF INDEPENDENT STUDY**

**TOTAL 14 COURSES = OVER 200 CLOCK HOURS AVAILABLE**

**Complete In As Little As 4 Months on the Weekends - OR**

**Take Up To 24 Mons To Finish At Your Own Pace with One-on-One Trainer**

HELP CLIENTS

**ELEVATE THEIR BRILLIANCE THROUGH COACHING**

**MODULE 1: SETTING THE FOUNDATION**

**COURSE CCC 101 – ETHICAL GUIDELINES & PROFESSIONAL STANDARDS (16 HOURS)**

**COURSE CCC 102 – ESTABLISHING THE COACHING AGREEMENT (16 HOURS)**

**MODULE 2: CO-CREATING THE RELATIONSHIP**

**COURSE CCC 103 – ESTABLISHING TRUST AND INTIMACY WITH THE CLIENT (16 HOURS)**

**COURSE CCC 104 – COACHING PRESENCE (16 HOURS)**

**MODULE 3: EFFECTIVELY COMMUNICATING**

**COURSE CCC 105 – ACTIVELY LISTENING (16 HOURS)**

**COURSE CCC 106 – POWERFUL QUESTIONING (16 HOURS)**

**COURSE CCC 107 – DIRECT COMMUNICATION (16 HOURS)**

**MODULE 4: FACILITATING LEARNING & RESULTS**

**COURSE CCC 108 – CREATING AWARENESS (16 HOURS)**

**COURSE CCC 109 – DESIGNING ACTIONS (16 HOURS)**

**COURSE CCC 110 – PLANNING & GOAL-SETTING (16 HOURS)**

**COURSE CCC 111 – MANAGING PROGRESS AND ACCOUNTABILITY (16 HOURS)**

**MODULE 5: INDEPENDENT STUDY (ASYNCHRONOUS LEARNING - OPTIONAL)**

**COURSE CCC 112 – CHRISTIAN LIFE COACH PROGRAM (25 CLOCK HOURS)**

**COURSE CCC 113 – JOURNALING/HOMEWORK (15 CLOCK HOURS)**

**MODULE 6: EXECUTIVE COACHING (SYNCHRONOUS LIVE - OPTIONAL PROGRAM)**

**COURSE CCC 114 – EXECUTIVE COACHING SURVEY W/ LIVE DEMONSTRATIONS**

**LIVE INSTRUCTOR-LED / SOME INDEPENDENT STUDY**

COMPUTER EQUIPPED WITH INTERNET CONNECTION, CAMERA, SPEAKERS, MIC, & ADOBE READER REQUIRED





*(For CCC 112 through CCC 114, see pages 131-135 for the Optional Add-On Courses & Syllabuses.)*

### **General Program Training House Rules**

- Discussion of breaks, refreshments, telephone calls, cell phones, leaving early
- Attendance for every session and make-up sessions

### **Training Participant's Introductions**

Name?

How long have you been coaching?

1. How many years of experience do you have coaching in a paid or bartering capacity?
2. Name 1 thing you know about coaching.
3. Share your thoughts about the experiences you have had coaching and whether the results have been positive or negative.
4. What obstacles/challenges exist with coaching in your opinion?

**[G LIVE]**™  
**COACHING**  
RELEASE YOUR FULL POTENTIAL

**LET'S GET STARTED**





## Mining for Diamonds: An Introduction

Just as diamonds are formed through a combination of tremendous pressure and temperatures miles beneath the earth's surface, and have to be mined by individuals seeking to uncover their brilliance, effective competent coaching allows a client to self-discover himself or herself beneath the surface, and covenant with self and coach to pursue and achieve a desired level of success. When used by the coach, the Go-Live Coaching "DIAMONDS" approach helps the client to discover his/her meaningful indicators that provide deeper meaning and direction for moving from where they are today to where they want to be. Clients can self-discover and assess every place in his/her needs, thoughts, behaviors, plans, goals, and interests where they may have diamonds that are important to them in their business or personal life.

In this *4-Month Weekend Coaching Expedition for Professional Coaches and Aspiring Coaches*, coach trainees and professional coach participants will be provided with a solid foundation into the core competencies for coaching using the International Coach Federation's definition for coaching, core competencies, code of ethics, and professional standards. In addition, we will provide participants with an introduction to the D.I.A.M.O.N.D.S.© method for coaching. The DIAMONDS acronym stands for "Dynamic Integration Approach Made Of Needs Dimensions & Specifics" of the client. In this model, professional coaches and those new to coaching may increase their skills and confidence to GO-LIVE in their coaching practices.

## Our Core Values of Coaching

- **Independence.**



A Coach must be able to freely question and review Client and sponsor requests, needs, desires, plans, and goals. Maintaining an appropriate level of independence, the Coach MUST communicate effectively with people who are and are not Clients, treating people with dignity and respect, and behaving in an ethical manner at all times. A Coach cannot fulfill his/her engaged role unless he/she understands the need to coach and interact with people effectively.

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- **Professionalism.**



Our Mission is professionalism; therefore, we must be able to demonstrate professionalism. This is not only important in our coaching practices, but also in our non-coaching everyday business and people practices – making professionalism paramount to the Coaching relationship and our success.

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- **Accountability & Transparency.**



As Coaches, we are held to a higher standard of professionalism than others. Learning how to coach confidently and competently we are to remain accountable and transparent in our coaching practices and techniques.



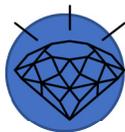
- **Integrity.**



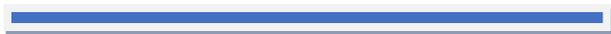
Coaching others makes integrity indispensable to our mission. We act with honesty and adhere to the highest standards of moral and ethical values and principles through our personal and professional behavior.



- **Excellence.**



To consistently cultivate coaching relationships that meet and exceed our client's coaching goals, enabling our clients to maximize their personal and professional potential is our goal.



- **Collaboration.**



Coaching others effectively requires an active partnership between coach and client. This is the foundation of a coaching environment where people can grow and develop themselves, and where innovation, value, and productivity in the coaching relationship can flourish.

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- **Respect.**



Respect for the rights, dignity and integrity of others is essential for the well-being of our clients and coaching community. Actions by any person which do not reflect such respect for others are damaging to our clients, each member of our coaching community and hence damaging to the coaching profession at large.

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*Are there other values that resonate with you for your coaching practice?*

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## BENEFITS OF COACHING

### WHAT'S IN IT FOR THE COACH?

The benefits of coaching can seem to be very client-oriented; however, looking at what's in it for you, a new or experienced coach, there are a number of advantages to be gained from having effective coaching sessions and being a professional coach. **Benefits for all coaches:** Both internal and external coaches have tremendous opportunity to impact lives. Many coaches tend to be leaders, role models, or examples in their fields of study. Professional coaches enjoy the freedom of having a rewarding and satisfying career that impacts people's lives. They help to strengthen people's lives both personally and professionally. Coaching helps coaches expand in the diverse professional communities and networks all over the world, so the entire globe is available to coaches, regardless of where the coach lives. Other advantages of coaching include:

1. **Unique non-duplicative interaction and impact:** Since "dancing in the moment" is unique to each client's need, timing, and experience, the impact that a competent confident coach can have with a client is as different as each person's fingerprint. As a professional coach, you have the opportunity to interact with a client right where he/she is in the moment, and drawing on a unique opportunity to demonstrate authentic coaching presence, the possibilities for impact are as unique as the clients being served.
2. **Overcoming costly and time-consuming personal and professional problems:** By integrating coaching into development opportunities on the job, internal coaches serve



an essential role in helping organizations start to be able to identify performance problems easier and quicker. With the assistance of internal coaches, managers become more skilled in performance coaching and they typically become more proactive, taking the appropriate measures to overcome performance problems such as re-designing jobs when necessary, or re-aligning the employees' objectives, and offering training/mentoring to help employees succeed.

3. **Strengthening employees' skills:** Coaches allow managers and employees to gain valuable skills and knowledge from their coach – which can eventually increase the productivity of the organization. Coaches also provide managers with knowledge of how the employees are performing; by asking powerful questions, co-partnering with management and employees, and following up with their progress, coaches help managers and employees to discover and possess skills that they may not have been aware of earlier. Therefore coaching helps managers identify the competencies of their team. Managers may then take the initiative to strengthen these skills by encouraging employees to take advanced classes or/and attend seminars.
4. **Improving retention:** When internal coaches are utilized within organizations, employees feel supported and encouraged by their manager and the organization. Since coaching is a two-way communication process, internal coaches assist good managers in becoming great managers, and poor managers in becoming better managers by demonstrating



coaching skills, like active listening and providing feedback to their employees. Employees are more likely to stay in an organization if they feel that their voice is heard by their managers and senior management. By hiring internal coaches as a part of the organization's culture, companies encourage managers to be accountable for improving performance and retention of employees who can and will perform. Internal Coaches also allow organizations to identify employees who fit with their succession plan.

5. **Other benefits:** increased self-awareness, achievement of specified goals, improved self-performance, development of new skills, improved interpersonal communication, increased work-life balance, potential career development are all benefits to the Coach as well as the Client.





### WHAT'S IN IT FOR THE CLIENT?

Clients who seek out coaching tend to look for ways in which to optimize their personal and/or professional life. Here are some ways individuals benefit from coaching:

- Aligning day-to-day actions with the short and long term personal or professional objectives
- Receiving and delivering regular relevant feedback to monitor self and progress
- Setting and communicating clear performance expectations or life aspirations
- Identifying tools and training needed for to be successful in personal and professional goals
- Providing appropriate learning and development opportunities
- Supporting decisions, owning decision, and taking control of one's own life decisions
- Recognizing and appreciating self as well as challenging self for personal success



### **“DIAMONDS” COACHING**

- Equips prospective & existing coaches to BE in the moment with and for their clients.
- Trains coaches to follow the client-driven paths of exploration for goals, desires, plans, and objectives.
- Focuses coach’s attention on helping the client to find their own brilliance, and not that of the coach.
- Demonstrates how to effectively “be” present for the client in his/her D.I.A.M.O.N.D. mining process.
- Explores on the client’s level, language, and layers underneath.
- Shows the BENEFITS OF CLIENT-CENTRIC COACHING for both the Client and Coach.
- Equips coaches to master and demonstrate all International Coach Federation (ICF) Core Competencies.
- Prepares coaches for professional credentials and standards of the International Coach Federation.

### **Dynamic Integrated Approach**

Go-Live Coaching’s DIAMONDS Approach© “The DIAMOND Method” is a guide for mastering creative thought-provoking client-focused coaching sessions integrating ICF Core Competencies. Used for both professional and personal transformation, this method (diagram shown below) helps clients shift from where they are today to where they want to be. Using the



Diamond model, coaches assist their clients in self-discovery long before, during, and after their coaching sessions. By turning focus away from the common lay coach's traditional way to coaching where the coaching relationship relies on the "miracles and wonders" of the coach, GoLive Coaching's Diamond Method shifts the focus onto the client – who the client is and what the client wishes to accomplish for himself or herself, and not what the coach thinks of or does for the client. A more client-focused "in the moment" experience, Dynamic Integration™ is a continuous process led by the unique desires, plans, goals and complex changing needs and interests of the client. The D.I.A.M.O.N.D.S. acronym is used to denote: *"Dynamic Integration Approach Mined On Needs Dimensions Specifics" of the client.* As the name implies, coaching interaction takes place with a client at the time the client presents the need, interest, desire, or goal – not before. All of this dynamic interaction is not disturbing to a competent confident professional coach who has been trained to actively listen for, soundly and intuitively inquire about, sense, explore, understand, facilitate, co-design, and apply with the client, all in the moment as it happens with the client.

# [GOLIVE]<sup>TM</sup> COACHING RELEASE YOUR FULL POTENTIAL

FOR ILLUSTRATIVE PURPOSES ONLY – SAMPLE CLIENT COACHING EXPLORATION

## DYNAMIC INTEGRATION APPROACH<sup>©</sup>

“Helping Clients Find Their Diamonds Through Coaching”

### “CO-CREATING THE RELATIONSHIP” – INITIAL MEETING

#### 4. ESTABLISHING TRUST & INTIMACY

- What can you share about you that would tell me more about you & your desires for coaching?
- What else would you like me to know about you?
- What are you passionate about?
- What are your strengths?
- What don't you like?
- What do you want to change?
- Why is that important for you to change?
- What if you didn't have that to address, would you be looking to make this change? If so, why? If not, why not?
- What are your values, thoughts, perspectives about what you're seeking?
- I'm curious about the larger impact of this?
- I'm curious about the deeper meaning -tell me about the WHO in YOU that is in this?
- Where might your values need your guidance or advocacy?

#### “SETTING THE FOUNDATION”

#### 1. MEETING ETHICAL GUIDELINES & PROFESSIONAL STANDARDS

#### 2. ESTABLISHING THE COACHING AGREEMENT

PLANS

#### “COMMUNICATING EFFECTIVELY”

GOALS

DESIRES

#### 3. COACHING PRESENCE

- What would you like to accomplish with coaching? What is your purpose in seeking out coaching?
- How would you like for us to go about co-partnering together to help you?
- What do you value in seeking out coaching for this?
- What is moving you to seek out coaching? What do you like the most about pursuing this change?
- What would make you the happiest in accomplishing this?
- How would you like to go about establishing our coaching relationship? How do you like to work best together with a partner?

I noticed that there was a change in your... What happened to your energy level as you said that?  
What are you sensing right now?  
Describe what might have shifted in you as you are sharing?

SENSITIVITIES

DREAMS

INTUITIVES

OBSTACLES • GAPS

UNDERLYING ISSUES

### “FACILITATING LEARNING & RESULTS”

#### 5. ACTIVE LISTENING

#### 6. POWERFUL QUESTIONING

#### 7. DIRECT COMMUNICATION

- Where might there be a hidden diamond that is inviting you to explore inside you further? Shall we explore it?
- “I hear you confirming your earlier statements that...”
- “It seems that you are going in the direction of...is that how you see it?”
- Sounds like a different view than you shared earlier; how's it related?
- I sense that my question didn't quite land with you. What could I have asked you instead?
- “I understand your goal of...so it seems this topic fits perfectly. Is that how you see it?”
- What's NEW for you? How might you use this NEW learning?
- What do you think we might need to do now then in order for you to get what you want?
- What beliefs might we need to explore deeper?
- What might you need to resolve for yourself?  
What inner conflicts might you want to examine?

#### 8. CREATING AWARENESS

#### 9. DESIGNING ACTIONS

#### 10. PLANNING & GOAL SETTING

#### 11. MANAGING PROGRESS & ACCOUNTABILITY

- To consider this coaching session successful, what would you need to have happen for you?
- What do YOU believe you need to accomplish this?
- HOW do YOU believe you need to accomplish this?
- What do YOU believe needs to be resolved in order to accomplish this?
- How would you measure your success for this session? What Success looks like? “I would have met my goal/objective when,...

- I'm curious about the change in your voice/expression as you just shared...
- Tell me what's presenting in your change of energy? Change of tone of voice?
- As you inflect upon what we've just discussed, what is coming up for you?
- Where's the sensitive off-limits for you? How do you want to be in relation to those?
- How do ensure you stay on track?
- What would you like me to do to support you in being accountable to yourself?
- Did you get anything out of that question?
- What have you learned from what you just shared?
- Why is this particular outcome important?
- Why is this topic important to you?
- What's meaningful to you about this topic?
- How does this topic fit with your bigger goals?
- What's the outcome you really desire beyond the coaching session?



## COACH-SPECIFIC TRAINING PROGRAMS

### CORE COMPETENCIES FOR COACHING (4-MONTH PROGRAM)

#### Course Numbers CCC 101 through CCC 111



Core Competencies for Coaching (Course Numbers CCC 101-111) is a 4-Month Weekend program totaling 176 clock hours of synchronous instructor-led training on the International Coach Federation’s (ICF) Core Competencies. There are 11 courses in this program and each course totals 16 clock hour classes. Classes are developed and delivered by instructor, Merle Ray, and each class can be taught either online in live voice-to-voice and face-to-face learning via live videoconference/teleconference or live instructor led on location weekends every Saturday and Sunday for 22 weeks from 8 am to 5:30 p.m. Weeks 23 and 24 are available for make-up classes in the event of an absence. *(See pages 42- 126 for all course overviews, syllabuses, and lesson plans.)*



## **CHRISTIAN LIFE-COACHING**

**(2-MONTH PROGRAM)**

**Course Number CCC 112**

To enhance the experience with formal training in the area of Christian Life Coaching, participants may choose to engage in Christian Life-Coaching Course (Course Number CCC 112). This 25-clock hour program is based upon the ICF Core Competencies, and may take as little as two-months to complete. The program is for individuals who are looking to coach clients in maximizing their personal and professional potential in their spirituality or preferred environments or areas of faith. There are 16 textbooks offered in this course, and the student is to choose at least 5 textbooks, read and summarize the book. Each textbook is a course in this program and each course is 5 clock hours. Classes are independent research study where students provide an APA formatted written research paper summarizing a book that they choose from the list of the 16 coaching textbooks that are listed. Students submit a 10-20 page paper summarizing the textbook to the instructor. By completing this 25 clock-hour coursework of independent study along with the 11 courses CCC 101 through CCC 111 total 201 clock-hours of ICF study work. Upon approval of this program by the International Coach Federation, participants who complete this training may earn up to 210 hours of ICF approved coach-specific training.

*(See pages 131 for this course overview, syllabus, and lesson plan.)*



## **INDEPENDENT STUDY OPTION**

### **Course Number CCC 113**

An alternative to the Christian Life-Coaching program (above), students may complete this independent study in addition to taking courses CCC 101 through CCC 111. The Additional Independent Study is up to 15-hours of research, pre-class reading, and homework, coaching practice, and/or journaling pages located at the end of this manual. Upon approval of this program by the International Coach Federation, participants who complete both the DIAMONDS ICF Core Competencies for Coaching Program and this additional independent study may earn up to 191 hours of ICF approved coach-specific training. *(See pages 134 for this course overview, syllabus, and lesson plan.)*



**GO-LIVE EXECUTIVE COACHING PROGRAM**

Course Number CCC 114

Individuals specializing in Executive and Leadership Coaching may find this 24-hour live synchronous learning program perfect for studying and practicing with leaders and executives. *(See page 135.)*



**COURSE OVERVIEWS**

**SYLLABI**

**& LESSON PLANS**



**D.I.A.M.O.N.D.S.**

**CORE COMPETENCIES FOR COACHING**

**4-MONTH WEEKEND COACHING EXPEDITIONS FOR COACHES & ASPIRING COACHES**

<b>Instructor</b>	<b>Location</b>
Merle Ray, MSL, BSL, SPHR	Live Instructor-Led/Online
<b>Phone</b>	<b>Hours</b>
281-827-4396	Saturdays & Sundays 8 am – 5:30 pm
<b>Email</b>	<b>Prerequisites</b>
<a href="mailto:mhray@golivecoaching.com">mhray@golivecoaching.com</a>	None
	<b># of Course Clock Hours: 16 hours</b>

**Course Number/Title**

**CCC 101 – MEETING ETHICAL GUIDELINES & PROFESSIONAL STANDARDS**

**Course Overview**

There are observable skills and abilities associated with coaching that are distinctive and different from consulting, counseling, and other support disciplines. The combination of these observable coaching skills and abilities have been adapted in the form of core competencies that demonstrate and support client objectives and the International Coach Federation (ICF) definition for coaching. Setting the foundation for effective competent coaching requires commitment to and consistent use of ethical and professional standards. Using the International

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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Coach Federation (ICF) website, its Core Competencies, this course outline and lessons, participants will deeply explore ICF Core Competency 1 of Professional Coaching - Meeting Ethical Guidelines & Professional Standards.

