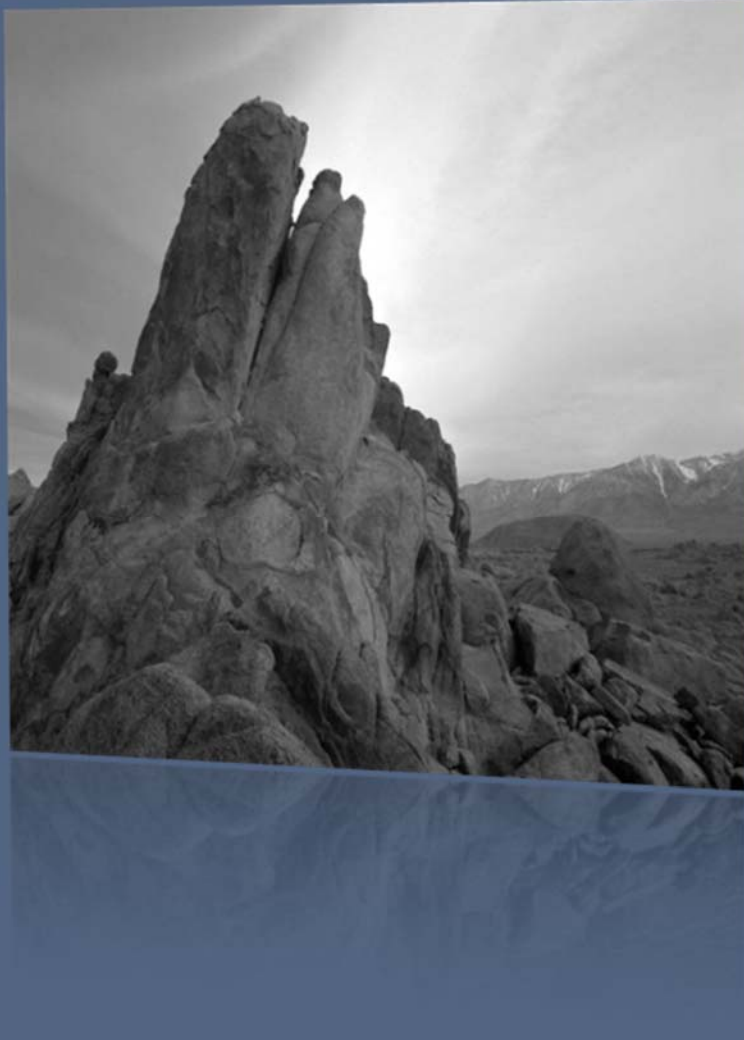




Foundational Coaching Skills Guide

2018 NALP Annual Education Conference

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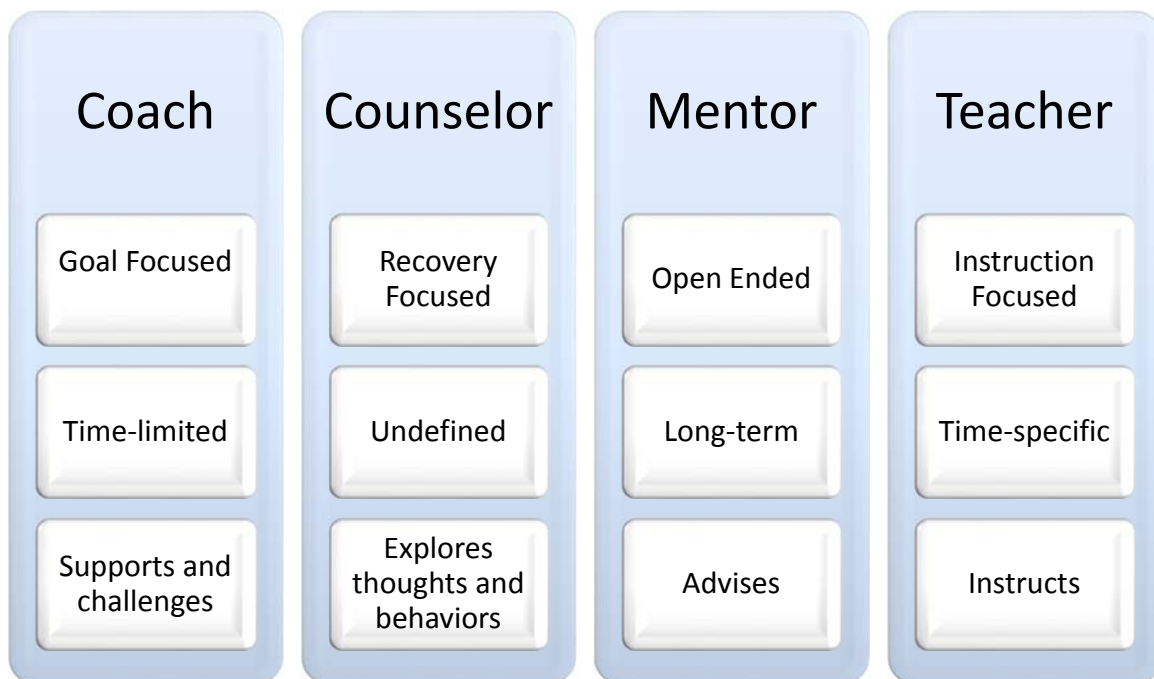
Coaching Definitions

A coach may use inquiry, reflection, requests and discussion to help others identify personal and/or business and/or relationship goals, and develop action plans to achieve those goals. Coaching is not counseling, therapy or consulting. There are many definitions of the various forms of coaching. Below are some of the relevant definitions that will be addressed in the Foundational Coaching Skills program:

Managing is making sure people do what they know how to do. **Training** is teaching people to do what they don't know how to do. **Mentoring** is showing people how those who are really good at doing something do it. **Counseling** is helping people come to terms with issues they are facing. **Coaching** is none of these – it is helping to identify the skills and capabilities that are within the person being coached, and enabling them to use them to the best of their ability. (ICF Website)

Coaching is a training or development process via which an individual is supported while achieving a specific personal or professional competence result or goal. The individual receiving coaching may be referred to as coachee. Occasionally, the term coaching may be applied to an informal relationship between two individuals where one has greater experience and expertise than the other and offers advice and guidance as the other goes through a learning process. (Wikipedia)

