Please return this form to [advancedcoachingskills@icf-nj.org](mailto:advancedcoachingskills@icf-nj.org)

**In order to receive 1.5 hours of Core Competency CCEs, please return this form by July 3, 2019.**

**PCC Markers / ICF Core Competency Review Form for Recording #1**

**RECORDING #3 REVIEW FORM**

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| **Your name:** |  | **Your email address:** |  |
| **Name of Coach on recording #3:** |  | **Date of your review:** |  |

This form is for learning purposes only and is provided for participants in the ICF-NJ Coaching Skills Development Program 2019, led by Carly Anderson, MCC.

Please copy and paste evidence of what coach said from the transcript, that demonstrates a particular competency, or marker within a competency. An example of evidence is given next to each core competency.

**For the third recording, you are evaluating “Output” Core Competencies from “The Target Approach” model being #3, #8, #9, #11.**

Once you have provided your Review Form for this recording, you will receive Carly’s Review Form for the same recording, for your comparison and learning including what skill level this recording is according to ICF credential guidelines. Generally, there will be less markers evidenced for ACC, more for PCC and even more for MCC skill level.

**Required:** Besides the core competencies named above, please also go to bottom of this form and fill in Competency Strength and Development Opportunities. This will help to integrate your thinking about what you’ve heard.

**Optional:** You can highlight (below) any of the 10 Characteristics of MCC skill level you notice are demonstrated consistently throughout the session. Reference article here: <https://carlyanderson.com/ten-characteristics-of-mcc-skill-level>