#### **Learning Objectives**

Participants will learn:

- ICF definitions including the ICF definition of coaching.
- Difference between coaching versus consulting, counseling, or other disciplines.
- Elements of ethical conduct and Standards that are taught from an ICF Core Competencies perspective.
- How to integrate ICF core competencies effectively in their coaching work.

#### **Course Background**

Referencing documents published on the International Coach Federation (ICF) public website as of the date of this publication, the *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches* provides guidelines, suggestions, and opportunities for coach practitioners, coach mentors, coach supervisors, coach trainers, and students in their coaching work and practices to apply competent application of this ICF Core Competency. A minimum of 16 class hours is spent in coach-specific training and practice on the essential core competency of Meeting Ethical Guidelines & Professional Standards.

ICF is a global non-profit credentialing body and organization (considered the Gold Standard for coaching) throughout the world. These core competencies, when studied, practiced, and applied consistently allow a coach or aspiring coach to demonstrate a foundational

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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understanding of the body of knowledge that includes the ICF Definition of Coaching, Core Competencies, Coach Knowledge Assessment, and Code of Ethics and Standards.

#### **ICF Resources**

ICF Code of Ethics <https://coachfederation.org/icf-ethics> and <https://coachfederation.org/code-of-ethics>

About ICF and its Definition of Coaching <https://coachfederation.org/about>

What Coaching Is and is Not

[http://icfhoustoncoaches.org/content.php?page=What\\_Coaching\\_Is\\_Not](http://icfhoustoncoaches.org/content.php?page=What_Coaching_Is_Not)

ICF Ethics Overview <https://coachfederation.org/code-of-ethics-overview>

Ethics FAQs and Professional Conduct at Large <https://coachfederation.org/ethics-faqs>

Complimentary Ethics Course (CCE) <https://coachfederation.org/ethics-cce-course>

ICF Core Competencies – <https://coachfederation.org/core-competencies>

#### **Independent Study Suggestion**

- Preview the links above prior to class.

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

#### COURSE SYLLABUS

#### CCC 101 – MEETING ETHICAL GUIDELINES & PROFESSIONAL STANDARDS

Each lesson below consists of 2 clock hours of training. Participants may elect the “**Flexible**” track where lessons may be scheduled anytime with one-on-one LIVE instruction, or participants may choose the “**Weekend**” track where lessons are taught LIVE every Saturday and Sunday starting at 8 am and ending at 5:30 pm with appropriate breaks.

- **WEEKEND TRACK.** Lessons begin with Lesson 1 on a Saturday and continue through each weekend until Lesson 88 is completed. See pages 13-24 for the layout including times for the Weekend track.
- **FLEXIBLE TRACK.** For the “Flexible” track, participants choose the lessons below in any order, however we suggest starting with Lesson 1 as the lessons build on each other. The below is a view of the Flexible track.

#### Lesson 1:

##### Discuss:

- Your Coaching Interest
- Your Interest in a Coaching Credential
- Who is ICF?
- Why an ICF Credential?
- Your Goals & Purpose for Coaching?
- Your Readiness **for** Coaching?

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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- Your Readiness to Coach?
- The ICF Core Competencies

#### **Read and Discuss:**

- Core Competency for Meeting Ethical Guidelines & Professional Standards at <https://coachfederation.org/core-competencies>
- Discuss Each ICF indicator listed in the ICF document above for this Core Competency
- Discuss ICF Rating Levels for Competency  
<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

#### **View Videos 1-3 and Discuss:**

- Introduction to coaching
- What is coaching?
- ICF Definition of Coaching: <https://coachfederation.org/about> ICF Definition of Coaching - ICF defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.
- What Coaching is Not:  
[http://icfhoustoncoaches.org/content.php?page=What\\_Coaching\\_Is\\_Not](http://icfhoustoncoaches.org/content.php?page=What_Coaching_Is_Not)
- Differences From Other Support Professions
- Types of Coaching: [https://icfhoustoncoaches.starchapter.com/Types\\_of\\_Coaching](https://icfhoustoncoaches.starchapter.com/Types_of_Coaching)

(Source: ProTrainings Introduction to Coaching: <https://www.protrainings.eu>; International Coach Federation <https://www.coachfederation.org>)

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

#### **Lesson 2:**

##### **Read and Discuss:**

- ICF Code of Ethics – Overview
- Part One: ICF Definitions
- Part Two: ICF Standards of Ethical Conduct – Section 1: Professional Conduct at Large
- Section 3: Professional Conduct with Clients
- Section 4: Confidentiality/Privacy

(Source: International Coach Federation <https://www.coachfederation.org>)

#### **Lesson 3:**

##### **Discuss:**

- When and how should a coach decide whether or not to take on a client?
- How should a coach refer a prospective client or client to another coach or another type of support professional?
- How is confidentiality and privacy handled when a third party is paying for the coaching session, such as: an employer, the courts, or a family member?

#### **Lesson 4:**

##### **View Videos 4-5 and Discuss:**

- Coaching And Other Professions
- Establishing Ground Rules

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

(Source: ProTrainings Introduction to Coaching: <https://www.protrainings.eu>; International Coach Federation <https://www.coachfederation.org>)

Discuss:

- When and how should a coach decide whether or not to take on a client?

How is confidentiality and privacy handled when a third party is paying for the coaching session, such as: an employer, the courts, or a family member?

### **Lesson 5:**

**Read and complete workbook pages:**

- Page 138-142 on: Self Awareness, Self-Management, & Creating A Safe Climate;
- Review and complete 'Standards are For Everyone' in the Go-Live Coaching workbook.

**Read with the Class the article:**

- Are You Crossing an Ethical Line without Knowing? by Carly Anderson, MCC found at: <https://carlyanderson.com/are-you-crossing-an-ethical-line-without-knowing>
- Discuss the examples the coach shares in her article.

(Source: Carly Anderson, MCC; [www.carlyanderson.com](http://www.carlyanderson.com))

**Read and Discuss:**

How should a coach refer a prospective client or client to another coach or another type of support professional?

- Whitepaper: When and How to Refer a Client. ICF Research published June 2018.

<https://coachfederation.org/app/uploads/2018/06/Whitepaper-Client-Referral-June->

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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[2018.pdf](#) and one-page version:

<https://coachfederation.org/app/uploads/2018/06/OneSheet-Client-Referral-June-2018.pdf>

- Marx, Dr. Michael J. Dec 28, 2016. Ethics and Risk Management for Christian Coaches. The “Bible” of Christian Coaching Ethics. <http://blazingnewtrailscoaching.com/ethics-risk-management-christian-coaches/> Last accessed June 2, 2018.
- Dausend, Linda. Feb 15, 2018. “[3 Coaching Scenarios in the Workplace Right Now.](#)” Article found at <https://www.flashpointleadership.com/blog/opportunities-for-coaching-conversations>

#### Lesson 6:

##### Read and Discuss Book Excerpt:

- Read the excerpt from the book, *Ethics and Risk Management for Christian Coaches* at <http://blazingnewtrailscoaching.com/ethics-risk-management-christian-coaches/> (Source: *Ethics and Risk Management for Christian Coaches* by Dr. Michael J. Marx; page 6)
- Discuss your views on ‘allowing your clients to fail.’

##### Read and Discuss Article:

- Dausend, Linda. Feb 15, 2018. “3 Coaching Scenarios in the Workplace Right Now.” Article found at <https://www.flashpointleadership.com/blog/opportunities-for-coaching-conversations>

#### Lesson 7:

##### Internal Coaching & Ethics

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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- Read with the Class article from American Society for Talent Development entitled, “Get Ready for Internal Coaching” at [https://www.td.org/newsletters/atd-links/get-Read with the Classy-for-internal-coaching](https://www.td.org/newsletters/atd-links/get-Read-with-the-Classy-for-internal-coaching).

*(Source: American Society for Talent Development)*

### **Lesson 8:**

#### **Review ICF Code of Ethics - *continued***

- Section 5: Continuing Development
- Ethics Hotline
- Complimentary Ethics Course
- Ethics FAQs
- Taking the Pledge

#### **Exercise:**

- Click to complete the ICF Ethics Complimentary Course and discuss.  
<https://coachfederation.org/ethics-cce-course>
- Answer the [ICF Ethics FAQs](https://coachfederation.org/ethics-faqs) found <https://coachfederation.org/ethics-faqs>. See how your answers compare to the posted ICF responses.

*(Source: International Coach Federation <https://www.coachfederation.org>)*

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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**Instructor**

Merle Ray, MSL, BSL, SPHR

**Location**

Live Instructor-Led/Online

**Phone**

281-827-4396

**Hours**

Saturdays & Sundays 8 am – 5:30 pm

**Email**

[mhray@golivecoaching.com](mailto:mhray@golivecoaching.com)

**Prerequisites**

None

**# of Course Clock Hours:** 16 hours

**Course Number/Title**

### **CCC 102 – ESTABLISHING THE COACHING AGREEMENT**

**Course Overview**

In addition to ethical guidelines and professional standards, a key aspect of setting an effective foundation for coaching is establishing the coaching agreement. This specific dynamic coaching interaction begins well before an actual signing of documents to begin coaching, and it continues throughout the coaching relationship. Coaches and aspiring coaches who take the time to cultivate the relationship and conversation to discuss and establish pertinent parameters ahead of the actual coaching and continue to visit and re-visit expectation elements throughout the coaching relationship help clients and themselves to build objectivity and clarity into the scope of the engagement, and to minimize potential for misunderstandings and mal-aligned expectations. In this course, participants will gain knowledge and skills focusing on the following learning objectives.

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## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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#### **Learning Objectives**

- Requiring the right element in initial and recurring coaching interactions.
- Coming into agreement with prospective and new clients on the coaching process and relationship.
- Effectively discussing with the client the guidelines and specific parameters of the coaching relationship.
- Reaching agreement on what 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.
- Determining whether there is an effective match between the coach's method and the needs of the prospective and new client.
- Formulating and customizing a written coaching contract tailored to the unique coaching relationship needs of each client.

#### **Course Background**

Using the International Coach Federation (ICF) Core Competencies, this course outlines and describes ICF Core Competency 2 - Establishing the Coaching Agreement. Referencing documents published on the ICF public website as of the date of this publication, the ***4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*** provides guidelines, suggestions, and opportunities for coach practitioners, coach mentors, coach supervisors, coach trainers, and students in their coaching work and practices to apply competent application of this ICF Core

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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Competency. A minimum of 16 class hours is spent in coach-specific training and practice on the essential core competency of Establishing The Coaching Agreement.

#### **ICF Resources**

ICF Core Competencies – <https://coachfederation.org/core-competencies>

ICF Core Competencies Comparison Table

<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

ICF PCC Markers <https://coachfederation.org/pcc-markers>

#### **Independent Study Suggestion**

- Preview the links above for this competency prior to class.

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

#### COURSE SYLLABUS

#### CCC 102 – ESTABLISHING THE COACHING AGREEMENT

Each lesson below consists of 2 clock hours of training. Participants may elect the “**Flexible**” track where lessons may be scheduled anytime with one-on-one LIVE instruction, or participants may choose the “**Weekend**” track where lessons are taught LIVE every Saturday and Sunday starting at 8 am and ending at 5:30 pm with appropriate breaks.

- **WEEKEND TRACK.** Lessons begin with Lesson 1 on a Saturday and continue through each weekend until Lesson 88 is completed. See pages 13-24 for the layout including times for the Weekend track.
- **FLEXIBLE TRACK.** For the “Flexible” track, participants choose the lessons below in any order, however we suggest starting with Lesson 1 as the lessons build on each other. The below is a view of the Flexible track.

#### Lesson 9

##### Read and Discuss:

- ICF Core Competency for Establishing the Coaching Agreement on ICF website at <https://coachfederation.org/core-competencies>
- Discuss Each ICF indicator listed in the ICF document above for this Core Competency
- Discuss ICF Rating Levels for Core Competency  
<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>
- Review [ICF PCC Markers](https://coachfederation.org/pcc-markers) found at <https://coachfederation.org/pcc-markers> for this Competency

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

(Source: International Coach Federation <https://www.coachfederation.org>)

#### Lesson 10

##### View Videos 8-10 and Discuss:

- The Coaching Environment
- Agreeing Goals With Clients
- Establishing The Coaching Relationship

##### Evaluate/Examine Expert Articles:

- Establishing a Coaching Relationship: <https://www.nelacademy.nhs.uk/coaching-resources-establish-a-coaching-relationship>
- The Coaching Contract: Things to discuss and agree in the first meeting, Goal-setting, Review, & Agreement: <https://www.nelacademy.nhs.uk/downloads/164>
- The Initial Coaching Meeting: <https://www.nelacademy.nhs.uk/downloads/166>
- Guidance For Drawing Up A Coaching Contract: <https://www.nelacademy.nhs.uk/downloads/165>
- Establishing The Coaching Agreement – More Than Just Logistics by ICF Quebec Chapter Edward Rudick <https://icfquebec.org/cq-article.asp?i=242>

(Source: ProTrainings Introduction to Coaching: <https://www.protrainings.eu>; Northeast Leadership Academy <https://www.nelacademy.nhs.uk/>)

#### Lesson 11

##### View Videos 11-13 and Discuss:

- The Coaching Agreement

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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- Agreeing And Maintaining Records
- Making Changes To The Coaching Agreements

(Source: ProTrainings Introduction to Coaching: <https://www.protrainings.eu>; International Coach Federation <https://www.coachfederation.org>)

#### **Lesson 12**

##### **Exercise**

- Based on what you have learned from all modules, integrate/incorporate/customize your own Coaching Agreement for your coaching business or practice.

#### **Lesson 13**

##### **Coaching Demonstration Exercise:**

- Using the sheet on page 145 of your workbook, team up with a classmate and practice Establishing the Coaching Agreement. Utilizing the resources covered so far, roleplay or practice setting an initial coaching session with a client whose interested in personal development.

#### **Lesson 14**

##### **Listen to Podcast and Read Article:**

Ask These 4 Questions to Improve Your Coaching found at:

<https://www.ccl.org/multimedia/podcast/the-coaching-relationship/>

##### **Discuss:**

How can you integrate the following considerations into your Coaching Agreement process?

What happens when these considerations are not made?

## D.I.A.M.O.N.D.S.

### CORE COMPETENCIES FOR COACHING

#### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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- *What do I expect from this coaching engagement?*
- *What is my purpose?*
- *What am I trying to accomplish?*
- *What kind of commitment am I giving?*

According to the article, what are the 4 questions that should never be left out of the Coaching contract?

- Utilizing the resources covered so far, roleplay or practice setting an initial coaching session with a client whose interested in professional development.

(Source: Center for Creative Leadership, [www.CCL.org](http://www.CCL.org))

#### **Lesson 15**

##### **Coaching Demonstration Exercise:**

- Using The “F-O-A-M-A-C-T” Handout on page 145 of your workbook, team up with a classmate and practice Establishing the Coaching Agreement.
- Utilizing the resources covered so far, roleplay or practice setting an initial coaching session with a client whose interested in personal development.

#### **Lesson 16**

##### **Discussion & Exercise:**

## **D.I.A.M.O.N.D.S.**

### **CORE COMPETENCIES FOR COACHING**

#### ***4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches***

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- From conducting the actual initial session or roleplay, what can you tell needs to be changed, tweaked, or amended in your Coaching Practice Agreement, Intake Form or Questionnaire?
- Edit, tweak, or rework your Coaching Intake Form based on the discoveries you made in the roleplays.

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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<b>Instructor</b>	Live Instructor-Led/Online
Merle Ray, MSL, BSL, SPHR	<b>Hours</b>
<b>Phone</b>	Saturdays & Sundays 8 am – 5:30 pm
281-827-4396	<b>Prerequisites</b>
<b>Email</b>	None
<a href="mailto:mhray@golivecoaching.com">mhray@golivecoaching.com</a>	<b># of Course Clock Hours: 16 hours</b>

#### **Location**

#### **Course Number/Title**

### **CCC 103 – ESTABLISHING TRUST AND INTIMACY WITH THE CLIENT**

#### **Course Overview**

Acting in partnership with the client to co-create the coaching relationship is the cornerstone of establishing trust and intimacy in coaching. It is the ability to create a safe, supportive environment that produces ongoing mutual respect and trust which helps to demonstrate effective competent coaching. When coaching relationships are co-created between client and coach, the purpose is to assist the coaching relationship toward developing into a new and mutual state of awareness that can only arise in the moment and out of joint conversation designed to connect to the client and vice versa to build complete trust.

#### **Learning Objectives**

Participants will gain insights on:

- Showing genuine concern for the client’s welfare and future.

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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- Continuously demonstrating personal integrity, honesty and sincerity.
- Establishing clear agreements and keeping promises.
- Demonstrating respect for client’s perceptions, learning style, and personal being.
- Providing ongoing support for new behaviors and those furthering the client’s goals for coaching.
- Championing actions, including those involving risk-taking and fear of failure.
- Asking permission to coach client in sensitive new areas.

#### **Purpose of the Course**

Using the International Coach Federation (ICF) Core Competencies, this course outlines and describes ICF Core Competency 3 – Establishing Trust and Intimacy with the Client. Referring to the ICF public website documents as of the date of this publication, the *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches* provides guidelines, suggestions, and opportunities for coach practitioners, coach mentors, coach supervisors, coach trainers, and students in their coaching work and practices to apply competent application of this ICF Core Competency. A minimum of 16 class hours is spent in coach-specific training and practice on the essential core competency of Establishing Trust and Intimacy.