Coaching/Counseling/Mentoring/Teaching



Basics of Coaching

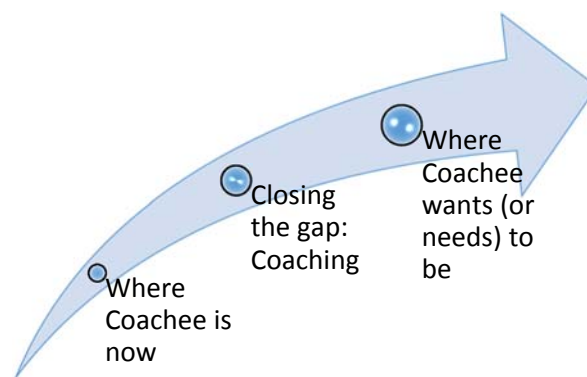
A coach works with a willing coachee in helping him/her design, implement and achieve goals. A coach is a ...

- Trusted and respectful partner, who facilitates conversations focused on the needs, goals and behaviors of the coachee
- Supporter during transitions
- Sounding board during decision making
- Motivator when needed
- Facilitator of personal and professional development
- Co-creator when designing plans and projects
- Challenger when different approaches, or thinking is needed
- Collaborator in achieving business or personal goal

A Coach.....

- Upholds the highest levels of ethics and integrity
- Co-creates a relationship based on honesty and trust
- Is respectful and uses language that is positive and constructive
- Provides developmental feedback that encourages and empowers the coachee to develop
- Sees capabilities in the coachee that he/she does not recognize in him/herself
- Provides a safe environment to explore and refine
 - Possibilities/Alternatives
 - Solutions/Actions
 - Evaluation

The coach and coachee work together to get the coachee from where he/she currently is, to where the coachee wants to be.



