Required Competencies and Behavioral Indicators for BCC

Competency 1: Screening and Orientation in Coaching:

1. Understand the importance of client motivation level in relation to coaching
    -   Coaching Overview document: page. 1, Why Coaching?, headers 1-5
    -   What is coaching vs. consulting: "create a little bit more ownership and the client is **involved** in creating the outcomes"
    -   What is active inquiry: "some samples of some coaching questions when a client feels stuck. What specifically have you done so far?" Asking open-ended questions raises client motivation.

2. Obtain client informed consent prior to coaching
    -   Coaching document
    -   The Coaching Agreement: [Video](#)
3. Explain coach and client roles in coaching
    -   The Coaching Agreement, above
    -   What is coaching vs. consulting: Coaching document: pg. 1,
        -   "coaching is asking powerful questions to cause insights on part of the participant to help them arrive at the answer of what to do themselves and that's powerful because it shows ownership in the issue and also ownership in the outcomes a little bit more than consulting"

4. Identify parameters for establishing the coaching process
    -   The Coaching Agreement Video, above
    -   Perceptual coaching- allows students to identify necessary parameters for establishing a solid coaching foundation. "try to have structured parameters around it in terms of when it's going to be expected that you all talk "

Core Competency 2: Fundamental Coaching Skills

1. Create coaching alliance
    -   Coaching document, 5-9
    -   Perceptual coaching transcript: script allows students to identify alliance strategies to further improve effective communication thus promoting a sound relationship. "who are people in your organization that are really in line with the strategy that could be early adopters who's going to be your alliance who are going to be your teammates in this in this plan and the strategy."

2. Use helping skills in the coaching process
    -   Coaching document: pg. 2
    -   What is active inquiry: section focuses on asking open questions to allow clients to become more responsive, therefore, allowing greater perceptive of feedback

and follow through to solve problems. "bridge with helping them break it down into next steps can be very helpful and we certainly don't want to do that for them."

3. Develop a comprehensive coaching plan with client including goals
   - Coaching document: pg. 29, sections 12,13,16,17
   - Internal compass of the leader: section stresses the importance of planning before taking action in any situation with client. "I found a lot of times I do need just need to pause and think and plan before execution"

4. Identify possible issues that could influence the coaching process 18-20
   - Coaching document-throughout and "Coaching the Uncoachable" header
   - What is active inquiry: Under this header in the Coaching document

Core Competency 3: Assessments in Coaching

1. Use various assessment strategies appropriate to the goals of the client
   - Coaching document throughout and centered on the last topic (see outline)

2. Assess client strengths related to goals section 12-17
   - Coaching document:
   - Perceptual coaching transcript: "So you know either trying to eliminate a weakness or develop a fledgling strength is a good way to start and then just really identifying having helping your client identify what it is that they do best what is their company and in personal coaching this can be what do you do best as a person you know what are your strengths what are your gifts what do you do better than anyone else that you want to develop what brings you joy so you know any of these questions could be reconfigured to life coaching and then start getting a little bit more specific with an initiative list."

3. Assist client in identifying issues that may influence the client's goals 12-17
   - Coaching document:
   - What is active inquiry?: "For example, there is, tell me who's involved, what do you see are the issues to resolve it and you know, what are your next action steps? That's a lot. Because once they tell you the people that are involved, you know, resolving the issue might not be the next step. You might need to know more about the personalities of the people involved, the hierarchy, who's in charge of whom, how they communicate their management styles, that might be a session or so before you even get to ways to resolve the issue."

4. Use assessment results to facilitate the coaching process
   - Coaching document

- Assessments transcript and active calls

Core Competency 4: Coaching Approaches for Individuals

1. Assist personal action plan goals Section 13
   - Coaching document:
     - Active Inquiry
     - Motivation
   - What is active inquiry: That's one thing that coaching isn't, is consulting. We don't want to tell them how to break it down into the next step. We want them to arrive at a plan of how they can break it down into the next steps."