#### **ICF Resources**

ICF Core Competencies – <https://coachfederation.org/core-competencies>

ICF Core Competencies Comparison Table

<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

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## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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ICF PCC Markers <https://coachfederation.org/pcc-markers>

#### **Independent Study Suggestion**

- Preview the links above for this competency prior to class.

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

#### COURSE SYLLABUS

#### CCC 103 – ESTABLISHING TRUST AND INTIMACY WITH THE CLIENT

Each lesson below consists of 2 clock hours of training. Participants may elect the “**Flexible**” track where lessons may be scheduled anytime with one-on-one LIVE instruction, or participants may choose the “**Weekend**” track where lessons are taught LIVE every Saturday and Sunday starting at 8 am and ending at 5:30 pm with appropriate breaks.

- **WEEKEND TRACK.** Lessons begin with Lesson 1 on a Saturday and continue through each weekend until Lesson 88 is completed. See pages 13-24 for the layout including times for the Weekend track.
- **FLEXIBLE TRACK.** For the “Flexible” track, participants choose the lessons below in any order, however we suggest starting with Lesson 1 as the lessons build on each other. The below is a view of the Flexible track.

#### Lesson 17

##### Read and Discuss:

- ICF Core Competency for Establishing Trust & Intimacy with the Client found on ICF website at <https://coachfederation.org/core-competencies>
- Discuss Each ICF indicator listed in the ICF document above for this Core Competency
- Review ICF Rating Levels for Core Competency  
<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>
- Review [ICF PCC Markers](https://coachfederation.org/pcc-markers) found at <https://coachfederation.org/pcc-markers> for this Competency

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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#### **View Videos 14-16 and Discuss:**

- Building The Coaching Relationship
- Skills And Qualities In Effective Coaching
- Values & Behaviors In Coaching

(Source: ProTrainings Introduction to Coaching: <https://www.protrainings.eu>; International Coach Federation <https://www.coachfederation.org>)

#### **Lesson 18**

#### **Read with the Class the Articles:**

- Coaching Overview for Coachees: <https://www.nelacademy.nhs.uk/downloads/163>
- 15 Ways for Coachees to Get More From Coaching Sessions:  
<https://www.nelacademy.nhs.uk/downloads/167>

#### **Discuss:**

- From what you've understood and gleaned from our review of the experts' articles; discuss some ways coaches can use this information to build trust and intimacy with clients.
- What other behaviors might indicate signs of trust and intimacy established between coach and client?

(Source: Northeast Leadership Academy <https://www.nelacademy.nhs.uk/>; International Coach Federation <https://www.coachfederation.org>)

#### **Lesson 19**

#### **View Video and Discuss:**

- Top 10 Mistakes Made by Coaches: <https://youtu.be/MV0hAmtF1EA>

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## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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- Discussion: Which of the top 10 mistakes resonated with you as an area of improvement or further interest for your coaching clients?
- Name some of the most powerful coaching tools to help coaches avoid these mistakes.
- Discuss why “Coaching is not a project!”

*(Source: Bluepoint Leadership Development, Published on Feb 16, 2016)*

### Lesson 20

#### View Video:

- ICF Core Competency Explained: Co-Creating Relationships [https://youtu.be/LgQ5e\\_J0D7Y](https://youtu.be/LgQ5e_J0D7Y)
- Discuss the Core Competencies and PCC indicators demonstrated in the video.

*(Source: Coach Masters Academy, Dec 13, 2015)*

### Lesson 21

#### Download:

ICF Core Competency Comparison [Chart](#) found at: <https://coachfederation.org/core-competencies>.

#### View Coaching Demonstration Video:

How Coaching Works at: <https://youtu.be/to73DYQkApQ>

- Point out indicators you can identify in this coaching video that demonstrate the trust established between coach and client.

*(Source: Eleanor Shakiba, Think, Learn, Succeed. Published on Mar 20, 2016)*

### Lesson 22

#### Read Article and Discuss:

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### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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- A Coaching Case Study: Co-Creating the Relationship by Cathy Liska – ATD  
<https://www.td.org/insights/a-coaching-case-study-co-creating-the-relationship>
- What are some appropriate ways to introduce a new area once a client has revealed his/her sensitivities?
- Discussion: How can sensitivities be discovered by surfacing: intuitions, underlying issues, obstacles, barriers, or gaps? When it is appropriate to address them with a client?
- Give examples of how a coach can build trust.

*(Source: Association for Talent Development [www.td.org](http://www.td.org))*

### **Lesson 23**

#### **FACTORS THAT AFFECT TRUST & INTIMACY**

##### **View Video and Discuss:**

- Establishing Trust and Intimacy with the Coaching Client  
<https://youtu.be/ZliLB1AH9FO>
- Discuss factors such as culture in establishing intimacy and trust with a client.
- Discuss some of the cultural aspects of various parts of the world that affect our ability to coach globally?

*(Source: Chips Tips, Chip McFarlane, IECL published on Published on Sep 2, 2014 at [www.IECL.com](http://www.IECL.com))*

### **Lesson 24**

#### **Coaching Demonstration Discussion:**

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### **CORE COMPETENCIES FOR COACHING**

#### ***4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches***

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View video on CF Ireland PCC Coaching Demonstration delivered by Ailbhe Harrington on

<https://youtu.be/f8k53F4dsJE>

*(Source: PCC Level Coaching Demonstration, ICF Irish Chapter Published on Apr 15, 2012)*

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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<b>Instructor</b>	<b>Location</b>
Merle Ray, MSL, BSL, SPHR	Live Instructor-Led/Online
<b>Phone</b>	<b>Hours</b>
281-827-4396	Saturdays & Sundays 8 am – 5:30 pm
<b>Email</b>	<b>Prerequisites</b>
<a href="mailto:mhray@golivecoaching.com">mhray@golivecoaching.com</a>	None
	<b># of Course Clock Hours: 16 hours</b>

#### Course Number/Title

### **CCC 104 – COACHING PRESENCE**

#### Course Overview

Coaching Presence describes the coach’s ability to be fully conscious and create a spontaneous relationship with the client, employing a style that is open, flexible and confident. When coaching relationships are co-created between client and coach, the purpose is to assist the coaching relationship into developing a new and mutual state of awareness that can only arise in the moment and out of joint conversation designed to not only connect to the client but also create the Coaching Presence that is necessary to be effective for both client and coach. In this course, participants will gain knowledge and skills focusing on the following learning objectives.

#### Learning Objectives

- Being present and flexible during the coaching process, “dancing in the moment.”
- Accessing own intuition and trusts one’s inner-knowing— the ability to “go with the gut.”

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## CORE COMPETENCIES FOR COACHING

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- Being open to not knowing, taking risks – allowing the coaching process to be led by the co-created nature of the engagement.
- Seeing many ways to work with the client and choose in the moment what is most effective.
- Using heart-warming humor effectively to create lightness and energy.
- Confidently shifting perspectives and experiment with new possibilities for own actions.
- Demonstrating confidence in working with strong emotions and how to self-manage – not become overpowered or enmeshed by client’s emotions.

#### **Purpose of the Course**

Using the International Coach Federation (ICF) Core Competencies, this course outlines and describes ICF Core Competency 4 – Coaching Presence. Referring to the ICF public website documents as of the date of this publication, the *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches* provides guidelines, suggestions, and opportunities for coach practitioners, coach mentors, coach supervisors, coach trainers, and students in their coaching work and practices to apply competent application of this ICF Core Competency. A minimum of 16 class hours is spent in coach-specific training and practice on the essential core competency of Coaching Presence.

#### **ICF Resources**

ICF Core Competencies – <https://coachfederation.org/core-competencies>

ICF Core Competencies Comparison Table

<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

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ICF PCC Markers <https://coachfederation.org/pcc-markers>

#### **Independent Study Suggestion**

- Preview the links above for this competency prior to class.

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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#### COURSE SYLLABUS

#### CCC 104 – COACHING PRESENCE

Each lesson below consists of 2 clock hours of training. Participants may elect the “**Flexible**” track where lessons may be scheduled anytime with one-on-one LIVE instruction, or participants may choose the “**Weekend**” track where lessons are taught LIVE every Saturday and Sunday starting at 8 am and ending at 5:30 pm with appropriate breaks.

- **WEEKEND TRACK.** Lessons begin with Lesson 1 on a Saturday and continue through each weekend until Lesson 88 is completed. See pages 13-24 for the layout including times for the Weekend track.
- **FLEXIBLE TRACK.** For the “Flexible” track, participants choose the lessons below in any order, however we suggest starting with Lesson 1 as the lessons build on each other. The below is a view of the Flexible track.

#### Lesson 25

##### Read and Discuss:

- ICF Core Competency for Coaching Presence found on ICF website at <https://coachfederation.org/core-competencies>
- Discuss Each ICF indicator listed in the ICF document above for this Core Competency
- Review ICF Rating Levels for Core Competency <https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### 4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches

- Review [ICF PCC Markers](#) found at <https://coachfederation.org/pcc-markers> for this Competency

(Source: International Coach Federation <https://www.coachfederation.org>)

#### Lesson 26

Read Part 1 – Distinctions on coaching session structure for ICF credential success by Carly Anderson, MCC; <https://carlyanderson.com/part-1-distinctions-on-coaching-session-structure-for-icf-credential-success>

#### View video:

- Coaching Presence is More Important than the Coaching Itself by Steve Borek at: <http://endgamebusiness.com/coaching-presence-is-more-important-than-the-coaching-itself/>.

#### Discuss:

- How can coaches deliver the most value?
- Insights resonate with you from this video.

(Sources: Carly Anderson, MCC, [www.CarlyAnderson.com](http://www.CarlyAnderson.com); Steve Borek, [www.EndGameBusiness.com](http://www.EndGameBusiness.com))

#### Lesson 27

#### Read with the Class Expert Articles:

- Article - What is Coaching Presence? <http://www.meridianiliffe.co.uk/assets/Uploads/2016-05-What-is-Coaching-Presence.pdf>

## D.I.A.M.O.N.D.S.

### CORE COMPETENCIES FOR COACHING

#### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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- Coaching Presence article found at  
[+https://coachingsupervisionacademy.com/archive/coaching-presence/](https://coachingsupervisionacademy.com/archive/coaching-presence/)
- Emotional intelligence in coaching presence found at:  
<http://christianlifecoaching.com/emotional-intelligence/>

(Sources: Meridian liffe <https://www.meridianliffe.co.uk/>; Coaching Supervision Academy: <https://coachingsupervisionacademy.com/>; Shelly S. Cantrell, [www.ChristianLifeCoaching.com](http://www.ChristianLifeCoaching.com) )

#### Lesson 28

##### Discuss:

- The Gift of Coaching Presence blog post article from ICF website  
<https://coachfederation.org/blog/gift-coaching-presence>. Practical techniques and ways to develop coaching presence
- Lasse Ziegler: *Coaching Conversation And Powerful Questions In Practice*.  
<https://www.youtube.com/watch?v=pgGi0VsZb00>. What are the four levels of coaching this New Zealand Coach uses? Discuss the techniques this coach uses for Coaching Presence Responsibilities and Asking Powerful Question in an Agile Presentation on YouTube.

(Source: *The Gift of Coaching Presence* blog posted by Sadhan Bhattacharya | February 2, 2018 on [www.coachfederation.org](http://www.coachfederation.org); Lasse Ziegler: *Coaching Conversations and Powerful Questions in Practice*. <https://youtu.be/pgGi0VsZb00>)

#### Lesson 29

##### View Videos and Discuss:

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- Marc Steinberg. Cross cultural coaching - PRESENCE as the silent and ultimate bridge.  
<https://youtu.be/s5jTF9aoc4k>
- Discuss coaching in a global world cross culturally and the role of identification, conditioning, filters, as they impact Coaching.
- What are some of the most impactful ways to be in coaching presence when coaching in a global environment?
- What happens if emotional connections, awareness, and presence are not as prevalent in the coaching session? What typically does the coaching session become?

*(Source: Coaching with the Stars, Published on Feb 24, 2018)*

### Lesson 30

#### Read with the Class:

- Coaching Psychology Manual – Chapter 11:  
<http://www.wellcoach.com/newsletters/images/Chapter-11.pdf>

#### Discuss:

- What does “skills of being” refer to?
- How is doing distinguished from being?
- Character strengths related to coaching presence.
- Questions: pg. 34 - Coaching Psychology Manual

#### View Videos and Discuss:

- The Three Core Coaching Skills - <https://youtu.be/bYZZQigqZQs>

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## CORE COMPETENCIES FOR COACHING

### 4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches

- Discuss the impact that listening, thinking, and speaking has on coaching presence.

*(Source: American Psychology of Sports Medicine. Coaching Psychology Manual*

*[www.Wellcoach.com](http://www.Wellcoach.com); Bluepoint Leadership Development; Published on Aug 27, 2013)*

#### Lesson 31

##### Exercise:

- Read with the Class the article on Trust and Intimacy, Coaching Presence found at:

<http://presencebasedcoaching.com/wp-content/uploads/Call-2-Trust-Intimacy-Presence-pdf-1.pdf>.

- Complete the self-assessment exercise.

*(Source: Presence-Based Coaching. Call #2 Notes: Trust and Intimacy, Coaching Presence)*

##### View Videos:

- ICF Core Competencies B3 - Co-Creating Relationships [https://youtu.be/csu2bNI\\_EZk](https://youtu.be/csu2bNI_EZk)

##### Discuss:

- Coaching strategies as they impact coaching presence as mentioned in video.

*(Source: Glen Murdoch Published on Aug 27, 2014; Dynamic Change in 45 minutes with Robyn*

*Linn, Published Apr 17, 2014)*

#### Lesson 32

##### Review Research on Coaching Presence:

- A Coach's Presence and its Impact article found at:

[https://eoeleadership.hee.nhs.uk/sites/default/files/1289658244\\_frpy\\_a\\_coaches\\_presence\\_and\\_its\\_impact.pdf](https://eoeleadership.hee.nhs.uk/sites/default/files/1289658244_frpy_a_coaches_presence_and_its_impact.pdf)

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## CORE COMPETENCIES FOR COACHING

### ***4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches***

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*(Source: Damion Wonfor, Director, The Performance Coach)*

#### **Discuss:**

- Impact of a Coach's Presence
- Developing Coaching Presence
- Mastery level of Coaching Presence

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## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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**Instructor**

Merle Ray, MSL, BSL, SPHR

**Location**

Live Instructor-Led/Online

**Phone**

281-827-4396

**Hours**

Saturdays & Sundays 8 am – 5:30 pm

**Email**

[mhray@golivecoaching.com](mailto:mhray@golivecoaching.com)

**Prerequisites**

None

**# of Course Clock Hours: 16 hours**

**Course Number/Title**

### **CCC 105 – ACTIVELY LISTENING**

**Course Overview**

Effective competent coaches have 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. Coaches who master the practice of actively listening to clients are more likely to see the client be able to freely fully express and communicate his/her thoughts, plans, and needs as they relate to the desired coaching relationship, and see the client accomplish his/her desired results. In this course, participants will gain knowledge and skills focusing on the following learning objectives.

**Learning Objectives**

- Attending to the client and the client's agenda – not to the coach's agenda for the client.
- Hearing the client's concerns, goals, values and beliefs about what is and is not possible.

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- Distinguishing between the words, the tone of voice, and the body language of the client.
- Summarizing, paraphrasing, reiterating, and mirroring back what the client has said to ensure clarity and understanding.
- Encouraging, accepting, exploring and reinforcing the client's expression of feelings, perceptions, concerns, beliefs, suggestions, in order to have clear and effective communication.
- Integrating and building on client's ideas and suggestions.
- Assisting the client in getting to the "bottom-line," understanding the essence of the client's communication.
- Allowing the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps.

#### **Purpose of the Course**

Using the International Coach Federation (ICF) Core Competencies, this course outlines and describes ICF Core Competency 5 – Actively Listening. Referring to the ICF public website documents as of the date of this publication, the *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches* provides guidelines, suggestions, and opportunities for coach practitioners, coach mentors, coach supervisors, coach trainers, and students in their coaching work and practices to apply competent application of this ICF Core Competency. A minimum of 16 class hours is spent in coach-specific training and practice on the essential core competency of Actively Listening.

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#### **ICF Resources**

ICF Core Competencies – <https://coachfederation.org/core-competencies>

ICF Core Competencies Comparison Table

<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

ICF PCC Markers <https://coachfederation.org/pcc-markers>

#### **Independent Study Suggestion**

- Preview the links above for this competency prior to class.

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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#### COURSE SYLLABUS

#### CCC 105 – ACTIVELY LISTENING

Each lesson below consists of 2 clock hours of training. Participants may elect the “**Flexible**” track where lessons may be scheduled anytime with one-on-one LIVE instruction, or participants may choose the “**Weekend**” track where lessons are taught LIVE every Saturday and Sunday starting at 8 am and ending at 5:30 pm with appropriate breaks.

- **WEEKEND TRACK.** Lessons begin with Lesson 1 on a Saturday and continue through each weekend until Lesson 88 is completed. See pages 13-24 for the layout including times for the Weekend track.
- **FLEXIBLE TRACK.** For the “Flexible” track, participants choose the lessons below in any order, however we suggest starting with Lesson 1 as the lessons build on each other. The below is a view of the Flexible track.

#### Lesson 33

##### Read and Discuss:

- ICF Core Competency for Actively Listening found at <https://coachfederation.org/core-competencies>
- Discuss Each ICF indicator listed in the ICF document above for this Core Competency
- Review ICF Rating Levels for Core Competency  
<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

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- Review [ICF PCC Markers](https://coachfederation.org/pcc-markers) found at <https://coachfederation.org/pcc-markers> for this Competency

(Source: International Coach Federation <https://www.coachfederation.org>)

#### Lesson 34

##### View video:

- Active Listening (ICF Competency #5) by Todd Kemp found at:  
<http://christianlifecoaching.com/075-core-competencies-active-listening/>.

##### Discuss:

- Levels of Listening
- Mastering Extravagant Listening
- Tips shared in the video that resonated

(Source: Professional Christian Coaching Active Listening by Todd Kemp [www.ProfessionalChristianCoachingToday.com](http://www.ProfessionalChristianCoachingToday.com))

#### Lesson 35

##### Read with the Class:

Coaching Others Using Active Listening Skills; Article from the Center for Creative Leadership <https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills/>

- Notice the distinction between Performance Coaching and Development Coaching

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- Discuss a time when you have been involved in both Performance Coaching and/or Development Coaching.
- Which one had the greatest impact or outcomes? What went well? What didn't go as well? Is there one way that you prefer over the other? What is the best practices way according to the ICF Core Competencies we have studied?