The coach uses tools and techniques to facilitate this process including:



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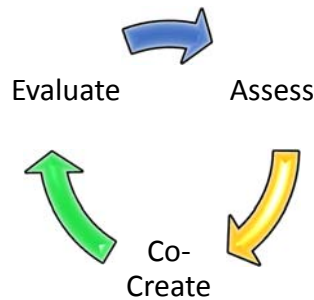
- Active listening
 - Hearing the coachees perceptions
 - Asking powerful questions
 - Clarifying
 - Reflecting what is being said
- Sharing information
 - Drawing distinctions
 - Offering different perspectives
 - Offering insights
- Providing a framework
 - Gaining commitment
 - Holding the coachee accountable
 - Evaluating what is working and what is not
- Developing the coachee
 - Modeling behaviors
 - Offering opportunities for coachee to stretch, flex and grow
 - Providing homework
 - Evaluating the process

Rationale for Coaching

- Competition, globalization, and technology have converged in a way that there has never been more pressure on lawyers. A coaching mindset takes into account personality and work-style differences and allows for a customized approach to personal and professional development.
- Coaching offers a personalized approach to support both individual and organizational objectives.
- Coaching is an investment in the legal organization's most valuable asset: its people.
- Coaching conversations are more likely to achieve results because:
 - They are goal focused and the conversations are purpose driven.
 - A heightened level of self-awareness allows coachees to change behaviors/actions.

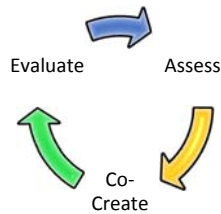


ACE Coaching Model: A Tool for Structuring Coaching Conversations



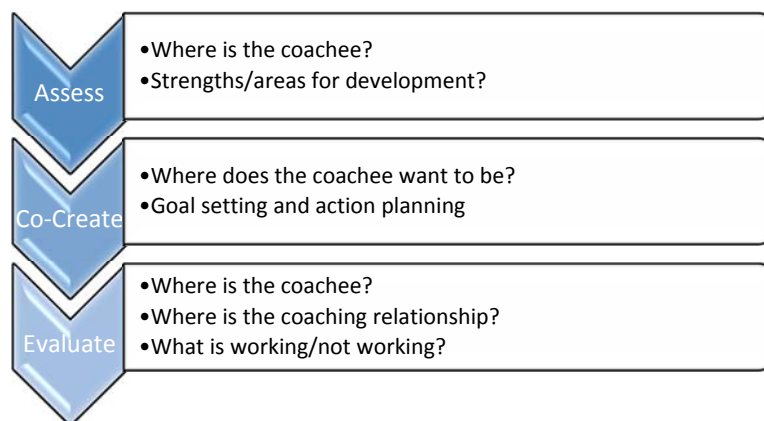
1. **Assess** – what is really going on? What is this individual’s situation? What are his/her behaviors? What does he/she want to achieve?
 - a. Some useful questions to ask during the Assess stage are:
 - i. Can you describe the overall situation?
 - ii. What is happening now?
 - iii. Who, what, when, etc... is involved?
 - iv. How often?
 - v. On a scale of 1-10, how important is it to change this?
 - vi. Have you taken any steps to change this?
2. **Co-Create** – This is the stage where the coach creates a supportive and collaborative environment, in which he/she can help the coachee create desired outcomes.
 - a. The 3 “C’s” to this stage are:
 - i. Collaborate - Effective coaches create a “safe-haven” for exploring, challenging, questioning, empowering, reflection and discernment.
 1. In this stage, the coach empowers the coachee to think about desired outcomes, develop (S-M-A-R-T) goals, and break down action into specific, measurable, achievable, realistic and time sensitive steps.
 - ii. Challenge - Challenging current beliefs is critical to helping the coachee look at his/her situation differently and explore alternative approaches for reaching goals.
 - iii. Choices – through powerful questions and conversation, the coach creates an environment in which the coachee can make choices about his/her action steps, including which ones are needed, benchmarks, and realistic time frames
 - b. Useful questions to ask during the Co-create stage are:
 - i. What power/control do you have to change things?
 - ii. What has gotten in the way of you changing things up to now?
 - iii. What are the obstacles?
 - iv. How can you remove or limit those obstacles?
 - v. What are your options?
 - vi. Which is the best option for you?
 - vii. What do you need to start/stop doing to achieve this goal?
 - viii. If you were to break it down into 3-5 specific steps, what would those be?
 - ix. How can I support you in this process?
 - x. On a scale of 1-10, how committed are you to taking these action steps?