2. Monitor client progress toward goal attainment 12,13
   - Coaching document:
     - What NOT to do
   - Strategy: "And what's possible going forward, just as motivating factors. Understanding the person, we have done before, the communication style, how to get through to them, what do you need from the other person to resolve this conflict, where are you willing to be flexible or not, etcetera. So, these are things we talked about before, they are just placeholders for places you can document your information and show progress with your client."

3. Facilitate client development of decision-making skills
   - Coaching document , Foundations of Coaching, Coaching questions, "Getting Unstuck"
   - What is active inquiry?: By asking open ended questions this allows the client to have power in their decision making skills such that they may continue to build and grow

4. Assist client in locating relevant information and resources 27,28,29
   - Coaching document
   - What is active inquiry?: Know and understand your resources, do not simply have a checklist. As a coach you need to be responsible for obtaining resources to further benefit the client

Core Competency 5: Coaching Approaches for Business and Organization

1. Explain coach and system/organization roles in coaching 25,26
   - Coaching document
   - Managing up, teamwork transcripts

2. Understand and identify a process for change in organizations 25,26

- Coaching document:
- What is active inquiry: Audio Session, sample transcript: "So if it comes to a time where there is an opportunity to share a consulting piece, if you have expertise in an area, if you are coming from a consulting background and you can offer technical insight, you can say I do have some ideas around this, this is kind of more consulting role than a coaching role. If you want to use one of your sessions to talk about this from a consulting mindset, we can do that in the next session. Or even saying something like, may I offer some feedback or may I share an observation?"

3. Serve as a mentor for change in an organization 25,26
   - Coaching document:
   - Internal compass of the leader: "So say when was the last time you learned something valuable from another leader? Maybe exploring the possibilities of mentorship, which sounds kind of funny in leaders that are older versus—we always think of mentorship for young people but there still can be mentorship throughout the leadership continuum. And it can be informal, you know, could you? Is there someone you admire for the way that they deal with ambiguity and unknowns and how they stay calm in the presence of adversity? Is there somebody like that you could have lunch with? Discussions about being a source of vision for others, you know, how do you feel like your leadership skills and tactics are influencing others in the organization when they want to give up?"

4. Assist organizations with conflict management 25,26 and coaching samples
   - Coaching document:
   - Conflict resolution: "This is called; Resolving a Conflict, and so we are looking at conflict resolution, when the client has a conflict with somebody else that is hurting their performance or that person's performance, making the client uncomfortable, or making it hard to get things done."

Core Competency 6: Ethical and Professional Practice in Coaching

1. Explain ethical standards of coaching
   - Coaching document:
     - What not to do Sections 2,3,19
     - Coaching VS Mental Health
   - "Don't feel like paying the extra money to belong to a coaching organization is going to help you get referrals. It's really about showing that you're aware and have met the ethical standards. You know, we don't want someone coming off the street saying they're a coach after maybe watching an online video and then doing live coaching and not understanding the psychosocial ramifications or putting someone who needs to see a psychotherapist at risk by saying, yeah, I'm a coach."

2. Advocate for the coaching profession Section: 30
   - Coaching document -What's Next Additional Accreditations
   - Associations and options for certification and credentialing transcripts

3. Maintain needed knowledge and skills through continuing education Section 30
   - Coaching document: "Knowledge assessment is very easy. It's more ethics based, your spreadsheet with your 500 hours of coaching experience. And at least 50 have to be in the last 18 months. So you can go back to people you've coached in your organization, you're just going to write a spreadsheet of the date, their initials and the time coaching, okay. Like I said, I went back through the last 10 years of my teaching and when I did specific career coaching once they finished their certifications with me, I put all those people down."

4. Identify any personal barriers to coaching effectiveness. All sections
   - Coaching document: Through online active coaching sessions
   - "Another question is if you are a consultant or if you were a coach or coaching someone on this problem, what would you tell them to do? And that can be surprisingly effective, because they'll say, well, I would tell them to do XYZ, but they're not doing this, this, and this. So then they want to outline barriers to success and then you can say, okay, so how do we remove those barriers? Then you have a real tangible item for the next steps."