(Source: Center for Creative Leadership, <https://www.ccl.org/>)

#### **Lesson 36**

##### **Read with the Class:**

- The Absolute Best Coaching Assessment; Article from Lil LeBlanc, PCC, ICF <https://coachfederation.org/blog/the-absolute-best-coaching-assessment>
- Discuss some of the Assessment Tools you have used or completed. What are the pros and cons of each of the tools you have used or completed?
- In your coaching practice, how would you utilize these tools, if any?
- Discuss your agreement or not with the coach's position in the article.

(Source: International Coach Federation, <https://coachfederation.org>)

#### **Lesson 37**

##### **Listen to Podcast and Review:**

The Big 6: An Active Listening Skill Set by Center for Creative Leadership found at:

<https://www.ccl.org/multimedia/podcast/the-big-6-an-active-listening-skill-set/>

##### **Discuss:**

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- What are your views on The Center for Creative Leadership's Michael Hoppe's 6-skills approach to active listening?
- Discuss how each skill can make OR BREAK an impactful coach.

*(Source: Center for Creative Leadership, [www.ccl.org/](http://www.ccl.org/))*

#### **Lesson 38**

##### **Read with the Class:**

- The Most Important Coaching Competency – Active Listening: <http://coaching-journey.com/the-most-important-coaching-competency-active-listening/>
- The Dangers of Giving Advice: <http://coaching-journey.com/dangers-giving-advice/>
- How to Become a Coach (Part 6) <http://coaching-journey.com/how-to-become-a-coach-raise-impact-value/>

##### **Discuss:**

- The Benefits of Actively Listening compared to Giving Advice
- Increasing impact & Value in the Coaching Relationship by Actively Listening

*(Source: Coaching Journey <http://coaching-journey.com>)*

#### **Lesson 39**

##### **Read with the Class:**

Levels of Listening in Coaching, two articles from ICF credentialed coaches at Co-active.com;

First article is by Mark Lister on Listening found at: <http://www.coactive.com/coach-training/resources/coaching-tools/listening>

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and the other from Co-active.com found at: <http://www.coactive.com/learning-hub/fundamentals/res/FUN-Topics/FUN-Co-Active-Coaching-Skills-Listening.pdf>

- Discuss how to understand which level of listening you are using and how to differentiate between each level.

#### **Lesson 40**

##### **Exercise:**

Based on the sources tips, insights, and practical information you have gleaned from these references in Core Competency #5 – Actively Listening, create your own tool, model, or quick reference sheet containing actions or techniques you have learned to help you in your own coaching practice.

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<b>Instructor</b>	<b>Location</b>
Merle Ray, MSL, BSL, SPHR	Live Instructor-Led/Online
<b>Phone</b>	<b>Hours</b>
281-827-4396	Saturdays & Sundays 8 am – 5:30 pm
<b>Email</b>	<b>Prerequisites</b>
<a href="mailto:mhray@golivecoaching.com">mhray@golivecoaching.com</a>	None
	<b># of Course Clock Hours: 16 hours</b>

#### **Course Number/Title**

### **CCC 106 – POWERFUL QUESTIONING**

#### **Course Overview**

In addition to actively listening, effective competent coaches master the ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client. Powerful Questioning enables coaches to use their coaching skills wisely in assisting the client to freely fully express and communicate his/her thoughts, plans, desires, and needs as they relate to the desired coaching goals. The objective is to see the client accomplish his/her desired results through his/her own self-driven choices, not the coach's choices for the client. Powerful Questioning enables coaches to become naturally prone to dancing in the moment by asking the right questions, and not relying upon a coach's own assumptions in their coaching work and practice to a client's given situation. In this course, participants will gain knowledge and skills focusing on the following learning objectives.

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#### **Learning Objectives**

- Asking questions that reflect active listening and an understanding of the client's perspective.
- Asking questions that evoke discovery, insight, commitment or action (e.g., those that challenge the client's assumptions).
- Asking open-ended questions that create greater clarity, possibility or new learning.
- Asking questions that move the client toward what the client desires, not questions that ask for the client to justify or look backward.

#### **Purpose of the Course**

Using the International Coach Federation (ICF) Core Competencies, this course outlines and describes ICF Core Competency 6 – Powerful Questioning. Referring to the ICF public website documents as of the date of this publication, the *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches* provides guidelines, suggestions, and opportunities for coach practitioners, coach mentors, coach supervisors, coach trainers, and students in their coaching work and practices to apply competent application of this ICF Core Competency. A minimum of 16 class hours is spent in coach-specific training and practice on the essential core competency of Powerful Questioning.

#### **ICF Resources**

ICF Core Competencies – <https://coachfederation.org/core-competencies>

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ICF Core Competencies Comparison Table

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ICF PCC Markers <https://coachfederation.org/pcc-markers>

#### **Independent Study Suggestion**

- Preview the links above for this competency prior to class.

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#### COURSE SYLLABUS

#### CCC 106 – POWERFUL QUESTIONING

Each lesson below consists of 2 clock hours of training. Participants may elect the “**Flexible**” track where lessons may be scheduled anytime with one-on-one LIVE instruction, or participants may choose the “**Weekend**” track where lessons are taught LIVE every Saturday and Sunday starting at 8 am and ending at 5:30 pm with appropriate breaks.

- **WEEKEND TRACK.** Lessons begin with Lesson 1 on a Saturday and continue through each weekend until Lesson 88 is completed. See pages 13-24 for the layout including times for the Weekend track.
- **FLEXIBLE TRACK.** For the “Flexible” track, participants choose the lessons below in any order, however we suggest starting with Lesson 1 as the lessons build on each other. The below is a view of the Flexible track.

#### Lesson 41

##### Read and Discuss:

- ICF Core Competency for Powerful Questioning found on ICF website at <https://coachfederation.org/core-competencies>
- Discuss Each ICF indicator listed in the ICF document above for this Core Competency
- Review ICF Rating Levels for Core Competency  
<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

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## CORE COMPETENCIES FOR COACHING

### 4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches

- Review [ICF PCC Markers](https://coachfederation.org/pcc-markers) found at <https://coachfederation.org/pcc-markers> for this Competency

(Source: International Coach Federation <https://www.coachfederation.org>)

#### Lesson 42

##### View Video:

- 7 Questions for Every Successful Coach! with ICF Credentialed PCC and CaPP Founder, Valorie Burton found here:

<https://www.dropbox.com/s/20hr267ctqvzydf/7%20Powerful%20Questions%20for%20Every%20Successful%20Coach%27s%20Toolkit%20%28Audio%29.mp3?dl=0>

(Source: Valorie Burton, Capp Training Institute, [www.CappTrainingInstitute.com](http://www.CappTrainingInstitute.com))

##### Discuss:

These 7 questions as they relate to your desire to complete professional coach-specific training:

1. What does becoming a professional credentialed coach give you that you don't have right now?
2. What was your most challenging moment? What did you learn from it?
3. What are you not saying?
4. What is your proudest moment? What did you learn from that? What empowered you to be at your best at that time?
5. Ten years from now what will you wish you had done?
6. When are you at your best? How can you create from that?

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7. What message is being offered to you in this situation?

#### Lesson 43

##### Read with the Class:

31 Powerful Questions article found at:

[http://www.coactive.com/ee\\_newsletter/images/uploads/31-Powerful-Questions.pdf](http://www.coactive.com/ee_newsletter/images/uploads/31-Powerful-Questions.pdf).

##### Discuss:

Notice the 20 or so actions that the author used to describe the focus of each question. What makes this approach useful or not in framing powerful questions with your clients? How can you employ this technique in your coaching practice with clients?

*(Source: Coactive Training Institute, www.coactive.com)*

#### Lesson 44

##### Read and Discuss the Articles:

- Nurturing the Beginner's Mind: <http://coaching-journey.com/nurturing-beginners-mind/>
- Coaching: Asking the Right Questions <https://youtu.be/Y0mB8iwa9YU>

*(Source: The Karen Martin Group, Jul 31, 2014)*

#### Lesson 45

##### Read with the Class the Article:

Powerful Questions in Coaching found at: <https://www.coachingwithnlp.co/powerful-questions/>

##### Discuss:

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- Coaching with NLP and their views on coaching. According to the author, what makes questions powerful?
- What makes questions effective?
- What makes questions solutions-focused?
- What are some examples comparing problem focused questions with their solutions focused alternatives?
- Discuss how this skill can make a coach an impactful coach.

(Source: *Coaching with NLP*, <https://www.coachingwithnlp.co/>)

#### **Lesson 46**

##### **Read:**

[101 Incredible Coaching Questions](#) article, and [Should Coaches Ask Why Questions](#), article from

Julia Stewart, Founder of School of Coaching Mastery at:

<https://www.schoolofcoachingmastery.com/coaching-blog/bid/54576/101-incredible-coaching-questions>

##### **Discuss:**

1. Questions that are frowned upon and why.
2. According to the author, the ICF encourages a different kind of question that often uses what words?
3. Should coaches ask “Why?” according to the author?
4. How can this list of 101 questions be used to assist your clients in coaching?

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(Source: School of Coaching Mastery, Julia Stewart, [www.schoolofcoachingmastery.com](http://www.schoolofcoachingmastery.com))

#### Lesson 47

##### Read with the Class:

GROW Coaching Model | 56 Powerful Coaching Questions! [2018 Update] found at:

<https://jeroen-de-flander.com/grow-coaching-model-questions/>

Discuss the popularity of the GROW model, how coaches use it, and whether or not you would be inclined to employ it in your own coaching practices.

(Source: Jeroen De Flander, Strategy Execution Thought Leader, [www.jeroen-de-flander.com](http://www.jeroen-de-flander.com))

#### Lesson 48

##### Read with the Class:

- The Questions Good Coaches Ask; Article by Amy Jen Su, Harvard Business Review  
at: <https://hbr.org/2014/12/the-questions-good-coaches-ask>.
- Discuss the coach's position in the article. What type of coaching is being demonstrated?

(Source: HBR Guide to Coaching Employees, published by Harvard Business Review Press in December 2014)

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<b>Instructor</b>	<b>Location</b>
Merle Ray, MSL, BSL, SPHR	Live Instructor-Led/Online
<b>Phone</b>	<b>Hours</b>
281-827-4396	Saturdays & Sundays 8 am – 5:30 pm
<b>Email</b>	<b>Prerequisites</b>
<a href="mailto:mhray@golivecoaching.com">mhray@golivecoaching.com</a>	None
	<b># of Course Clock Hours: 16 hours</b>

#### Course Number/Title

### **CCC 107 – DIRECT COMMUNICATION**

#### Course Overview

In addition to actively listening and powerful questioning, effective competent coaches master the overall ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client. Direct Communication enables coaches to use their communication skills competently in such a way as to assist the client in reaching his/her desired goals and outcomes through self-discovery experienced through coaching. The objective is to see the client accomplish his/her desired results through his/her own self-driven choices, not the coach's choices for the client. While Powerful Questioning enables coaches to become naturally prone to dancing in the moment by asking the right questions, Direct Communication provides the practices coaches need to be clear in coaching objectives, enabling client-desired client-

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driven results-based coaching. In this course, participants will gain knowledge and skills focusing on the following learning objectives.

#### **Learning Objectives**

- Being clear, articulate and direct in sharing and providing feedback.
- Reframing and articulating to help the client understand from another perspective what he/she wants or is uncertain about.
- Clearly stating coaching objectives, meeting agenda, and purpose of techniques or exercises.
- Using language appropriate and respectful to the client at all times to ensure the client has the best possible opportunity to reach his/her goals.
- Using metaphor and analogy to help to illustrate a point or paint a verbal picture.
- Using silence, voice tones, as well as non-verbal communication to help support the client's self-discovery.

#### **Course Background**

Using the International Coach Federation (ICF) Core Competencies, this course outlines and describes ICF Core Competency 7 – Direct Communication. Referring to the ICF public website documents as of the date of this publication, the ***4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*** provides guidelines, suggestions, and opportunities for coach practitioners, coach mentors, coach supervisors, coach trainers, and students in their coaching work and practices to apply competent application of this ICF Core Competency. A minimum of

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16 class hours is spent in coach-specific training and practice on the essential core competency of using direct communication.

#### **ICF Resources**

ICF Core Competencies – <https://coachfederation.org/core-competencies>

ICF Core Competencies Comparison Table

<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

ICF PCC Markers <https://coachfederation.org/pcc-markers>

#### **Independent Study Suggestion**

- Preview the links above for this competency prior to class.

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#### COURSE SYLLABUS

#### CCC 107 – DIRECT COMMUNICATION

Each lesson below consists of 2 clock hours of training. Participants may elect the “**Flexible**” track where lessons may be scheduled anytime with one-on-one LIVE instruction, or participants may choose the “**Weekend**” track where lessons are taught LIVE every Saturday and Sunday starting at 8 am and ending at 5:30 pm with appropriate breaks.

- **WEEKEND TRACK.** Lessons begin with Lesson 1 on a Saturday and continue through each weekend until Lesson 88 is completed. See pages 13-24 for the layout including times for the Weekend track.
- **FLEXIBLE TRACK.** For the “Flexible” track, participants choose the lessons below in any order, however we suggest starting with Lesson 1 as the lessons build on each other. The below is a view of the Flexible track.

#### Lesson 49

##### Read and Discuss:

- ICF Core Competency for Direct Communication found on ICF website at <https://coachfederation.org/core-competencies>
- Discuss Each ICF indicator listed in the ICF document above for this Core Competency
- Review ICF Rating Levels for Core Competency <https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

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- Review [ICF PCC Markers](https://coachfederation.org/pcc-markers) found at <https://coachfederation.org/pcc-markers> for this Competency

(Source: International Coach Federation <https://www.coachfederation.org>)

#### Lesson 50

##### Read with the Class:

- Article by Carly Anderson, “Speech is Silver, Silence is Golden” found at:  
<https://carlyanderson.com/speech-is-silver-and-silence-is-golden>

##### Discuss:

- Discuss how direct communications in coaching is both an art and science.
- What does the coach suggest about silence and interrupting a client in service to the client and their coaching interest?

(Source: International Coach Federation [www.coachfederation.org](http://www.coachfederation.org); Carly Anderson, MCC [www.CarlyAnderson.com](http://www.CarlyAnderson.com) )

#### Lesson 51

##### Read with the Class:

ICF Core Competency: Communicating Effectively – Direct Communication found at:

<https://maricartesta.com/2014/06/08/icf-core-competency-communicating-effectively-direct-communication/>.

##### Discuss:

- Strategies in Direct Communication; author feels that direct communication is what?

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- How do we keep the coaching conversation positive when the obvious truth is negative?
- Discuss an internal coach's role with senior management who does not 'walk-the-talk'.

(Source: Maricar L. Testa, <https://maricartesta.com/>)

#### **Lesson 52**

##### **Read with the Class:**

- Direct Communication: Powerful And Unnaturally Natural article by Marie Trotter  
at: <https://christiancoaches.com/direct-communication-powerful-and-unnaturally-natural/>.
- Discuss the author's position in the article.
- What's unnatural in Direct Communication?
- What type of coaching is demonstrated?

(Source: Christian Coaches Network International <https://christiancoaches.com>)

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#### Lesson 53

**View:**

ICF Competency Comparisons Chart at:

<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

**Discuss:**

- Discuss Direct Communication indicators for ACC, PCC, and MCC. How do the levels differ for each credential?
- How does mastering Direct Communication make a coach an impactful coach?

*(Source: International Coach Federation, [www.coachfederation.org](http://www.coachfederation.org))*

#### Lesson 54

**Read with the Class:**

“Why Direct Communication is Essential Coaching Competency” by ICF MCC, Carly Anderson found at: <https://carlyanderson.com/why-direct-communication-is-an-essential-coaching-competency>

**Discuss:**

1. What direct communication is not based on your understanding of ICF Core Competency.
2. Notice the types of examples used. Use this example to create your own examples.

*(Source: Carly Anderson, MCC [www.CarlyAnderson.com](http://www.CarlyAnderson.com) )*

#### Lesson 55

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#### **Exercise:**

Using the [ICF Core Competency](#) description and indicators for Direct Communication found here: <https://coachfederation.org/core-competencies>,

- Conduct an in-class 45 minute demonstration of ICF Direct Communication Core Competency in a real life coaching session. (Either peer to peer or coachee to coach)
- Provide 15 minutes for feedback after the session.
- Switch roles and do another 45-minute session and then provide feedback again.

(Source: ICF Core Competencies, <https://coachfederation.org/core-competencies>)

#### **Lesson 56**

#### **Exercise:**

Using the questions shown in the article entitled [101 Incredible Coaching Questions](#), highlight the questions that you would consider to be Direct Communication. By each question state why you consider it to be direct. <https://www.schoolofcoachingmastery.com/coaching-blog/bid/54576/101-incredible-coaching-questions>

(Source: School of Coaching Mastery, Julia Stewart, [www.schoolofcoachingmastery.com](http://www.schoolofcoachingmastery.com))

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<b>Instructor</b>	<b>Location</b>
Merle Ray, MSL, BSL, SPHR	Live Instructor-Led/Online
<b>Phone</b>	<b>Hours</b>
281-827-4396	Saturdays & Sundays 8 am – 5:30 pm
<b>Email</b>	<b>Prerequisites</b>
<a href="mailto:mhray@golivecoaching.com">mhray@golivecoaching.com</a>	None
	<b># of Course Clock Hours: 16 hours</b>

#### **Course Number/Title**

### **CCC 108 – CREATING AWARENESS**

#### **Course Overview**

There is a distinct line between teaching and training versus facilitating learning and results through coaching. In the ICF model, an effective competent coach will demonstrate the 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. With the objective of facilitating learning and results, the coach who integrates this competency well with ICF Competencies: 9. Designing Actions, 10. Planning and Goal Setting, and 11. Managing Progress and Accountability can enable synergy in client coaching that supports the client-desired change. In this course, participants will gain knowledge and skills focusing on the following learning objectives.

#### **Learning Objectives**

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- Going beyond what is said in assessing client's concerns, not getting hooked by the client's description.
- Invoking inquiry for greater understanding, awareness, and clarity.
- Identifying 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.
- Helping 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.
- Communicating broader perspectives to clients and inspire commitment to shift their viewpoints and find new possibilities for action.
- Helping clients to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, and background).
- Expressing insights to clients in ways that are useful and meaningful for the client.
- Identifying major strengths vs. major areas for learning and growth, and what is most important to address during coaching.
- Asking the client to distinguish between trivial and significant issues, situational vs. recurring behaviors, when detecting a separation between what is being stated and what is being done.