xi. How will you know when you have achieved this goal?



3. Evaluate – measuring and tracking results is the final stage in the ACE model. It is an ongoing process that takes place throughout the coaching relationship, thus creating a cyclical nature to the coaching model
 - a. Some useful questions to ask during the Evaluate stage are:
 - i. What would you like for today's agenda to look like?
 - ii. What has happened since we last spoke?
 - iii. Have there been any significant changes or milestones met?
 - iv. What commitments/actions steps have you accomplished?
 - v. What behaviors, changes have gone well?
 - vi. What areas have been most challenging?
 - vii. What are some alternative behaviors/actions that might change that?
 - viii. Have you tried that behavior/action?
 - ix. If so, how often?
 - x. How is it working for you?
 - xi. What do you think about the result?
 - xii. What additional support do you need from me?
 - xiii. How has coaching helped you in this situation?
 - xiv. What might I do differently next time?

The tool can be used as a simple step-by-step guide for your conversations:

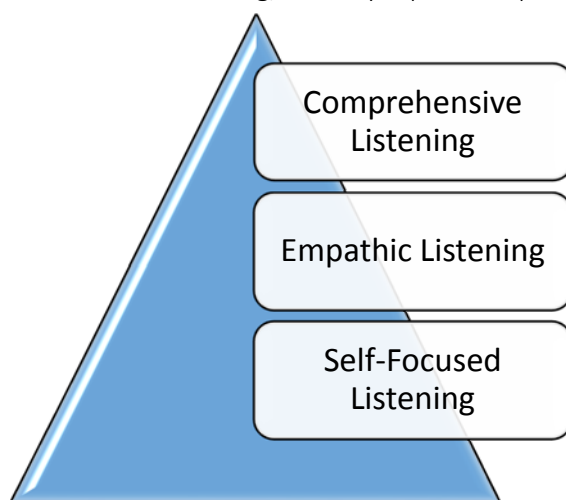


Three Levels of Listening



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Great coaches are great listeners! Numerous experts have researched and defined various levels of listening. Below are the different levels of listening, and a synopsis of experts' agreement:

