**NOTE: If disqualifying error(s)** showed up in one or both coaching sessions of the exam, the exam is an automatic fail. May be demonstrated by:

* Unethical interaction
* Abusive or otherwise inappropriate behavior

Please note this on review form.

**CORNERSTONES:**

**People are Naturally Creative, Resourceful and Whole**

Nothing is broken or needs fixing.

People have a natural ability to resolve the challenges they face.

**Evoke Transformation**

The coach’s job is to call forth the greatest possibility for the client.

The coaching engages with what is most meaningful and/or most resonant for the client.

**Focus on the Whole Person**

The coaching includes all aspects of being human: mind, body, spirit and emotion and holds/creates awareness of impact of in all arenas of client’s life.

**Dance in This Moment**

Works with what arises in the moment rather than from a fixed and rigid plan.

Relationship is fluid give and take.

Everything that happens is an opportunity for learning and movement.

**CONTEXTS:**

**Curiosity**

The coach’s questions invite clients to look in a certain direction but the invitation has no preconceived conclusion. These are not leading questions. And the coach is not at all attached to the answers they receive.

If it is not a fruitful place to look, the client will know and say so, or the coach will see that it was a dead-end, and ask a different question.

The spaciousness of curiosity is miles wide and open for exploration. Coach and client enter this space together to look around.

The coach is open to the client being surprised and finding the unexpected truth.

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| ***May be demonstrated by:***   1. The coach’s questions help the client expand her/his thinking about her/his situation towards the outcome he/she desires. 2. The coach asks questions about the client as a human being. 3. The coach asks clear, direct, open-ended questions, one at a time. 4. The coach’s questions use the client’s language and elements of the client’s learning style and personality. 5. The coach’s questions are not leading, i.e. do not contain a conclusion or direction the client is expected to go. |

**Intuition**

The process of intuiting is non-linear and non-rational.

The coach remains unattached to the accuracy and/or significance of their intuition.

**Listening**

The coach listens for the client’s vision, values, commitment and purpose in their words and demeanor.

The coach listens with a consciousness, with a purpose and focus that comes from the alliance with the client.

The coach is listening for signs of life, the choices clients are making, and how those choices move them toward or away from resonance.

***Level 2: Focused Listening***

Attention is a sharp focus on the other person — listening is directed at the client.

Listening for words, expression, emotion, what they don’t say, values, vision, and what makes them energetic.

Impact on the client — are they coming alive (resonance) or are they becoming withdrawn (dissonance)?

***Level 3: Global Listening***

Attention is soft focus; listening at 360 degrees.

Awareness includes everything: What you see, hear, smell, and feel.

The coach is aware of their impact on the client and can dance with it.

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| ***May be demonstrated by:***   1. The coach’s questions and observations use what the coach has learned about the client and the client’s situation. 2. The coach notices and explores client’s language. 3. When appropriate, the coach notices and explores client’s emotions and/or behaviors. 4. When appropriate, the coach is quiet and gives client time to think. |

**Self-Management**

The ability of the coach to get out of the way in the service of holding the client’s agenda. This means to put aside all opinions, preferences, judgments and beliefs in order to reflect and support the client’s agenda.

Another facet of self-management includes managing the client’s Saboteur. The coach can aid the client in identifying the Saboteur and then provide tools for managing it.

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| ***May be demonstrated by:***   1. The coach manages own saboteur and recovers to the model. 2. The coach treats client as a partner in the coaching relationship. 3. The coach doesn't make the coach's opinion more important the client's. 4. The client has a voice in how the session proceeds. 5. The coach does not impose her/his frame of reference on the session or client. 6. The coaching is not driven by the coach’s needs. 7. The coach extends a human, emotional invitation to the client, beyond the technical proficiency. 8. The coaching is responsive to the client’s agenda and what the client discusses in the session. 9. The coach uses either the client’s language or language that reflects the client’s way of speaking. |

**Forward Action & Deepen Learning**

Clients learn from the action they take, and also learn from the action they don’t take.

The coach works with new actions from which the client will learn and with new learning that will move the client into action.

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| ***May be demonstrated by:***   1. The coach helps the client to identify what s/he wants to accomplish in the session. 2. The coach helps the client to define measures of success for the goal and/or the session. 3. The coach explores what is important or meaningful to the client about his/her goal or topic. 4. The coach helps the client define what issues the client believes they need to address or resolve in order to achieve what s/he wants to accomplish in the session. 5. The coach acknowledges when there appears to be a change of direction and asks the client what s/he wants to do regarding the new outcome or issue in the session. 6. The coach invites client to explore progress towards what s/he want to accomplish in the session. 7. The coach invites client to define his/her learning in the session about her/his *situation*. 8. The coach invites client to define his/her learning in the session about her/*himself*. 9. The coach invites client to consider how s/he will use learning from the coaching. 10. The coach invites the client to design meaningful actions to move forward towards what s/he wants to accomplish. 11. The coach invites the client, if needed, to consider support mechanisms, resources, potential barriers to move forward towards her/his goals and/or agreed-upon actions. 12. The coach invites the client, if needed, to design effective structures of accountability. 13. The coach partners with the client to close the session. |

**Use of Principles**

Using the presenting agenda from the client,the coach engages with the client at the personal level addressing in some form how the client lives with resonance and empowered choice rather than being driven by circumstances, self-sabotaging messages or avoidance.

**DESIGNED ALLIANCE including EMPOWERED RELATIONSHIP**

**Designed Alliance**

Designed alliances tend to shift over time and may need to be revisited.

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| ***May be demonstrated by:***   1. If the coach offers assessments or opinions, s/he does so as an invitation for the client to use or not use, as the client sees fit. 2. The coach acknowledges and respects the client’s work in the coaching process. 3. The coach expresses support for the client. 4. The coach encourages and allows the client to fully express him/herself. |

**Empowered Relationship**

The empowered relationship is one in which all parties to the relationship have granted power to the relationship.

The coach is fully present and accesses his/her own authentic range.

**T**he space of the relationship is Safe and Courageous.

The coach may fiercely and courageously take a stand for the client to step more boldly into his or her most powerful self.

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| ***May be demonstrated by:***   1. Using observations, intuitions, thoughts and feelings, the coach shares what s/he is noticing about the client (ex emotions, body language, tone of voice, patterns of thought, patterns of language) and /or the client’s situation, and seeks the client’s input, response or exploration. 2. The client does most of the talking. 3. The coach explains her/his reasoning behind what s/he introduces that could affect the direction of the coaching. 4. The coach’s tone of voice and language shows respect for the client. 5. When the client is speaking, the coach only interrupts when there is a coaching purpose to do so. 6. If client exhibits strong emotions the coach remains observant, empathetic, calm, neutral, and responsive. 7. The coach’s language is generally clear, effective and concise. |