#### **Course Background**

Using the International Coach Federation (ICF) Core Competencies, this course outlines and describes ICF Core Competency 8 – Creating Awareness. Referring to the ICF public website

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documents as of the date of this publication, the *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches* provides guidelines, suggestions, and opportunities for coach practitioners, coach mentors, coach supervisors, coach trainers, and students in their coaching work and practices to apply competent application of this ICF Core Competency. A minimum of 16 class hours is spent in coach-specific training and practice on the essential core competency of Creating Awareness.

#### **ICF Resources**

ICF Core Competencies – <https://coachfederation.org/core-competencies>

ICF Core Competencies Comparison Table

<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

ICF PCC Markers <https://coachfederation.org/pcc-markers>

#### **Independent Study Suggestion**

- Preview the links above for this competency prior to class.

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#### COURSE SYLLABUS

#### CCC 108 – CREATING AWARENESS

Each lesson below consists of 2 clock hours of training. Participants may elect the “**Flexible**” track where lessons may be scheduled anytime with one-on-one LIVE instruction, or participants may choose the “**Weekend**” track where lessons are taught LIVE every Saturday and Sunday starting at 8 am and ending at 5:30 pm with appropriate breaks.

- **WEEKEND TRACK.** Lessons begin with Lesson 1 on a Saturday and continue through each weekend until Lesson 88 is completed. See pages 13-24 for the layout including times for the Weekend track.
- **FLEXIBLE TRACK.** For the “Flexible” track, participants choose the lessons below in any order, however we suggest starting with Lesson 1 as the lessons build on each other. The below is a view of the Flexible track.

#### Lesson 57

##### Read and Discuss:

- ICF Core Competency for Creating Awareness found on ICF website at <https://coachfederation.org/core-competencies>
- Discuss Each ICF indicator listed in the ICF document above for this Core Competency
- Review ICF Rating Levels for Core Competency <https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

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- Review [ICF PCC Markers](https://coachfederation.org/pcc-markers) found at <https://coachfederation.org/pcc-markers> for this Competency

(Source: International Coach Federation <https://www.coachfederation.org>)

#### Lesson 58

##### Read with the Class:

- Article: How Creating Awareness Actually Works by Carly Anderson, MCC found at: <https://carlyanderson.com/how-creating-awareness-actually-works>
- Discuss: What has to happen in order to create awareness?
- How can Creating Awareness opportunities be missed in coaching?
- What can a coach do in order to maximize the potential for creating awareness with Client?

(Source: Carly Anderson, MCC [www.CarlyAnderson.com](http://www.CarlyAnderson.com) )

#### Lesson 59

##### Read with the Class:

- Article: Part 2 – Distinctions on coaching session structure for ICF credential success by Carly Anderson, MCC, at: <https://carlyanderson.com/part-2-distinctions-on-coaching-session-structure-for-icf-credential-success>
- Discuss how a coachee may show signs of awareness taking place during a Check-In process.
- When can a coach typically use the Check-In techniques or actions.
- It is important to understand that Creating Awareness is an output from a coaching conversation that is self-discovered by the client, not an input from the coach. Discuss.

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(Source: Carly Anderson, MCC [www.CarlyAnderson.com](http://www.CarlyAnderson.com) )

#### Lesson 60

##### Read with the Class:

Is it time to have a deeper conversation about Creating Awareness? By Sherri Boone, MCC and Jamie Tenzer, PCC of CoachCachet.com <https://www.coachcachet.com/is-it-time-to-have-a-deeper-conversation-about-creating-awareness/>

- Discuss how do you maintain self-awareness when you are coaching a client.
- Discuss how you can help the client to become self-aware.
- Discuss strategies in the article shared.

(Source: Sherri Boone, MCC and Jamie Tenzer, PCC of CoachCachet.com)

#### Lesson 61

##### View Videos 17-19 and Discuss:

- The Benefits In Coaching
- Coaching For Learning And Development
- What is it like to be coached?
- Since coaching at mastery level is dancing in the moment, discuss when/how would a coach be able to create awareness?

(Source: ProTrainings Introduction to Coaching: <https://www.protrainings.eu>; International Coach Federation <https://www.coachfederation.org>)

#### Lesson 62

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#### Read with the Class:

Coaching Questions that Create Awareness article by Deb Siverson

<http://xponents.com/blog/coaching-questions-that-create-awareness/>

- Review each of the questions suggested by the author as those that help to create awareness. What are your thoughts on these questions?
- Try answering these questions for yourself as they relate to your pursuit of a professional coach credential. Journal your answers to these questions.

#### Lesson 63

##### Exercise:

Using the [ICF Core Competency](#) description and indicators for Creating Awareness at:

<https://coachfederation.org/core-competencies>,

- Conduct an in-class 45 minute demonstration of ICF Creating Awareness Core Competency in a real life coaching session. (Either peer to peer or coachee to coach)
- Provide 15 minutes for feedback after the session.
- Switch roles and do another 45-minute session and then provide feedback again.

(Source: ICF Core Competencies, <https://coachfederation.org/core-competencies>)

#### Lesson 64

##### APPLYING UNDERSTANDING

- Watch this Coaching demonstration of a Client's Self-discovery process as it unfolds:

<https://youtu.be/g91Kzy8cJ1k>

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- Was there any indication of awareness created?
- Discuss how the coach and the client were able to co-partner together in creating awareness.

*(Source: Coaching Demonstration: The Art & Science of Coaching - Module I Demo 1 by Erickson Coaching International Published on Jul 12, 2013)*

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<b>Instructor</b>	<b>Location</b>
Merle Ray, MSL, BSL, SPHR	Live Instructor-Led/Online
<b>Phone</b>	<b>Hours</b>
281-827-4396	Saturdays & Sundays 8 am – 5:30 pm
<b>Email</b>	<b>Prerequisites</b>
<a href="mailto:mhray@golivecoaching.com">mhray@golivecoaching.com</a>	None
	<b># of Course Clock Hours: 16 hours</b>

#### **Course Number/Title**

### **CCC 109 – DESIGNING ACTIONS**

#### **Course Overview**

In facilitating learning and results in the coaching relationship, it is necessary to co-create with the client opportunities for ongoing learning, not only during coaching but also in the client's work and life situations. By the coach and client designing actions together, the client increases his/her ability to actively take on new actions that are based on desired agreed-upon coaching results. In this course, participants will gain knowledge and skills focusing on the following learning objectives.

#### **Learning Objectives**

- Brainstorming and assisting the client to define actions that will enable the client to demonstrate, practice, and deepen new learning.

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- Helping the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals.
- Engaging the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions.
- Promoting 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.
- Celebrating client successes and capabilities for future growth.
- Challenging client's assumptions and perspectives to provoke new ideas and find new possibilities for action.
- Advocating or bringing forward points of view that are aligned with client goals and, without attachment, engages the client to consider them.
- Helping the client "Do It Now" during the coaching session, providing immediate support.
- Encouraging stretches and challenges but also a comfortable pace of learning.

#### **Course Background**

Using the International Coach Federation (ICF) Core Competencies, this course outlines and describes ICF Core Competency 9 – Designing Actions. Referring to the ICF public website documents as of the date of this publication, the *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches* provides guidelines, suggestions, and opportunities for coach practitioners, coach mentors, coach supervisors, coach trainers, and students in their coaching work and practices to apply competent application of this ICF Core Competency. A minimum of

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16 class hours is spent in coach-specific training and practice on the essential core competency of Designing Actions.

#### **ICF Resources**

ICF Core Competencies – <https://coachfederation.org/core-competencies>

ICF Core Competencies Comparison Table

<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

ICF PCC Markers <https://coachfederation.org/pcc-markers>

#### **Independent Study Suggestion**

- Preview the links above for this competency prior to class.

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#### COURSE SYLLABUS

#### CCC 109 – DESIGNING ACTIONS

Each lesson below consists of 2 clock hours of training. Participants may elect the “**Flexible**” track where lessons may be scheduled anytime with one-on-one LIVE instruction, or participants may choose the “**Weekend**” track where lessons are taught LIVE every Saturday and Sunday starting at 8 am and ending at 5:30 pm with appropriate breaks.

- **WEEKEND TRACK.** Lessons begin with Lesson 1 on a Saturday and continue through each weekend until Lesson 88 is completed. See pages 13-24 for the layout including times for the Weekend track.
- **FLEXIBLE TRACK.** For the “Flexible” track, participants choose the lessons below in any order, however we suggest starting with Lesson 1 as the lessons build on each other. The below is a view of the Flexible track.

#### Lesson 65

##### Read and Discuss:

- ICF Core Competency for Designing Actions found at ICF website at <https://coachfederation.org/core-competencies>
- Discuss Each ICF indicator listed in the ICF document above for this Core Competency
- Review ICF Rating Levels for Core Competency <https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

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- Review [ICF PCC Markers](https://coachfederation.org/pcc-markers) found at <https://coachfederation.org/pcc-markers> for this Competency

(Source: International Coach Federation <https://www.coachfederation.org>)

#### Lesson 66

##### Video:

- Integrating Core Competencies into ACC by [www.iamlifecoach.asia](http://www.iamlifecoach.asia) for Coach Masters Academy.

##### Discussion:

- Name signs that a coach might see when a client is becoming unstuck?
- What is the main thing to keep in mind when helping clients get unstuck?
- What are the Designing Actions mentioned?
- What is the coach's role in the Actions? What must the coach not do?
- Name 2 of the types of coaching mentioned.
- What does a coach do when a client comes up with many or multiple actions? Does the coach deal with 21 actions for example?

(Source: Coach Masters Academy, June 30, 2014)

#### Lesson 67

##### Read Article:

- Designing Actions occurs anytime in a coaching session by MCC, Carly Anderson <https://carlyanderson.com/designing-actions-occurs-anytime-in-a-coaching-session>

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#### **Discuss:**

Dancing in the Moment with Designing Actions

- What is the best way to assist coachee in designing an action when you haven't a clue? How does not having the answer put the coach at the greatest advantage?

*(Source: Carly Anderson, MCC [www.CarlyAnderson.com](http://www.CarlyAnderson.com) )*

#### **Lesson 68:**

#### **Read & Discuss:**

- Part 2 – Distinctions on coaching session structure by Carly Anderson, MCC, (above):  
<https://carlyanderson.com/part-2-distinctions-on-coaching-session-structure-for-icf-credential-success>
- Discuss how a coachee may indicate Designing Actions during the Check-in process. Discuss how Check-ins lead to client actions.
- What is the question you need to ask during this process?

#### **Lesson 69:**

#### **Examining the Experts:**

Coaching Performance Kills Coaching by Bryan Hart

<https://coachtrainingedu.com/2017/05/15/coaching-performance-kills-coaching/>

- How does trusting the process help to improve Designing Actions based on the last coach's (Anderson's) advice? How does this coach's (Hart's) view align with the last coach (Anderson) even though the Competencies they are discussing are different?

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### 4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches

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- Three Keys of Designing Actions Steps by John Williams  
<https://coachtrainingedu.com/2017/04/10/3-keys-designing-actions/>
- Hidden in this article are three get ways to help coaches design actions with clients. Can you find them?

*(Source: Bryan Hart, CoachTraining.Edu; John Williams, CoachTraining.Edu)*

#### **Lesson 70:**

##### **Examining the Experts, continued:**

- Compare what this coach suggests in his article on Designing Actions to what the last two coaches suggested. How is the advice different or similar?
- Read Designing Actions by Keith Webb, Creative Results Management at  
<https://scroll.christiancoaches.com/Resources/Documents/CRMCNNdesigningActionsTeleclass.pdf>)
- Review commentaries offered by Presence Based Coaching on Designing Actions, at  
<http://presencebasedcoaching.com/wp-content/uploads/Call-6-Actions-Planning-and-Accountability-pdf-1.pdf>.
- Share your perspective to Designing Actions.

*(Source: Keith Webb, <https://scroll.christiancoaches.com/Resources/Documents/CRMCNNdesigningActionsTeleclass.pdf>; Doug Silsbee, Presence-based Coaching, [www.Presence-basedcoaching.com](http://www.Presence-basedcoaching.com))*

#### **Lesson 71:**

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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#### **Read with the Class:**

ICF Core Competency: Facilitating Learning and Results – Designing Actions found at:

<https://maricartesta.com/2014/06/12/icf-core-competency-facilitating-learning-and-results-designing-actions/>.

#### **Discuss:**

- What's the basic premise that we keep hearing about Designing Actions from the Experts?
- Partner up with one person. Roleplay the situation shared in the article in a Coaching Demonstration for a 30-minute session. What are the questions that you and your partner came up?

(Source: Maricar L. Testa, <https://maricartesta.com/>)

#### **Lesson 72:**

#### **Designing Actions with Teams or Groups:**

Read Jennifer Britton's: Key Components in Designing Actions in Group and Team Coaching

found at: <http://groupcoaching.blogspot.com/2014/02/key-components-in-designing-actions-in.html>.

- What are the 6 team or group areas of designing actions that help a coach positively impact in a team or group coaching setting?
- Discuss each area and give an example of designing an action in that area.

(Source: Jennifer Britton, MES, CPT, PCC, CPCC Potentials Realized |

[GroupCoachingEssentials.com](http://GroupCoachingEssentials.com))

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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<b>Instructor</b>	<b>Location</b>
Merle Ray, MSL, BSL, SPHR	Live Instructor-Led/Online
<b>Phone</b>	<b>Hours</b>
281-827-4396	Saturdays & Sundays 8 am – 5:30 pm
<b>Email</b>	<b>Prerequisites</b>
<a href="mailto:mhray@golivecoaching.com">mhray@golivecoaching.com</a>	None
	<b># of Course Clock Hours: 16 hours</b>

#### **Course Number/Title**

### **CCC 110 – PLANNING & GOAL-SETTING**

#### **Course Overview**

In facilitating learning and results, a competent coach must demonstrate an ability to co-develop and maintain with the client, an effective coaching plan. In this course, participants will gain knowledge and skills as well as practice demonstrating their understanding and developmental level in this core competency.

#### **Learning Objectives**

- Consolidating collected information and establishing a coaching plan and development goals with the client that address concerns and major areas for learning and development.
- Creating a plan with results that are attainable, measurable, specific, and have target dates.
- Making plan adjustments as warranted by the coaching process and by changes in the situation.

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## CORE COMPETENCIES FOR COACHING

### ***4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches***

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- Helping the client identify and access different resources for learning (e.g., books, other professionals).
- Identifying and targeting early successes that are important to the client.

#### **Purpose of the Course**

Using the International Coach Federation (ICF) Core Competencies, this course outlines and describes ICF Core Competency 10 – Planning & Goal-setting. Referring to the ICF public website documents as of the date of this publication, the ***4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*** provides guidelines, suggestions, and opportunities for coach practitioners, coach mentors, coach supervisors, coach trainers, and students in their coaching work and practices to apply competent application of this ICF Core Competency. A minimum of 16 class hours is spent in coach-specific training and practice on this essential core competency.

#### **ICF Resources**

ICF Core Competencies – <https://coachfederation.org/core-competencies>

ICF Core Competencies Comparison Table

<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

ICF PCC Markers <https://coachfederation.org/pcc-markers>

#### **Independent Study Suggestion**

- Preview the links above for this competency prior to class.

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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#### COURSE SYLLABUS

#### CCC 110 – PLANNING AND GOAL-SETTING

Each lesson below consists of 2 clock hours of training. Participants may elect the “**Flexible**” track where lessons may be scheduled anytime with one-on-one LIVE instruction, or participants may choose the “**Weekend**” track where lessons are taught LIVE every Saturday and Sunday starting at 8 am and ending at 5:30 pm with appropriate breaks.

- **WEEKEND TRACK.** Lessons begin with Lesson 1 on a Saturday and continue through each weekend until Lesson 88 is completed. See pages 13-24 for the complete layout of the Weekend track.
- **FLEXIBLE TRACK.** For the “Flexible” track, participants choose the lessons below in any order, however we suggest starting with Lesson 1 as the lessons build on each other. The below is a view of the Flexible track.

#### Lesson 73:

##### Read and Discuss:

- ICF Core Competency for Planning & Goal-setting from ICF website at <https://coachfederation.org/core-competencies>
- Discuss Each ICF indicator listed in the ICF document above for this Core Competency
- Review and Discuss ICF Rating Levels for this Core Competency  
<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### 4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches

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- Review [ICF PCC Markers](https://coachfederation.org/pcc-markers) found at <https://coachfederation.org/pcc-markers> for this Competency

(Source: International Coach Federation <https://www.coachfederation.org>)

#### Lesson 74:

##### Coaching Demonstration:

Partner up with a classmate. Think of one goal, dream, action or plan that you have. Each person takes up to 1-hour to coach the other on that plan, goal, dream, or action.

#### Lesson 75:

##### Read and Discuss:

Planning and Goal Setting: How to Move From Vision to Reality by Judith Cohen at

<http://thewisdomtree.academy/en/planning-and-goal-setting-how-to-move-from-vision-to-reality/>

- Discuss addressing the need for coaching. Do all individuals who seek coaching understand that there is even a gap that exists?
- During your practicing to become a coach have you encountered individuals who didn't know what they needed when they sought coaching? How do you as a coach work with such coaches?
- What are the implications if a gap is too big or too small?
- Discuss this statement made by the expert: "The gap between vision and reality is as important as the vision itself."

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## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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(Source: Judith Cohen, *The Wisdom Tree Academy*, [www.theWisdomtree.academy](http://www.theWisdomtree.academy))

#### **Lesson 76:**

##### **Discussion continued from above:**

- What do you do with clients who are happy to remain in a state of vision and not reach further to achieve the vision?
- In helping clients to move from vision to action, what is one way during the early visioning to get client movement onto the vision?
- What does it mean to evoke the essence of the vision?
- How does the coach invoke a workable form of accountability with his/her client who seems to shy away from planning and goal-setting?

#### **Lesson 77:**

##### **Discussion continued from yesterday:**

- How does a coach “maintain a safe and courageous space to encourage the client to risk new behaviors and decisions?”
- Name at least 3 behaviors that signify that a coach has not maintained a safe space.
- Discuss 5 actions in the “being” state and the “acting” state that are helpful for coaching relationships.
- Partner up with one person to demonstrate a 30-minute coaching situation where Planning & Goal-setting is done properly.
- Notice how the coach/coachee get to Planning & Goal-setting.