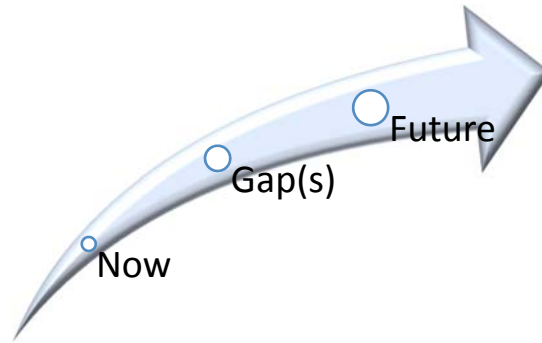


Base level: 'Self-focused listening'
At the base level, the listener focuses on self, own thoughts and what to say next, rather than on the speaker. The listener interprets what the speaker says based on listener's subjective reality. The listener interprets what is said in terms of what it means to him/her, not the speaker. This is typical in day-to-day conversations, where listeners gather information to form opinions and make decisions. In coaching, there might be times when this level of listening is appropriate. For example, in the early stages of the relationship, you might want to discuss the structure of when and where you will have your coaching conversations. During these chats, the coach must take into account his/her own process, limitations, and availability in order to make decisions that result in a mutually agreeable structure for the coaching relationship. However, in most coaching conversations the focus is on the needs and realities of the speaker. It takes focus and energy to rise above this level of listening.
Level 2 or 'Empathic Listening'
Empathic listening requires complete focus on the speaker and what he/she is saying. At this level, the listener/coach is not distracted by his/her own frame of mind, emotions, or thoughts. Effective coaches use this level of listening to gather information that <i>is beneficial to the speaker</i> . While empathic listening allows the coach to gain greater understanding of the speaker's context, what he/she is thinking, and his/her subjective realities in a given situation, the real goal is to allow the speaker to articulate her/his thoughts, feelings, ideas, possible courses of action and/or solutions, and feel understood without judgment, bias, or influence from the coach.
Level 3 or 'Comprehensive Listening'
At the highest level of listening, the listener/coach is laser focused on the speaker and paying great attention to what is not being said, body language and eye contact, tone of voice, emotions, and inflections. The listener/coach is able to understand a great deal at this level and can truly pick up on what the speaker is thinking and feeling. It requires the coach to trust her/his own style and intuitions in order to reflect, ask probing questions, and respond to the needs of the speaker effectively and authentically.

Powerful Questions



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Powerful Questions

CORE:

- *What Do You Want?*
- *By When Do You Want It? (accountability/track/measure)*
- *What Results Will That Get You? (motivation/benefit)*
- *How Will You Know That You Have It? (evidence)*
- *What Steps Will You Take? (action)*
- *By when, etc*

EXPLORATION:

- What are you noticing?
- What are you not noticing?
- What more might you need to have to improve this project?
- What are some other choices you might explore?
- Why do you see it this way?
- Can you think of a situation where this would not be true?
- Have you had an experience that brought you to this conclusion?
- How do you feel about the way the project is going?
- What are some of your concerns/fears/insecurities?
- When is this not true? Or is this true in all cases?
- What are some areas you would like to explore?
- What might help you get this project done?
- What are you tolerating?
- What are you discovering?
- What are you resisting?
- What is stopping you from doing that?
- Where will that get you?
- What about this excites you?
- What is this costing you?
- What would be different for you?

ELABORATION:

- Can you say more about this?



- What do you mean exactly?
- Can you elaborate on that?
- Have you thought about “x”?
- Can you dig a little deeper?
- Say more about that...
- Go into more detail...

DIRECTION:

- What do you want to achieve by the end of today’s session?
- What would be most helpful for us to talk about today?
- We set up this meeting to cover x, but before we start, is there anything else that would be helpful to talk about today?
- What are some things you would like to work on?
- How would you like to go about doing this?
- Where would you like to see yourself in five years?
- When do you think you can accomplish this, realistically?
- Why do you think this is important?
- When will you do x?
- Will you drop me an email to let me know?
- What could you start doing? What could you stop doing?
- What's the very next thing you will do?
- How would you like for things to be different?
- What would you be willing to try?
- Which option sounds best to you?
- How ready are you to start?
- After today what will you do?
- What do you want to achieve today?

GOAL RELATED:

- What’s the most significant thing that happened with you since we last met?
- What’s new that you’d like to share?
- What's your clear intention here?
- What strategies have you tried before to reach this goal?
- What have you thought about trying?
- What have you seen others do that was successful?
- What else? What else? What else?
- What has kept you from achieving this goal in the past?
- What is one step you can take toward your goal?
- What is your takeaway from our meeting today?
- Are there any of these steps we need to discuss further?
- I feel like we aren’t getting any traction, what do you think needs to happen next?
- On a scale of 1-5 (5 being excellent/success with this goal/etc..), where do you see yourself now?
- Where would you like to be on that scale? Describe what a 1 looks like. Describe what a 5 looks like.