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|  | **Please give examples that demonstrate specific evidence of Markers.** |
| Which of these characteristics were consistently demonstrated by the coach throughout the coaching session?  Optional: You can highlight with yellow those consistently demonstrated, and/or make comments next to the characteristics. | 10 Characteristics of MCC skill level by Carly Anderson  Connection  Presence  Partnering  Spaciousness  Emotional Content, the Light and the Shadow  Simplicity  Ignore Nothing  Trust  Vulnerability  Expanded Learning |
| **SETTING THE FOUNDATION** |  |
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| **#1 Ethics and Standards** |  |
| Did you notice any ethical issues? If so, please provide evidence. |  |
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| **#2 Competency: Creating the Coaching Agreement** |  |
| 1. Coach helps the client identify, or reconfirm, what s/he wants to accomplish in the session. |  |
| 2. Coach helps the client to define or reconfirm measures of success for what s/he wants to accomplish in the session. |  |
| 3. Coach explores what is important or meaningful to the client about what s/he wants to accomplish in the session. |  |
| 4. Coach helps the client define what the client believes he/she needs to address or resolve in order to achieve what s/he wants to accomplish in the session. |  |
| 5. Coach continues conversation in direction of client’s desired outcome unless client indicates otherwise. |  |
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| **CO-CREATING THE RELATIONSHIP** |  |
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| **#3 Competency: Creating Trust and Intimacy** | **Example marker 1: I acknowledge the clarity that you have in relation to what you can accomplish and what you can have if you have this patience.**  **Example marker 2: I can sense the determination behind the solid tone of voice you're having when you're saying I can be successful.**  **Example marker 3: (demonstrated by coach not interrupting client, and continuing to ask open-ended discovery questions of the client)** |
| 1. Coach acknowledges and respects the client’s work in the coaching process. |  |
| 2. Coach expresses support for the client. |  |
| 3. Coach encourages and allows the client to fully express him/herself. |  |
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| **#4 Competency: Coaching Presence** |  |
| 1. Coach acts in response to both the whole person of the client and what the client wants to accomplish in the session. |  |
| 2. Coach is observant, empathetic, and responsive |  |
| 3. Coach notices and explores energy shifts in the client. |  |
| 4. Coach exhibits curiosity with the intent to learn more |  |
| 5. Coach partners with the client by supporting the client to choose what happens in the session. |  |
| 6. Coach partners with the client by inviting the client to respond in any way to the coach’s contributions and accepts the client’s response. |  |
| 7. Coach partners with the client by playing back the client’s expressed possibilities for the client to choose from. |  |
| 8. Coach partners with the client by encouraging the client to formulate his or her own learning. |  |
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| **COMMUNICATING EFFECTIVELY** |  |
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| **#5 Competency: Active Listening** |  |
| 1. Coach’s questions and observations are customized by using what the coach has learned about who the client is and the client’s situation. |  |
| 2. Coach inquires about or explores the client’s use of language. |  |
| 3. Coach inquires about or explores the client’s emotions. |  |
| 4. Coach inquires about or explores the client’s tone of voice, pace of speech or inflection as appropriate. |  |
| 5. Coach inquires about or explores the client’s behaviors. |  |
| 6. Coach inquires about or explores how the client perceives his/her world. |  |
| 7. Coach is quiet and gives client time to think. |  |
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| **#6 Competency: Powerful Questioning** |  |
| 1. Coach asks questions about the client; his/her way of thinking, assumptions, beliefs, values, needs, wants, etc. |  |
| 2. Coach's questions help the client explore beyond his/her current thinking to new or expanded ways of thinking about himself/herself. |  |
| 3. Coach's questions help the client explore beyond his/her current thinking to new or expanded ways of thinking about his/her situation. |  |
| 4. Coach’s questions help the client explore beyond current thinking towards the outcome s/he desires. |  |
| 5. Coach asks clear, direct, primarily open-ended questions, one at a time, at a pace that allows for thinking and reflection by the client. |  |
| 6. Coach’s questions use the client’s language and elements of the client’s learning style and frame of reference. |  |
| 7. Coach’s questions are not leading, i.e. do not contain a conclusion or direction. |  |
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| **#7 Competency: Direct Communication** |  |
| 1. Coach shares observations, intuitions, comments, thoughts and feelings to serve the client’s learning or forward movement. |  |
| 2. Coach shares observations, intuitions, comments, thoughts and feelings without any attachment to them being right. |  |
| 3. Coach uses the client’s language or language that reflects the client’s way of speaking. |  |
| 4. Coach’s language is generally clear and concise. |  |
| 5. The coach allows the client to do most of the talking. |  |
| 6. Coach allows the client to complete speaking without interrupting unless there is a stated coaching purpose to do so. |  |
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| **FACILITATING LEARNING AND RESULTS** |  |
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| **#8 Competency: Creating Awareness** | **Example marker 1: What insights have you had in our session today?**  **Example marker 2: What have you learned about yourself?**  **Example marker 3: Example marker 2: I have a sense and I might be wrong and I need to check in with you. I have a that stability is the main drive, I don't know it just appeared to me that the word stability. So I don't know if it's worth checking in with you on this?**  **Example marker 4: Where else in your life can you apply that learning of being positive?**  **Example marker 5: How would you be different if you were able to be patient, and wait, the future rewards instead of having instant reward?** |
| 1. Coach invites client to state and/or explore his/her learning in the session about her/his situation (the what). |  |
| 2. Coach invites client to state and/or explore his/her learning in the session about her-/himself (the who). |  |
| 3. Coach shares what s/he is noticing about the client and /or the client’s situation, and seeks the client’s input or exploration. |  |
| 4. Coach invites client to consider how s/he will use new learning from the coaching. |  |
| 5. Coach’s questions, intuitions and observations have the potential to create new learning for the client. |  |
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| **#9-11 Competency: Designing Actions, Planning And Goal Setting, And Managing Progress And Accountability** | **Example marker 1: At this point I would like to check in with you in relation to your goal of being optimistic or having an optimistic view. How do you see we are moving in our session?**  **Example marker 2: 18 So with this new learning about yourself and this new awareness that you have in hand, how would you translate that learning into action?**  **Example marker 3: What might come across the road that might stop you from maintaining that optimism?**  **Example marker 4: You sound ready to go. What will help you to keep this positivity to take the action you have stated today?**  **Example 5: So do you feel that you don't good place so we can lock the session?** |
| 1. Coach invites or allows client to explore progress towards what s/he want to accomplish in the session. |  |
| 2. Coach assists the client to design what actions/thinking client will do after the session in order for the client to continue moving toward the client’s desired outcomes. |  |
| 3. Coach invites or allows client to consider her/his path forward, including, as appropriate, support mechanisms, resources and potential barriers. |  |
| 4. Coach assists the client to design the best methods of accountability for her/himself. |  |
| 5. Coach partners with the client to close the session. |  |
| 6. Coach notices and reflects client’s progress. |  |

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| What are 2 – 3 areas of Competency Strength? |  |
| What are 1 – 3 opportunities for Competency Development Upgrades? |  |
| Any other observations and comments? |  |