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### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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#### **Lesson 78:**

##### **Read and Discuss:**

ICF - A Flight Plan for Goal Setting

Posted by Sophie Bizeul, PCC | April 29, 2014 <https://coachfederation.org/blog/a-flight-plan-for-goal-setting>

- What's a coaching session like when coach and client do not have a specific goal?
- Discuss the 3 types of questions the expert suggests for setting goals with client.

(Source: [www.Coachfederation.org](http://www.Coachfederation.org))

#### **Lesson 79:**

##### **Examining the Experts:**

- Review commentaries offered by Presence Based Coaching on Planning and Goal-setting found at <http://presencebasedcoaching.com/wp-content/uploads/Call-6-Actions-Planning-and-Accountability-pdf-1.pdf>.
- Share your perspectives to Designing Actions.
- From what you have learned in training and in your research, make a list of 3 actions that a client might design in coaching. Then list some specific examples of planning for that action.

(Source: Doug Silsbee, *Presence-based Coaching*, [www.Presence-basedcoaching.com](http://www.Presence-basedcoaching.com))

#### **Lesson 80:**

##### **Read with the Class:**

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## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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ICF Core Competency: Facilitating Learning and Results – Planning and Goal-setting found at:

<https://maricartesta.com/2014/06/13/icf-core-competency-facilitating-learning-and-results-planning-and-goal-setting/>

#### **Discuss:**

- What's the first thing we notice about Planning and Goal-setting from this Expert?
- How does this Expert suggest starting a Coaching Plan in Performance Coaching? Discuss the tools mentioned by the expert.
- What if you are not Coaching Performance, how would you begin Planning and Goal-setting with a client?

*(Source: Maricar L. Testa, <https://maricartesta.com/>)*

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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<b>Instructor</b>	<b>Location</b>
Merle Ray, MSL, BSL, SPHR	Live Instructor-Led/Online
<b>Phone</b>	<b>Hours</b>
281-827-4396	Saturdays & Sundays 8 am – 5:30 pm
<b>Email</b>	<b>Prerequisites</b>
<a href="mailto:mhray@golivecoaching.com">mhray@golivecoaching.com</a>	None
	<b># of Course Clock Hours: 16 hours</b>

#### Course Number/Title

### **CCC 111 – MANAGING PROGRESS AND ACCOUNTABILITY**

#### Course Overview

In facilitating learning and results, a competent coach must demonstrate an ability to hold attention on what is important for the client, and to leave responsibility with the client to take action. In this course, participants will gain knowledge and skills focusing on the following learning objectives.

#### Learning Objectives

- Clearly requesting of the client actions that will move the client toward his/her stated goals.
- Demonstrating follow-through by asking the client about those actions that the client committed to during the previous session(s).

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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- Acknowledging the client for what they have done, not done, learned or become aware of since the previous coaching session(s).
- Effectively preparing, organize, and review with client information obtained during sessions.
- Keeping 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).
- Focusing on the coaching plan but is also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions.
- Moving 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.
- Promoting 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.
- Developing 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).
- Positively confronting the client with the fact that he/she did not take agreed-upon actions.

#### **Purpose of the Course**

Using the International Coach Federation (ICF) Core Competencies, this course outlines and describes ICF Core Competency 11 – Managing Progress and Accountability. Referring to the ICF public website documents as of the date of this publication, the *4-Month Weekend Coaching*

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### ***4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches***

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***Expeditions for Coaches & Aspiring Coaches*** provides guidelines, suggestions, and opportunities for coach practitioners, coach mentors, coach supervisors, coach trainers, and students in their coaching work and practices to apply competent application of this ICF Core Competency. A minimum of 16 class hours is spent in coach-specific training and practice on the essential core competency of Managing Progress and Accountability.

#### **ICF Resources**

ICF Core Competencies – <https://coachfederation.org/core-competencies>

ICF Core Competencies Comparison Table

<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

ICF PCC Markers <https://coachfederation.org/pcc-markers>

#### **Independent Study Suggestion**

- Preview the links above for this competency prior to class.

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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#### COURSE SYLLABUS

##### CCC 111 – MANAGING PROGRESS & ACCOUNTABILITY

Each lesson below consists of 2 clock hours of training. Participants may elect the “**Flexible**” track where lessons may be scheduled anytime with one-on-one LIVE instruction, or participants may choose the “**Weekend**” track where lessons are taught LIVE every Saturday and Sunday starting at 8 am and ending at 5:30 pm with appropriate breaks.

- **WEEKEND TRACK.** Lessons begin with Lesson 1 on a Saturday and continue through each weekend until Lesson 88 is completed. See pages 13-24 for the layout including times for the Weekend track.
- **FLEXIBLE TRACK.** For the “Flexible” track, participants choose the lessons below in any order, however we suggest starting with Lesson 1 as the lessons build on each other. The below is a view of the Flexible track.

#### **Lesson 81:**

##### **Read and Discuss:**

- ICF Core Competency for Managing Progress and Accountability from ICF website at <https://coachfederation.org/core-competencies>
- Discuss Each ICF indicator listed in the ICF document above for this Core Competency
- Review and Discuss ICF Rating Levels for this Core Competency  
<https://coachfederation.org/app/uploads/2017/12/ICFCompetenciesLevelsTable.pdf>

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## CORE COMPETENCIES FOR COACHING

### 4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches

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- Review [ICF PCC Markers](https://coachfederation.org/pcc-markers) found at <https://coachfederation.org/pcc-markers> for this Competency

(Source: International Coach Federation <https://www.coachfederation.org>)

#### **Lesson 82:**

##### **Read with the Class:**

ICF Core Competency: Facilitating Learning and Results – Managing Progress and Accountability found at: <https://maricartesta.com/2014/06/14/icf-core-competency-facilitating-learning-and-results-managing-progress-and-accountability-2/>.

##### **Discuss:**

- How a coach establishes and manages accountability with a client.
- What do you do when a client does not follow through with what actions he/she designed?
- Once the client agrees that he/she did not follow their plan, is that agreement the end of the conversation?
- What's the next best question to pose?

(Source: Maricar L. Testa, <https://maricartesta.com/>)

#### **Lesson 83:**

##### **Discuss Putting It All Together in Facilitating Learning and Results:**

- How does a coach put all of these competencies: Creating Awareness, Designing Actions, Planning and Goal Setting, and Managing Progress and Accountability, together to facilitate learning and results?

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## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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- What specifically might a coach be doing in this phase to apply these competencies? Discuss skills/strategies you have learned.

#### **Lesson 84:**

##### **Discuss Facilitating Learning in Coaching vs Facilitating Learning in Mentoring:**

- Would you say the environment for facilitating learning and results in coaching is the same or should be the same as it is in mentoring? Why or why not?
- True or False: There is more of an emotional bond in coaching than there is in mentoring. Discuss your answer.
- What are some of the skills of a coach that can be used to facilitate learning?
- Discuss how a coach uses: curiosity, intuition, probing in facilitating learning and creating awareness.

#### **Lesson 85:**

##### **Listen to Podcast:**

Facilitating Learning and Results by Nick Buff. Coach Campus

<https://coachcampus.com/resources/coaching-101/group-learning/>

##### **Discuss:**

- What are some keys for effective learning and results strategies when coaching a group?
- Why is it important to look at everyone in the group as both a coach and a client?

(Source: Nick Buff, Coach Campus, [www.Coachcampus.com](http://www.Coachcampus.com))

#### **Lesson 86:**

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## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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#### **Read and Discuss:**

A Coaching Case Study: Facilitating Learning and Results by Cathy Liska. Jan 28, 2014 at

<https://www.td.org/insights/a-coaching-case-study-facilitating-learning-and-results>.

- Discuss how the client in the article became fully aware of how his thought processes and actions influenced his life.
- Discuss specifically what the coach did to influence the client's life goals.

(Source: Association for Talent Development [www.td.org](http://www.td.org))

#### **Lesson 87:**

##### **Coaching Demonstration:**

- Partner up with a classmate. Think of one need, issue, goal, dream, action, plan, or something that you have. Each person takes 45-minutes to coach the other on that issue, plan, goal, dream, or action utilizing the competencies we have learned from the ICF.
- Each partner should use the ICF check sheet to give your partner feedback on your observations for the last 15 minutes of the class.

#### **Lesson 88:**

##### **Coaching Demonstration:**

- Partner up with a classmate. Think of one need, issue, goal, dream, action, plan, or something that you have. Each person takes 45-minutes to coach the other on that issue, plan, goal, dream, or action utilizing the competencies we have learned from the ICF.

## **D.I.A.M.O.N.D.S.**

### **CORE COMPETENCIES FOR COACHING**

#### ***4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches***

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- Each partner should use the ICF check sheet to give your partner feedback on your observations for the last 15 minutes of the class.

# D.I.A.M.O.N.D.S.

## CORE COMPETENCIES FOR COACHING

### *4-Month Weekend Coaching Expeditions for Coaches & Aspiring Coaches*

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#### **CCC 112- CHRISTIAN LIFE COACH PROGRAM**

##### **Course Overview**

This learning experience is for faith-based coaching practitioners who wish to enhance their experience with formal training in the area of Christian Life Coaching. Individuals will prepare (5) in-depth research papers summarizing the coaching textbooks below. Each paper must be a minimum of 10 pages and a maximum of 20 pages. Each paper must summarize all of the chapters in 8 of the below textbooks and provide what the reader gained from reading the work. Each textbook is worth 5 classroom hours of reading and research and must be completed in typed written college level APA manuscript writing format. The total completion hours from all textbooks combined is 25-hours of independent study research.

##### **Instructor**

Merle Ray, MSL, BSL, SPHR

##### **Location**

Anywhere/Independent Study

##### **Phone**

281-827-4396

##### **Prerequisites**

None

##### **Email**

[mhray@golivecoaching.com](mailto:mhray@golivecoaching.com)

##### **Hours**

Independent Study

##### **# of Course Clock Hours:**

25 clock hours



### **Learning Objectives**

- Equip Christian Coaches with the tools and skills needed to help others and excel in their coaching skills and practices.

### **Required Textbooks**

*(Each textbook reading and summary is worth 5-clock hours each. Must choose at least 5 to earn 25-clock hours.)*

1. The Sherpa Guide: Process-Driven Executive Coaching by Brenda Corbett and Judith Colemon
2. Why It Matters: The Sherpa Guide to What You are Looking For by Brenda Corbett and Jennifer Chloupek
3. BE...Don't Do: The Sherpa Guide to Coaching for Managers by Brenda Corbett and Judith Colemon
4. What's Your Impact On Business: The Sherpa Guide to Business, Behavior and You by Brenda Corbett
5. The Path: Creating Your Mission Statement for Work and for Life by Laurie Beth Jones
6. Coaching for Christian Leaders: A Practical Guide (TCP Leadership Series) by Linda J. Miller
7. The COACH Model for Christian Leaders: Powerful Leadership Skills for Solving Problems, Reaching Goals, and Developing Others by Keith E. Webb
8. Faith Coaching: A Conversational Approach to Helping Others Move Forward in Faith by Chad W. Hall, Bill Copper, Kathryn McElveen, and William Willimon



9. Jesus The Master Coach: How The 100 Questions Of Jesus Enable Anyone, Anywhere, Anytime, To Have Life-Changing Interactions by Dr. Joseph Umidi
10. The Language of Life and Business Coaching: Advanced Coaching Skills That Will Help Your Clients Flourish Paperback by Chad Hall
11. Coach the Person Not the Problem: A Simple Guide to Coaching for Transformation by Chad Hall
12. Building Leaders: Blueprints for Developing Leadership at Every Level of Your Church by Aubrey Malphurs
13. Coaching In Ministry: How Busy Church Leaders Can Multiply Their Ministry Impact by Keith Webb
14. Learning Change: Congregational Transformation Fueled by Personal Renewal by Jim Herrington and Trisha Taylor
15. Spiritual Leadership Coaching: Connecting People to God's Heart and Purposes by Richard Blackaby and Bob Royall
16. You can coach: how to help leaders build healthy churches through coaching by Joel Comiskey



## CCC 113- INDEPENDENT STUDY

### Course Overview

This learning experience provides a dedicated time for participants to practice, research, read, and study for the ICF Coaching credential exam. It is for students who would like to use their journaling, reading, coaching practicing, and homework time to provide credit for this time of focused study. Participants must provide no less than 1 complete page of notes from their reading, research, journaling for coaching, or homework in order to receive up to a total of 1-clock hour of credit for the work on that page. Credit will be given for no more than 15-clock hours for this independent study.

#### Instructor

Merle Ray, MSL, BSL, SPHR

#### Location

Anywhere/Independent Study

#### Phone

281-827-4396

#### Prerequisites

None

#### Email

[mhray@golivecoaching.com](mailto:mhray@golivecoaching.com)

#### Hours Independent Study

#### # of Course Clock Hours:

15 clock hours

### Learning Objectives

- Provide a time for participants to practice, research, read, and study for the Coaching credential exam.



## CCC 114- EXECUTIVE COACHING SURVEY WITH DEMONSTRATION

### Course Overview

This synchronous learning experience is for individuals who are aspiring to become executive coach practitioners. Individuals will spend one day reviewing the latest in studies on executive coaching with the instructor, and then practice coaching in the presence of instructor for two full days with a peer coach, instructor, or a coachee. This track provides 24 hours of live instructor-led studies. This track can be combined with the Core Competencies for Coaching track to receive a Go-Live Coaching Certificate in Executive Coaching upon successful completion of the course.

#### Instructor

Merle Ray, MSL, BSL, SPHR

#### Phone

281-827-4396

#### Email

[mhray@golivecoaching.com](mailto:mhray@golivecoaching.com)

#### Location

Live Instructor-Led/Online

#### Hours

Three 8-hour days in class Saturdays & Sundays 8 am – 5:30 pm or Live Flex  
Schedule total 24 hours

#### Prerequisites

Core Competencies for Coaching CCC 101-111

**# of Course Clock Hours:** 24 hours



## Learning Objectives

- Equip aspiring coaches with the knowledge, skills, and information needed to confidently and competently co-partner in coaching with leaders and executives.

## Required Material

Free public version download of The 2018 Executive Coaching Survey by Sherpa Coaching.

## Lesson/Syllabus – 24 clock hours as follows:

### Read and Discuss:

- Free public version or Survey Report Client Version of The 2018 Executive Coaching Survey by Sherpa Coaching provided by the instructor. <https://www.sherpacoaching.com/annual-executive-coaching-survey/>. Discuss each chapter of the survey to include any ICF indicators information as prevalent in the survey. *Time allocated: One 8-hour in-class day*
- Practice 16 hours of live coaching sessions in class with peers or leaders . Keep a coaching log. *Time allocated: Two 8-hour in-class days (16 hours)*

(Source: Sherpa Coaching [www.SherpaCoaching.com](http://www.SherpaCoaching.com))



## EXERCISES & HANDOUTS



## Ethics and Professional Standards

### SELF AWARENESS, SELF-MANAGEMENT, & CREATING A SAFE CLIMATE

Creating an open safe friendly environment where clients feel they can voice their opinions and concerns is critical to gaining the respect, trust, and credibility needed for coaching. This subject eludes to Coaching Presence in a coaching interaction, but coaching presence truly starts before the conversation.

Often new coaches may not want to “dance in the moment” with clients for fear of difficult situations. A new or ill-trained coach may feel inadequate, or feel like if they don’t have an answer for a client, that things could become uncomfortable. Sometimes, it’s just a matter of being nervous about speaking to another person about a difficult situation. The first thing a new or ill-trained coach should do is to get professionally trained. Any coach who is being paid to facilitate a coaching conversation should be adequately equipped to engage a client in a competent self-discovery process. As a coach in training, one needs to admit what makes the conversation difficult for you and use the ICF Core Competencies of Coaching to work on increasing one’s core competencies.



Self-awareness allows a coach to become ready for an effective coaching session. We suggest using an acronym like: S.A.F.E. to help you stay grounded and to protect and uphold the client’s rights to privacy and the coaching relationship.

Being very much aware of the professional standards and ethics involved in coaching helps tremendously in having a successful coaching practice.

The acronym S-A-F-E stands for:

**“STANDARDS ARE FOR EVERYONE.”**

This is Rule #1 in coaching. You will follow a professional code of conduct – not just when you are coaching – but in your own private life and non-coaching situations.

Fill in the blank below with your own personal challenge with coaching.

My Self-Awareness Far Exceeds My

\_\_\_\_\_.

The acronym S-A-F-E can be used to help coaches avoid the tendency to present inadequately during a coaching session. Before you enter a session, always take a few minutes to become centered by assuring yourself that your “Self Awareness far exceeds your fear, feelings of inadequacy, tendency to drive rather than let the client do the driving or heavy lifting during the coaching session, or any other area of development area that you have in becoming a competent confident professional coach.



### **SELF-AWARENESS FAR EXCEEDS FAILURE!**

- Whatever limitation you have, becoming more self-aware is the key to overcoming and addressing it.
- This is especially true in coaching through difficult situations. Become more aware of how you handle stress or tough situations. Is your natural response to become fearful, frustrated, abrupt, or combative? If so, ADMIT IT and choose to become SAFE by becoming more self-aware and centered for the coaching discussion with the client.

NOTES

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**TIP:** You can be safe when you are:

- **Strategic** – focused on client needs and that of the sponsoring organization, not coach.
- **Accountable** – aligning and connecting the dots to client’s purpose.
- **Fitting** within the world of client-established outcomes, parameters, expectations, or desired results.
- **Excellent** – being present in your excellence in how you show up for the client’s excellence!





## INTERNAL COACHING & ETHICS

1. Read the article from the American Society for Talent Development entitled, “Get Ready for Internal Coaching” found online at <https://www.td.org/newsletters/atd-links/get-ready-for-internal-coaching>. Why do you suppose we are more concerned now than were our parents about fair treatment and well-being of employees which makes Internal Coaching prevalent?

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2. What would you consider to be the top ethics issues or concerns of Internal Coaches and their environments?

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3. Why is an ethical corporate culture important and what can Internal Coaches do to promote?

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4. Why is it important for a professional coach to understand the ethical trends if he/she is not a credentialed ICF coach?

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## TECHNIQUES FOR

### ESTABLISHING THE COACHING AGREEMENT

The “F-O-A-M-A-C-T” Handout – Adapted from

Learning Experiences Gleaned from Fran Fisher, MCC, [www.FranFisherCoach.com](http://www.FranFisherCoach.com)

#### 1. Focus:

- *What are you bringing for coaching today?*

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#### 2. Acknowledgements>>> Digging Deeper>>> What am I hearing?