- What new actions or practices can you create?
- Are there ways that the members can support you?
- What do you want for yourself?
- What are you willing to do to bring about this desired outcome?
- Are you willing to hold yourself accountable? How?

OTHER:

- What internal conversations are you having with yourself?
- If you were coaching yourself, what would you be asking yourself right now?
- What if instead of asking if something is right or wrong, you asked if it is working or not working for you?
- What if there was more than one way of looking at that?
- What if there was more than one right answer?
- What is the risk of trying? For the sake of what?
- What if you saw that problem as an opportunity?
- What matters most to you right now?
- What makes you love your work?
- What are you afraid of right now?
- What would this look like through a lens of acceptance?
- What's the pattern you are stuck in?
- What's possible for you here?
- How is that assessment working for you? How else could you look at that?
- What is the bottom line?
- How was it perceived?
- What does that worry feel like?
- What does your instinct tell you?
- What might help you most in addressing that insecurity?
- What could you do?
- What has prevented you from doing that before?
- How does that sit with you?
- Are you capable of that?
- Have you shared this with people?
- Who else could give you good advice about this?
- Is that something you're willing to try?
- What would it take for you to move forward?
- What does it feel like if you do that?
- What are your key concerns?
- What's happening for you now?
- What do you want from this person or situation?
- What do you want to be different?
- How can you be more loving to yourself?
- How are your own saboteurs kicking in?
- At the end of this conversation, what would success look like for you?



- In three months, what would success look like?
- What's the Reader's Digest version of your career up till now?
- What does professional success here look like for you?
- What do you consider the major past successes in your career?
- If you could revise your role, what would it look like?
- What motivates you to show up every day?
- How would you describe yourself as a leader?
- What makes you feel fulfilled at work?
- What kind of leader do you strive to be?
- What keeps you up at night?
- What organizational culture obstacles exist for you?
- What's the biggest professional misconception about you?
- Where do you feel vulnerable here at work?
- Who are you at work?
- What do you want your legacy here to be?
- What's the best way that you learn?
- Can you climb upstairs and look down at the situation from the balcony?
- Can you step outside yourself and assess how you're showing up?

ICF Code of Ethics

One of the challenges in the field of coaching is upholding levels of professionalism, standards and ethics. To this end, many of the coaching bodies and organizations have codes of ethics and member standards and criteria according to which they hold their members accountable in order to protect coaching clients' interests

Section 1: Professional Conduct At Large

As a coach:

- 1) I will not knowingly make any public statement that is untrue or misleading about what I offer as a coach or make false claims in any written documents relating to the coaching profession or my credentials or the ICF.
- 2) I will accurately identify my coaching qualifications, expertise, experience, certifications and ICF Credentials.
- 3) I will recognize and honor the efforts and contributions of others and not misrepresent them as my own. I understand that violating this standard may leave me subject to legal remedy by a third party.
- 4) I will, at all times, strive to recognize personal issues that may impair conflict or interfere with my coaching performance or my professional coaching relationships. Whenever the facts and circumstances necessitate, I will promptly seek professional assistance and determine the action to be taken, including whether it is appropriate to suspend or terminate my coaching relationship(s).



5) I will conduct myself in accordance with the ICF Code of Ethics in all coach training, coach mentoring and coach supervisory activities.

6) I will conduct and report research with competence, honesty and within recognized scientific standards and applicable subject guidelines. My research will be carried out with the necessary consent and approval of those involved and with an approach that will protect participants from any potential harm. All research efforts will be performed in a manner that complies with all the applicable laws of the country in which the research is conducted.

7) I will maintain, store, and dispose of any records created during my coaching business in a manner that promotes confidentiality, security and privacy, and complies with any applicable laws and agreements.

8) I will use ICF Member contact information (email addresses, telephone numbers, etc.) only in the manner and to the extent authorized by the ICF.