- *Hmm, I heard you say, \_\_\_\_\_ .*
- *I also heard the way you said it \_\_\_\_\_ (however they're saying it).*
- *What are you not saying?*
- *What about my curiosity can you share with me \_\_\_\_\_ ?*
- *May I offer you my intuition about what I'm hearing you say?*
- *My intuition based on what I heard you say is that \_\_\_\_\_*



- *How would you describe this focus in relation to WHO you are?*
- *How would you define this that I am hearing you present? Is it a PLAN? DREAM? GOAL? DESIRE? VISION? NEED? CHALLENGE?*
- *How can we go deeper get underneath this \_\_\_\_\_*
- *What are some words that describe how you're feeling right now?*

**The Client's Words:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**3. Outcome:**

- *What do you believe you need to address in order to achieve your outcome today (or your desired measure of success)?*
- *What would be really meaningful for you to accomplish in this session?*

**The Client's Sentence or Words:**

- \_\_\_\_\_
- \_\_\_\_\_



**If they are struggling to answer the above questions, you might ask the following:**

- *What needs to be honored here in this situation for you? (Listening for values)*

\_\_\_\_\_

- *What do you want to feel about your decision whether or not to \_\_\_\_\_?*
- *Would it be fair to say that \_\_\_\_\_ (the above words based on what I'm hearing) is what you are seeking to explore out of this conversation today?*

#### **4. Motivation:**

- *Assuming you had that (Outcome), what would be the benefit of that for you?*
- *What are your feelings associated with that outcome of \_\_\_\_\_?*

**If they are struggling to answer the above questions, ask the following:**

- *What (boundaries, values, needs, plans, goals, desires) of yours need to be honored here in this outcome for you?*
- *Would it be fair to say that \_\_\_\_\_ (based on what I'm hearing) is what's motivating you?*

#### **5. Baseline:**

*Let's take a baseline so we can measure it at the end of this conversation.*

- *How \_\_\_\_\_ are you now, and where do you want to get to?*



- EX: How clear and confident do you feel right now about this situation?

**Observe the baseline:**

- *Okay, you're at a 0, what are some words that describe your feelings at 0: How have you felt? (powerless, frustrated, lost,...what are some words that describe how you are feeling)*
- *Okay, you're at a 2, so you've had some \_\_\_\_\_ going on for you already. What does a 2 represent for you? What are your words that describe how you are feeling at a 5?*
- *Okay, you're at a 5, so you've got some clarity and confidence going for you already. What does a 5 represent for you? What are your words that describe how you are feeling at a 5?*

**If they are struggling to answer # 5, ask the following:**

- *What do you have inside you that we could use to measure where you are now with your \_\_\_\_\_?*
- *What do you have inside you that would make sense to measure about this: \_\_\_\_\_?*

**6. Target:**



- Okay, where do you want to be? EX: How clear and confident do you want to be in this situation?
- An \_\_, what happened to your clarity and confidence when you said an \_\_\_?
- Is that the way you want to feel?
- What do you want that 6 or 7 to feel like?  
\_\_\_\_\_
- What do you want that 8, 9, 10 to feel like?  
\_\_\_\_\_

**7. Starting Point:**

- *So that's the goal we want to get to; what do you believe you need to address to get to that \_\_\_ as a place to start?*
- *What else do you believe you need to address in order to achieve your outcome?*
- *EX: What aspect would be a good place to start that path of getting greater confidence and strength at an 8,9,10 level?*

(Write it down)

\_\_\_\_\_

\_\_\_\_\_



## 8. Coaching Agreement Checkpoint:

- *So, are we in agreement that your goal is to have \_\_\_\_\_ at a level of \_\_ which represents \_\_\_\_ for you, and the place to start is \_\_\_\_\_; Is that where we're going?*
- *Okay, so the place to start is with exploring your intention for being you – is that right?*
- *Okay, so we'll be starting with (USE THEIR WORDS FOR STARTING POINT) then we'll launch into coaching around achieving this goal.*
- *So to launch into the coaching session today, that's where we'd start at ...*
- *Shall we go for it?*

## 9. Transition into the Coaching Phase:

- *I feel so moved by your \_\_\_\_\_ and your \_\_\_\_\_ to \_\_\_\_\_.*
- *Are you ready to go deeper?*
- *Will you take me to your starting point?*



### **AM I READY TO GO-LIVE? “MY BEING”**

1. Compared to where you were at the beginning of the session, how are you “BEING” at this moment in regard to your personal and professional potential in coaching?
2. How are you ready to GO LIVE?
3. What are you doing specifically to GO LIVE?
4. How are you doing that? Your SMART goals? Your Objectives? Your Action Steps?
5. How does this link to your vision for what you really wanted out of coaching?
6. Close your eyes and envision what it’s going to look like when it’s done. What do you see?
7. How will you measure your success? How will you know when \_\_\_\_ has met or exceeded your goal?
8. On a scale of 1 to 10, where is your BEING right now and where would you like to be?
9. How are you BEING you right now?
10. How are you BEING BRILLIANT right now?
11. To what extent are you able to connect with the last two questions?
12. To what extent are these questions resonating with your desired outcomes for session?



Which ICF Core Competencies are resonating with you as you ponder any of the above questions?

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## **SPECIAL THANKS**

I would like to offer special thanks to:

- **My Mentor Coach, Fran Fisher, MCC, [FranFisherCoach.com](http://FranFisherCoach.com)**

You are a God-send! I am so blessed to have you as my Mentor Coach. I truly believe I would not have made the adjustments that I needed to make without your coaching and training. I am so honored to be connected to such an awesome legendary contributor and pioneer in the field of professional coaching.

- **Dr. Cassandra Scott, Created2Produce • Birth Your Brilliance, LLC**

Years ago, you were my first para-church organization client and always my most memorable. How could I have ever gotten this far without your trust, curiosity, collaboration, and your tenacity in seeking out your purpose. Your resulting determination to “Birth Your Brilliance” was truly amazing! I am so humbled by how much we have co-partnered together and how we have witnessed first-hand transformation in each other’s lives and the lives of countless others.

May God continue to bless both of you, forever!

Merle Ray



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<https://www.newburghseminary.com/index.html>

THE INTERNATIONAL COACH FEDERATION

[www.coachfederation.org](http://www.coachfederation.org)



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**CPE COURSE**

**TRAINING EVALUATION FORM**

Your Name: \_\_\_\_\_  
 Occupation: \_\_\_\_\_  
 E-mail: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Program Name/Content: DIAMONDS: Core Competencies for Coaching Coach-Specific Training for Professional Coaches & Aspiring Coaches  
 Course Number/Title \_\_\_\_\_  
 Clock Hours Completed \_\_\_\_\_  
*(number of clock hours that count toward satisfying CPE requirements)*  
 CPE Provider's Name Merle Ray, dba The Noble Groups  
 Course Developer/  
 Educator's Name: Merle Ray CPE Provider Number: \_\_\_\_\_  
 Check all that apply: One-on-One Live Instruction: \_\_\_\_\_  
Instructor-Led Group Instruction: \_\_\_\_\_  
Live Online Instruction: \_\_\_\_\_  
Physical Address (For On-site Instruction): \_\_\_\_\_

Instructions: Complete both sides of this page. Please indicate your level of agreement with the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Objectives of the training were clearly defined	5	4	3	2	1
2. The topics covered were relevant to me.	5	4	3	2	1
3. The content was organized and easy to follow.	5	4	3	2	1
4. This training experience will be useful in my coaching.	5	4	3	2	1
5. The trainer was well prepared.	5	4	3	2	1
6. The time allotted for the training was sufficient.	5	4	3	2	1

Please rate the following:

	Excellent	Very Good	Good	Fair	Poor	N/A
Overall presentation/Presentation skills						
Coaching Objectives have been met						
Prerequisites were adequate						
Instructor knowledge of topic/effectiveness						



Accommodations/Facilities: were adequate and comfortable						
Handout/Visual Aids: materials distributed were helpful.						
Discussion: Participation and interactions were encouraged						
Applicability/timeliness/effectiveness to coaching						

7. What did you like most about this training?

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8. What aspects of the training could be improved?

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9. How will you change your actions as a result of this training?

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10. What additional training would you like to have in the future?

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11. Please share other comments that would be helpful in improving this course.

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\_\_\_\_\_  
Participant Signature

**Thank you for your feedback!**



**APPENDIX 1:**

**ICF CORE COMPETENCY COMPARISON CHART**

# ICF CORE COMPETENCIES RATING LEVELS

Adapted from the Minimum Skills Requirements documents for each credential level

*Includes will-not-receive-passing-score criteria.*

COMPETENCY	ACC Level	PCC Level	MCC Level
<p><b>1. Ethics and Standards</b></p> <p>Applicant will <b>NOT</b> pass this competency if applicant:</p> <ul style="list-style-type: none"> <li>• Focuses primarily on telling the client what to do or how to do it (<b>consulting mode</b>).</li> <li>• The conversation is based primarily in the past, particularly the emotional past (<b>therapeutic mode</b>).</li> <li>• Is not clear on basic foundation exploration and evoking skills that underlie the ICF definition of coaching; that lack of clarity in skill use will be reflected in skill level demonstrated in some of the other competencies listed below.</li> </ul> <p>For example, if a coach almost exclusively gives advice or indicates that a particular answer chosen by the coach is what the client should do, trust and intimacy, coaching presence, powerful questioning, creating awareness, and client generated actions and accountability will not be present and <b>a credential at any level would be denied.</b></p>	<p>Not directly assessed during performance evaluation—see first column.</p>	<p>Not directly assessed during performance evaluation—see first column.</p>	<p>Not directly assessed during performance evaluation—see first column.</p>

COMPETENCY	ACC Level	PCC Level	MCC Level
<p><b>2. Establishing the Coaching Agreement</b></p> <p>Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new client about the coaching process and relationship.</p> <ul style="list-style-type: none"> <li>Initially establishing the “rules of engagement.”</li> <li>Establishing the agreement for the current session. What is it the client wants to work on today? What will make the next 30 minutes most worthwhile? Establishing a focus.</li> </ul>	<ul style="list-style-type: none"> <li>Coach takes what client says they want to work on at surface level.</li> <li>Attends to that agenda, but little further exploration is done.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach chooses the topic for the client.</li> <li>Coach does not coach around the topic the client has chosen.</li> </ul>	<ul style="list-style-type: none"> <li>Coach takes what client says they want to work on.</li> <li>Attends to that agenda with some exploration as to measures of success for each topic in session.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach chooses the topic(s) for the client.</li> <li>Coach does not coach around the topic(s) the client has chosen.</li> <li>The coach does not engage in some exploration of the measures of success for each topic with the client or defines those measures for the client.</li> <li>Coach does not engage in some exploration of underlying issues related to achievement of the outcomes or agenda or does not check with client about whether the client is moving toward what the client wanted from the session.</li> </ul>	<ul style="list-style-type: none"> <li>Coach explores fully what client wants from session, establishes measures of success for client in session, and ensures that client and coach are both clear about coaching purpose.</li> <li>Coach returns to check regularly of whether direction of coaching is continuing to serve client's coaching purpose and makes changes in direction if necessary based on feedback from client.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Full partnership with the client is not demonstrated.</li> <li>Coach chooses the topic(s) for the client.</li> <li>Coach does not coach around the topic(s) the client has chosen.</li> <li>Coach does not explore the measures of success for each topic with the client to a degree that achieves clarity about the client's intent or direction for the session.</li> <li>Coach does not allow the client full input into the issues that should be discussed relative to the client's stated objectives for the session.</li> <li>Coach does not check with the client about whether the client is moving toward what the client wanted from the session.</li> </ul>

COMPETENCY	ACC Level	PCC Level	MCC Level
<p><b>3. Establishing Trust and Intimacy with the Client</b></p> <p>Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.</p> <ul style="list-style-type: none"> <li>Setting a strong foundation upfront for partnership with the client. Establishing expectations for an open and honest relationship. Demonstrating integrity, confidentiality, respect and support. Holding the client in “unconditional positive regard.”</li> </ul>	<ul style="list-style-type: none"> <li>Coach attends to client’s agenda, but is attached to his/her own performance and therefore trust and intimacy is not the strongest competency.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach demonstrates significant interest in the coach’s view of the situation rather than the client’s view of the situation.</li> <li>Coach does not seek information from the client about the client’s thinking around the situation.</li> <li>Coach does not seek information about the client’s goals regarding the situation.</li> <li>The attention seems to be on the coach’s own performance or demonstration of knowledge about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Coach may have some degree of trust in client and connected relationship to client.</li> <li>Coach still conscious of presenting image of “good coach,” so less willing to risk or not know which stands in way of complete trust in and intimacy with coach’s self, the client, and the coaching relationship.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach demonstrates significant interest in the coach’s view of the situation rather than the client’s view of the situation.</li> <li>Coach does not seek information from the client about the client’s thinking around the situation.</li> <li>Coach does not seek information about the client’s goals regarding the situation.</li> <li>The attention seems to be on the coach’s own performance or demonstration of knowledge about the topic.</li> <li>Coach does not invite the client to share his/her thinking on an equal level with coach.</li> </ul>	<ul style="list-style-type: none"> <li>Coach is connected to complete trust in new and mutual state of awareness that can only arise in the moment and out of joint conversation.</li> <li>Coach is comfortable not knowing as one of the best states to expand awareness in.</li> <li>Coach is willing to be vulnerable with client and have client be vulnerable with coach.</li> <li>Coach is confident in self, process, and the client as a full partner in the relationship.</li> <li>Sense of complete ease and naturalness in conversation; coach does not have to “work” to coach.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach does not treat the client as a full partner choosing not only the agenda, but also participating in the creation of the coaching process itself.</li> <li>Coach exhibits an interest in the coach’s view of the situation rather than the client’s view of the situation.</li> <li>Coach does not seek information from the client about the client’s thinking around the situation.</li> <li>Coach does not seek information about the client’s goals regarding the situation, or any attention seems to be on the coach’s own performance or demonstration of knowledge about the topic.</li> <li>In addition, coach does not invite the client to share his/her thinking on an equal level with the coach and/or chooses the direction and tools in the session without significant input from the client.</li> <li>There is any indication that the coach is teaching rather than coaching.</li> </ul>

COMPETENCY	ACC Level	PCC Level	MCC Level
<p><b>4. Coaching Presence</b></p> <p>Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.</p> <ul style="list-style-type: none"> <li>• Being fully present and flexible with the client, “dancing in the moment.”</li> <li>• Being curious, trusting your gut, experimenting, using humor.</li> </ul>	<ul style="list-style-type: none"> <li>• Coach attends to client’s agenda, but is attached to his/her own performance and therefore presence is diluted by coach’s own attention to self.</li> <li>• Coach substitutes thinking and analysis for presence and responsiveness much the time.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• Coach demonstrates significant interest in the coach’s view of the situation rather than exploring the client’s view of the situation.</li> <li>• Coach does not seek information from the client about the client’s thinking around the situation.</li> <li>• Coach is unresponsive to that information.</li> <li>• Coach does not seek information about the client’s goals regarding the situation.</li> <li>• Coach is unresponsive to that information.</li> <li>• The attention seems to be on the coach’s own performance or demonstration of knowledge about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Coach will attend to client’s agenda, but drives the coaching and choice of tools.</li> <li>• Coach will choose objective or subjective perspective, but rarely hold both simultaneously.</li> <li>• Coach will evidence need to have direction toward solution versus simply being in the moment with the client.</li> <li>• Coach will be choosing ways to move versus letting client teach coach ways to move.</li> <li>• Partnership is present, but mixed with coach as expert and greater than client.</li> <li>• Coach may be present to whether and how much value they are adding to client.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• Coach demonstrates significant interest in the coach’s view of the situation rather than the client’s view of the situation.</li> <li>• Coach does not seek information from the client about the client’s thinking around the situation or is unresponsive to that information.</li> <li>• Coach does not seek information about the client’s goals regarding the situation or is unresponsive to that information.</li> <li>• The attention seems to be on the coach’s own performance or demonstration of knowledge about the topic.</li> <li>• Coach, rather than being present and responsive to the client, is overly reliant on an obvious coaching formula, a specific coaching tool, or standard coaching questions.</li> <li>• Coach does not allow the client to contribute to creating the method or way that the coaching session will evolve.</li> </ul>	<ul style="list-style-type: none"> <li>• Coach is a completely connected observer to client.</li> <li>• The connection is to whole of who client is, how the client learns, what the client has to teach the coach.</li> <li>• The coach is ready to be touched by the client and welcomes signals that create resonance for both the coach and client.</li> <li>• The coach evidences a complete curiosity that is undiluted by a need to perform.</li> <li>• The coach is in fully partnered conversation with client.</li> <li>• The coach trusts that value is inherent in the process versus having any need to create value.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• Coach does not treat the client as a full partner choosing not only the agenda, but also participating in the creation of the coaching process itself.</li> <li>• Coach exhibits interest in the coach’s view of the situation rather than the client’s view of the situation.</li> <li>• The coach does not seek information from the client about the client’s thinking around the situation.</li> <li>• Coach does not seek information about the client’s goals regarding the situation, or any attention seems to be on the coach’s own performance or demonstration of knowledge about the topic.</li> <li>• Coach does not invite the client to share his/her thinking on an equal level with the coach and/or chooses the direction and tools in the session without input from the client.</li> <li>• There is any indication that the coach is teaching rather than coaching.</li> <li>• Coach does not allow the client to help develop coaching tools for themselves and instead relies on standard coaching formulas, tools, or questions.</li> </ul>