Section 2: Conflicts of Interest

As a coach:

9) I will seek to avoid conflicts of interest and potential conflicts of interest and openly disclose any such conflicts. I will offer to remove myself when such a conflict arises.

10) I will disclose to my client and his or her sponsor all anticipated compensation from third parties that I may pay or receive for referrals of that client.

11) I will only barter for services, goods or other non-monetary remuneration when it will not impair the coaching relationship.

12) I will not knowingly take any personal, professional or monetary advantage or benefit of the coach-client relationship, except by a form of compensation as agreed in the agreement or contract.

Section 3: Professional Conduct with Clients

As a coach:

13) I will not knowingly mislead or make false claims about what my client or sponsor will receive from the coaching process or from me as the coach.

14) I will not give my prospective clients or sponsors information or advice I know or believe to be misleading or false.

15) I will have clear agreements or contracts with my clients and sponsor(s). I will honor all agreements or contracts made in the context of professional coaching relationships.



16) I will carefully explain and strive to ensure that, prior to or at the initial meeting, my coaching client and sponsor(s) understand the nature of coaching, the nature and limits of confidentiality, financial arrangements, and any other terms of the coaching agreement or contract.

17) I will be responsible for setting clear, appropriate, and culturally sensitive boundaries that govern any physical contact I may have with my clients or sponsors.

18) I will not become sexually intimate with any of my current clients or sponsors.

19) I will respect the client's right to terminate the coaching relationship at any point during the process, subject to the provisions of the agreement or contract. I will be alert to indications that the client is no longer benefiting from our coaching relationship.

20) I will encourage the client or sponsor to make a change if I believe the client or sponsor would be better served by another coach or by another resource.

21) I will suggest my client seek the services of other professionals when deemed necessary or appropriate.

Section 4: Confidentiality/Privacy

As a coach:

22) I will maintain the strictest levels of confidentiality with all client and sponsor information. I will have a clear agreement or contract before releasing information to another person, unless required by law.

23) I will have a clear agreement upon how coaching information will be exchanged among coach, client and sponsor.

24) When acting as a trainer of student coaches, I will clarify confidentiality policies with the students.

25) I will have associated coaches and other persons whom I manage in service of my clients and their sponsors in a paid or volunteer capacity make clear agreements or contracts to adhere to the ICF Code of Ethics Part 2, Section 4: Confidentiality/Privacy standards and the entire ICF Code of Ethics to the extent applicable.

Coaching Core Competencies

The International Coaches Federation (ICF) details eleven **coaching core competencies**. This provides an excellent tool to gauge your skill set, recognize your level of efficiency, and a standard for expanding your abilities. The eleven coaching skills that the ICF deems necessary for one to be competent are as follows:

1. Ethical Guidelines
2. Coaching Agreement
3. Trust and Intimacy



4. Coaching Presence
5. Active Listening
6. Powerful Questioning
7. Direct Communication
8. Creating Awareness
9. Designing Actions
10. Planning and Goal Setting
11. Accountability

The ICF defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. The Core Competencies are grouped into four clusters according to those that fit together logically based on common ways of looking at the competencies in each group. 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.

Setting the Foundation

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

Co-creating the Relationship

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

Communicating Effectively

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

Facilitating Learning and Results

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

Setting the Foundation

1. Meeting Ethical Guidelines and Professional Standards—Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations.

1. Understands and exhibits in own behaviors the ICF Standards of Conduct (see list, Part III of ICF Code of Ethics).
2. Understands and follows all ICF Ethical Guidelines (see list).
3. Clearly communicates the distinctions between coaching, consulting, psychotherapy and other support professions.



4. Refers client to another support professional as needed, knowing when this is needed and the available resources.

2. Establishing the Coaching Agreement—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.

1. Understands and effectively discusses with the client the guidelines and specific parameters of the coaching relationship (e.g., logistics, fees, scheduling, inclusion of others if appropriate).
2. Reaches agreement about 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.
3. Determines whether there is an effective match between his/her coaching method and the needs of the prospective client.

Co-Creating the Relationship

3. Establishing Trust and Intimacy with the Client—Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.

1. Shows genuine concern for the client's welfare and future.
2. Continuously demonstrates personal integrity, honesty and sincerity.
3. Establishes clear agreements and keeps promises.
4. Demonstrates respect for client's perceptions, learning style, personal being.
5. Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure.
6. Asks permission to coach client in sensitive, new areas.

4. Coaching Presence—Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.

1. Is present and flexible during the coaching process, dancing in the moment.
2. Accesses own intuition and trusts one's inner knowing—"goes with the gut."
3. Is open to not knowing and takes risks.
4. Sees many ways to work with the client and chooses in the moment what is most effective.
5. Uses humor effectively to create lightness and energy.

14

6. Confidently shifts perspectives and experiments with new possibilities for own action.
7. Demonstrates confidence in working with strong emotions and can self-manage and not be overpowered or enmeshed by client's emotions.

Communicating Effectively



5. Active Listening—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.

1. Attends to the client and the client's agenda and not to the coach's agenda for the client.
2. Hears the client's concerns, goals, values and beliefs about what is and is not possible.
3. Distinguishes between the words, the tone of voice, and the body language.
4. Summarizes, paraphrases, reiterates, and mirrors back what client has said to ensure clarity and understanding.
5. Encourages, accepts, explores and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.
6. Integrates and builds on client's ideas and suggestions.
7. "Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long, descriptive stories.
8. Allows the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps.

6. Powerful Questioning—Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

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

7. Direct Communication—Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.

1. Is clear, articulate and direct in sharing and providing feedback.
2. Reframes and articulates to help the client understand from another perspective what he/she wants or is uncertain about.
3. Clearly states coaching objectives, meeting agenda, and purpose of techniques or exercises.
4. Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon).
5. Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.

Facilitating Learning and Results

8. Creating Awareness—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.



1. Goes beyond what is said in assessing client's concerns, not getting hooked by the client's description.
2. Invokes inquiry for greater understanding, awareness, and clarity.
3. Identifies 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.
4. Helps 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.
5. Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action.
6. Helps clients to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, and background).
7. Expresses insights to clients in ways that are useful and meaningful for the client.
8. Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching.
9. Asks 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.

9. Designing Actions—Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.

1. Brainstorms and assists the client to define actions that will enable the client to demonstrate, practice, and deepen new learning.
2. Helps the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals.
3. Engages the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions.
4. Promotes 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.
5. Celebrates client successes and capabilities for future growth.
6. Challenges client's assumptions and perspectives to provoke new ideas and find new possibilities for action.
7. Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them.
8. Helps the client "Do It Now" during the coaching session, providing immediate support.
9. Encourages stretches and challenges but also a comfortable pace of learning.

10. Planning and Goal Setting—Ability to develop and maintain an effective coaching plan with the client.

1. Consolidates collected information and establishes a coaching plan and development goals with the client that address concerns and major areas for learning and development.



2. Creates a plan with results that are attainable, measurable, specific, and have target dates.
3. Makes plan adjustments as warranted by the coaching process and by changes in the situation.
4. Helps the client identify and access different resources for learning (e.g., books, other professionals).
5. Identifies and targets early successes that are important to the client.

11. Managing Progress and Accountability—Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.

1. Clearly requests of the client actions that will move the client toward his/her stated goals.
2. Demonstrates follow-through by asking the client about those actions that the client committed to during the previous session(s).
3. Acknowledges the client for what they have done, not done, learned or become aware of since the previous coaching session(s).
4. Effectively prepares, organizes, and reviews with client information obtained during sessions.
5. Keeps 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).
6. Focuses on the coaching plan but is also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions.
7. Is able to move 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.
8. Promotes 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.
9. Develops 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).
10. Positively confronts the client with the fact that he/she did not take agreed-upon actions.