COMPETENCY	ACC Level	PCC Level	MCC Level
<p><b>5. Active Listening</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>Listening without an agenda, distinguish between the words, tone of voice and body language. Level 2 and Level 3 Listening.</li> <li>Understands the essence of the client's communication. Helps the client gain clarity and perspective rather than engaged in the story.</li> </ul>	<ul style="list-style-type: none"> <li>Coach hears what client says and responds to it, but only at obvious and surface level.</li> <li>In general, coach will evidence attachment to "what's the problem," "how do I help fix it," and "how do I give value in fixing it."</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach does not demonstrate listening that is focused on and responding to what the client says.</li> <li>Coach's response is not related to what the client is trying to achieve.</li> <li>Coach appears to be listening for the place where the coach can demonstrate their knowledge about the topic or tell the client what to do about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Coach is doing listening on a very conscious level.</li> <li>The listening is focused on the client's agenda and can change direction if the client changes direction.</li> <li>The direction change may or may not be best for the topic at hand.</li> <li>The coach is focused on what client is saying, but more from the perspective of gathering information that fits into coach's particular tool or discovery model.</li> <li>Listening tends to be more linear and concentrates on content of words.</li> <li>Coach is listening for answers, next question to ask, or looking for what to do with what they hear and will try to fit what they hear into a model they understand.</li> <li>They will often respond out of that model rather than client's model.</li> <li>Listening will include some depth, but often will miss key nuances that a master level coach catches.</li> <li>Listening tends to be session by session rather than cumulative.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach does not demonstrate listening that is focused on and responding to what the client says.</li> <li>Coach's response is not related to what the client is trying to achieve.</li> <li>Their hearing is limited to listening for problems or weaknesses.</li> <li>Coach appears to be listening for the place where the coach can demonstrate their knowledge about the topic or tell the client what to do about the topic.</li> <li>Coach demonstrates that they can only hear through their own perceptions, and models of thinking, learning, and creating rather than being able to hear some of the client's models and methods of thinking, learning, and creating.</li> </ul>	<ul style="list-style-type: none"> <li>Coach's listening is completely attuned as a learner and listening happens at the logical, emotional, and organic level at one time.</li> <li>The listening is both linear and non-linear and responses from coach evidence learning about the client at many levels.</li> <li>The coach recognizes both hers and the client's ability of intuitive and energetic perception that is felt when the client speaks of important things, when new growth is occurring for the client, and when the client is finding a more powerful sense of self.</li> <li>The coach's listening is in the present, but hearing also the client's future develop.</li> <li>The coach hears the totality of the client's greatness and gifts as well as limiting beliefs and patterns.</li> <li>The coach's listening is cumulative from session to session and throughout each individual session.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach does not demonstrate listening that is based on the whole client and an ability to hear the client's thinking, learning, and feeling at multiple levels.</li> <li>The listening is filtered only through the coach's methods of thinking, learning and creating.</li> <li>Coach does not actively hear and use as a significant coaching tool the client's methods of thinking, learning, and creating.</li> <li>Nuances of the client's language are not reflected in the coach's responses.</li> <li>The listening is not focused on and responding to what the client says or the coach's response is not related to what the client is trying to achieve or their hearing is limited to listening for problems or weaknesses.</li> <li>Coach appears to be listening for the place where the coach can demonstrate their knowledge about the topic or tell the client what to do about the topic.</li> </ul>

COMPETENCY	ACC Level	PCC Level	MCC Level
<p><b>6. Powerful Questioning</b></p> <p>Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.</p> <ul style="list-style-type: none"> <li>• Clear, direct questions that lead to new insight and move the client forward. Open ended questions using What and How that are clear, direct and succinct.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions attend to client's agenda, but are generally seeking information, are formulaic, and sometimes leading or have a "correct answer" anticipated by the coach.</li> <li>• Generally, questions are very geared to solving issues set by client as quickly as possible.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• Coach does not focus on an inquiring versus telling methodology.</li> <li>• The majority of questions contain already pre-determined answers by the coach.</li> <li>• The questions attend to an agenda or issues not set by the client, but by the coach.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions attend to client's agenda and generally are a mix of informational and powerful questions.</li> <li>• Even powerful questions tend to focus toward solution of issue presented by client and may be more responsive to the agenda than to the client.</li> <li>• Questions will tend to use coaching terminology or language easy for the coach versus using and exploring the client's language.</li> <li>• Occasional leading questions will appear as well.</li> <li>• The coach will tend to ask comfortable rather than uncomfortable questions.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• Coach asks questions that reflect the coach's view of the situation or a preconceived answer decided on by the coach.</li> <li>• The questions are leading the client in a direction chosen by the coach without discussion with and assent to the direction by the client.</li> <li>• Coach is unable to move beyond standardized coaching questions or the coach's models of thinking and learning to the exclusion of the client's models of thinking and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The coach asks mostly, if not always, direct, evocative questions that are fully responsive to the client in the moment and that require significant thought by client or take client to a new place of thinking.</li> <li>• The coach uses the client's language and learning style to craft questions.</li> <li>• The coach is fully based in curiosity and the coach does not ask questions to which the coach knows the answer.</li> <li>• The questions often require the client to find deeper contact with the client's shadow and light sides and find hidden power in himself/herself.</li> <li>• The coach asks questions that help the client create the future rather than focus on past or even present dilemmas.</li> <li>• The coach is not afraid of questions that will make either the coach or the client or both uncomfortable.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• Coach does not demonstrate questions that are evocative and ask the client to think in a larger space or an experimental space related to the client's agenda and stated objectives.</li> <li>• Coach frequently asks informational questions or questions that keep the client in the past or in present detail of a situation rather than in forward thinking.</li> <li>• The questions do not make frequent use of the client's language, thinking and creating style or do not make use of what the coach has learned about the client.</li> <li>• The questions reflect the coach's view of the situation, the coach's learning and processing style, or a preconceived answer by the coach.</li> <li>• Coach is unable to move beyond standardized coaching question or standardized model.</li> </ul>

COMPETENCY	ACC Level	PCC Level	MCC Level
<p><b>7. Direct Communication</b></p> <p>Ability to communicate effectively during coaching session, and to use language that has the greatest positive impact on the client.</p> <ul style="list-style-type: none"> <li>• Being clear, articulate and direct in question, observations and feedback.</li> <li>• Noticing language and the impact on the client. Using language that supports and respects the client. Draw on their language/interests for metaphor and analogy for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The coach sometimes is fairly direct, but usually uses too many words or feels a need to “dress up” a question or observation.</li> <li>• Questions and observations generally contain vocabulary from the coach’s training.</li> <li>• Most communication occurs on a very safe level for the coach.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• Coach does not attend to the client’s agenda, changes the agenda without input from the client, or appears attached to a particular outcome or solution.</li> <li>• The communication frequently occurs in a convoluted, meandering or circuitous manner.</li> </ul>	<ul style="list-style-type: none"> <li>• The coach is usually direct, but at times feels a need to “dress up” a question or observation.</li> <li>• The coach occasionally treats their intuitions as the truth.</li> <li>• The coach also occasionally does not say what is occurring for the coach for fear that the client is not ready to hear it.</li> <li>• The coach may also evidence a need to soften communication for fear of being wrong.</li> <li>• The coach tends to use some coaching language versus the language of the client.</li> <li>• The coach has a sufficient, but not broad base of language tools to use with the client.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• Coach significantly or dominantly relies on their own language, thinking models, and models of learning without use of the client’s skill set in these areas.</li> <li>• Coach does not invite the client to share these areas as well as the client’s intuition with the coach.</li> <li>• The coach is attached to a particular direction or outcome in the coaching.</li> </ul>	<ul style="list-style-type: none"> <li>• The coach easily and freely shares what is so for the coach without attachment.</li> <li>• The coach shares directly and simply and often incorporates the client’s language.</li> <li>• The coach fully trusts the client to choose the responses to the coach’s communication that is best for the client.</li> <li>• The coach invites, respects, and celebrates direct communications back from the client.</li> <li>• The coach creates sufficient space for the client to have equal or more communication time than the coach.</li> <li>• The coach has a broad language base to use and play with and uses the client’s language to broaden that base.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• Coach does not fully invite the client’s participation in the coaching dialogue on an equal level.</li> <li>• Coach’s communication reflects an agenda or directing of any kind by the coach.</li> <li>• The communication does not evidence frequent use of the client’s language, learning, thinking and creating styles.</li> <li>• The communication does not often create a place for the client to engage in deeper thinking, learning, and discovery.</li> <li>• Coach’s communication limits the thinking and learning direction for the client without specific interaction with, discussion of, and assent by the client to the limitation.</li> </ul>

COMPETENCY	ACC Level	PCC Level	MCC Level
<p><b>8. Creating Awareness</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Going beyond the immediate goal. Engaging in exploration for discovery, perspective, learning and growth with the client.</li> <li>• Identifying and acknowledging strengths. Noticing connections or threads between what is said and what is done.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness generated at level of what will solve problem or achieve goal.</li> <li>• Limited generally to awareness of new techniques versus new learning about self.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• Coach does not attend to the client's agenda, changes the agenda without input from the client, or appears attached to a particular outcome or solution.</li> <li>• Coach narrows the exploration of awareness significantly to a single issue without discussion of that decision with the client and without the client's consent.</li> <li>• Coach seems to substitute assessments or standard coaching exercises for powerful questioning or inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• The coach helps the client to create new awareness by engaging in problem solving.</li> <li>• The majority of awareness geared to new technique; new awareness about who the client is more limited.</li> <li>• In addition, awareness tends, as a result to be more defined in scope.</li> <li>• The coach will generally help the client integrate new awareness as it pertains to a particular situation versus using learning to more fully broaden the scope of new awareness.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• Coach does not attend to the client's agenda, changes the agenda without input from the client, or appears attached to a particular outcome or solution.</li> <li>• Coach does not use the client's thinking and learning tools as tools within the coaching or does not use the client's language as a coaching tool.</li> <li>• Coach seems to substitute assessments or standard coaching exercises to the exclusion of using the tools already existing within the client to create awareness.</li> <li>• Coach states what awareness is without exploring with the client what the client's awareness is or seeking the client's input on whether the coach's observations are correct and giving the client a chance to add their own observations.</li> </ul>	<ul style="list-style-type: none"> <li>• The coach's invitation to exploration precedes and is significantly greater than invitation to solution.</li> <li>• The coach appears as much an explorer as well as client.</li> <li>• The coach has not concluded what awareness should be (coach is willing not to know).</li> <li>• The use of the client's greatness invited and welcomed. There is no evidence of "fixing" a problem or the client.</li> <li>• The coach allows client to make coach aware and the client's voice more prevalent than coach's.</li> <li>• There is a lovely sense of connected observation of totality of who client is and what client wants, sharing that with client, and creating space for client to share back.</li> <li>• The coach does not force awareness.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• Coach drives the client toward solution without fully exploring issues that may be important to gaining complete solution or accomplishment for the client.</li> <li>• Coach does not fully invite and allow the client to use as coaching tools, the client's intuition, thinking and learning.</li> <li>• The dialogue of awareness does not provide sufficient space for the client's full participation in creating awareness.</li> <li>• Coach's communication reflects an agenda or directing of any kind by the coach.</li> <li>• Coach's voicing of awareness does not evidence frequent use of the client's language, learning, thinking, and creating styles.</li> <li>• Coach does not often create an easy place for the client to engage in deeper thinking, learning and discovery.</li> <li>• Coach's communication limits the thinking and learning direction for the client without specific interaction with, discussion of, and assent by the client to the limitation.</li> </ul>

COMPETENCY	ACC Level	PCC Level	MCC Level
<p><b>9. Designing Actions</b></p> <p>Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations.</p> <ul style="list-style-type: none"> <li>Working with the client to design actions or activities (“fieldwork”) outside of the coaching session to continue exploration, increase awareness and learning and move toward the desired goal.</li> <li>Coach may initially assign fieldwork with increasing shift to coach/client designing action to support the client’s goals, learning style and desired pace.</li> </ul>	<ul style="list-style-type: none"> <li>The coach tends to suggest homework and action that they think would best handle the problem or achieve the goal.</li> <li>Actions tend to be one dimensional in nature.</li> <li>Taking new actions that will most effectively lead to agreed-upon coaching results.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach insists the client do what the coach has prescribed as homework.</li> <li>The suggested homework does not have a clear relationship to the client’s stated agenda.</li> <li>The homework does not have a clear purpose and potential to move the client forward.</li> <li>Suggested tools and structures clearly do not bear a relationship to the needs of the particular client or his/her agenda.</li> </ul>	<ul style="list-style-type: none"> <li>The coach engages in some, but not a complete partnership with the client to develop actions.</li> <li>Again, the actions are attuned to solving the situational issue the client has presented rather than looking beyond the situation to other, broader learning that might be inherent in the situation.</li> <li>Finally, the PCC level coach tends to define forward motion only in terms of physical action.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>There is little or no co-creation in the process of designing actions.</li> <li>The actions do not have a clear relationship to the client’s stated agenda and the client’s style of learning and creating.</li> <li>The actions do not have a clear purpose and potential to move the client forward.</li> <li>Suggested tools and structures clearly do not bear a relationship to the needs of the particular client or his/her agenda, or are imposed on the client without discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The coach works in complete partnership with the client to design actions or, in the alternative, lets the client lead in designing actions.</li> <li>The coach and client design actions that fit the client’s goals, learning style, and pace of wanted or necessary movement.</li> <li>The coach allows action to include thinking, creating and doing.</li> <li>The coach engages the client in relating designed actions to other aspects of what the client wants, thereby broadening the scope of learning and growth.</li> <li>The coach encourages informed experimentation to help clients develop more powerful, leveraged actions.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach does not invite full client participation in the design of activities or dominates in any way the design of activities.</li> <li>The designed activities do not reflect a clear potential for forward learning or movement by the client related to the client’s agenda, desired outcomes, or to some other learning that the client has defined as necessary for their growth.</li> <li>Designed actions and/or discussion of designed actions involves only physical activity with no attention to the thinking, learning, being and creativity structures of the client.</li> </ul>

COMPETENCY	ACC Level	PCC Level	MCC Level
<p><b>10. Planning and Goal Setting</b></p> <p>Ability to develop and maintain an effective coaching plan with the client.</p> <ul style="list-style-type: none"> <li>Partnering with the client to develop goals that are (SMART) specific, measurable, attractive, realistic and have target dates. Staying aware of client's plan, learning style, pace and commitment to the goal. Identifying successes that are important to the client.</li> </ul>	<ul style="list-style-type: none"> <li>The coach tends to adopt goals suggested by the client at their most obvious level.</li> <li>Planning and goal setting tend to be one dimensional in nature with the coach sometimes substituting his/her expertise for the clients.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach insists that the client follow a prescribed plan familiar to the coach.</li> <li>Coach is unable to support the client in developing an effective coaching plan.</li> <li>The plan or goals do not have a clear relationship to the client's stated agenda and desired outcome.</li> <li>The plan or goals do not have a clear purpose and potential to move the client forward.</li> <li>Suggested tools and structures clearly do not bear a relationship to the needs of the particular client or his/her agenda.</li> </ul>	<ul style="list-style-type: none"> <li>The coach engages in some, but not a complete partnership with the client to develop goals and plans.</li> <li>Again, the actions are attuned to solving the situational issue the client has presented rather than looking beyond the situation to other, broader learning that might be inherent in the situation.</li> <li>Finally, the PCC level coach tends to edit plans presented by the client.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>There is little to no partnership or co-creation of the plans and goals.</li> <li>Coach is the most significant voice in suggesting plans and goals.</li> <li>Coach is unable to support the client in developing an effective coaching plan.</li> <li>The plan or goals do not have a clear relationship to the client's stated agenda and desired outcomes or the client's learning and creating processes.</li> <li>The plan or goals do not have a clear purpose and potential to move the client forward.</li> <li>Suggested tools and structures clearly do not bear a relationship to the needs of the particular client or his/her agenda.</li> <li>Coach suggests standard coaching tools or exercises without discussing with the client the extent to which they might be of value to the client.</li> </ul>	<ul style="list-style-type: none"> <li>The coach works with the client to clarify and develop goals that achieve more than just the presenting concerns of the client.</li> <li>The coach lets the client lead in designing goals and planning or, in the alternative, works in complete partnership with the client to create goals and plans.</li> <li>The coach and client create goals and plans that fit the client's goals, learning styles and pace of wanted or necessary movement.</li> <li>The coach allows plans to include thinking, creating, and doing.</li> <li>The coach engages the client in relating goals and plans to other aspects of what the client wants, thereby broadening the scope of learning and growth.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach does not invite full client participation in planning strategies or designing goals or dominated in any way the creation of plans and goals.</li> <li>Plans and goals do not reflect a clear potential for forward learning or movement by the client related to the client's agenda, desired outcomes, or to some other learning that the client has defined for as necessary for their growth.</li> <li>Designed plans and goals and/or discussion of designed actions involves only physical activity with no attention to the thinking, learning, being, and creativity structures of the client.</li> </ul>

COMPETENCY	ACC Level	PCC Level	MCC Level
<p><b>11. Managing Progress and Accountability</b></p> <p>Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.</p> <ul style="list-style-type: none"> <li>• Staying focused on what is important for the client and holding them accountable.</li> </ul>	<ul style="list-style-type: none"> <li>• The coach tends to suggest forms of accountability that may feel a bit parental in nature.</li> <li>• Accountability tends to be one dimensional.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• Coach insists that the client follow prescribed measures and structures familiar to the coach.</li> <li>• Coach is unable to support the client in developing an effective method of managing and measuring progress.</li> <li>• The measures and methods of accountability do not have a clear relationship to the client's stated agenda and desired outcomes.</li> <li>• The measures and methods of accountability do not have a clear purpose and potential to move the client forward.</li> <li>• Suggested tools and structures clearly do not bear a relationship to the needs of the particular client or his/her agenda.</li> </ul>	<ul style="list-style-type: none"> <li>• The coach in some partnership with the client develops methods of accountability.</li> <li>• These methods are often reflective of or use coach training tools.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• There is little or no partnership or co-creation of the measures of success and accountability structures.</li> <li>• Coach is the most significant voice in setting accountability structures.</li> <li>• Coach is unable to support the client in developing an effective measures and accountability structure.</li> <li>• The measures and structures do not have a clear relationship to the client's stated agenda and desired outcome or the client's learning and creating processes.</li> <li>• The plan or goals do not have a clear purpose and potential to move the client forward.</li> <li>• Suggested tools and structures clearly do not bear a relationship to the needs of the particular client or his/her agenda.</li> <li>• Coach suggests standard coaching tools or exercises without discussing with the client the extent to which they might be of value to the client.</li> </ul>	<ul style="list-style-type: none"> <li>• The coach has the client determine their own methods of accountability and offers support to those methods.</li> <li>• The client helps determine or determines totally who should be on their accountability team and how to use each person, including the coach.</li> <li>• The coach trusts the client to be accountable to themselves and lovingly calls the client to account or discussion if agreed upon forward movement does not occur.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>• Coach does not invite full client participation or does not encourage client leadership in planning strategies and methods of accountability or dominates in any way the accountability mechanisms that are created.</li> <li>• Coach is the most significant voice in setting accountability structures.</li> <li>• Coach is unable to support the client in developing an effective measures and accountability structure.</li> <li>• The measures and structures do not have a clear relationship to the client's stated agenda and desired outcome or the client's learning and creating processes.</li> <li>• The methods and structures do not have a clear purpose and potential to move the client forward.</li> <li>• Suggested tools and structures clearly do not bear a relationship to the needs of the particular client or his/her agenda or deeper learning designated by the client.</li> <li>• Coach suggests standard coaching tools or exercises without discussing with the client the extent to which they might be of value to the client or does not encourage invention of structures by the client based on the client's thinking, learning, being and creating style.</li> </ul>