

ICF PCC Marker Assessor Resource Guide

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Credentials
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- 104 7.3: Coach asks questions to help the client explore beyond the client's current thinking or feeling to new or expanded ways of thinking or feeling about their situation (the what).
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- 115 7.6: Coach asks clear, direct, primarily open-ended questions, one at a time, at a pace that allows for thinking, feeling or reflection by the client.
- 118 7.7: Coach uses language that is generally clear and concise.
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How This Resource Guide Is Organized

This PCC Marker Assessor Resource Guide is organized in a very specific way. Below is an explanation of the structure of this guide, along with a summary of the different elements and sections that make up the guide.

1. Best Practices for Achieving and Maintaining Neutral, Fair and Objective Evaluations

Like its title suggests, this section contains best practices for achieving and maintaining neutrality, fairness and objectivity when you are assessing. Achieving and maintaining neutrality, fairness and objectivity is of the utmost importance when assessing requires ongoing effort and commitment and is foundational to the assessment process, which is why this section appears first in the guide.

2. Guidelines for Marking Qualifiers

This section of the guide is the “Guidelines for Marking Qualifiers.” Qualifiers indicate whether or not a recording meets the minimum requirements to be used for the PCC Credentialing performance evaluation. There are two Qualifiers. The first is concerned with whether or not the coach being evaluated demonstrated alignment with the ICF Code of Ethics throughout the coaching session. The second Qualifier pertains to whether or not the coach being evaluated demonstrated alignment with the role of “coach” (i.e., not teacher, not advisor, not consultant, etc.). Qualifiers are presented before the PCC Marker guidelines because they have their own evaluation criteria which is different than the evaluation criteria for the PCC Markers themselves.

3. General Assessment Principles and Guidelines (Applicable to All Markers)

This section provides some general assessment principles and guidelines that **apply to the assessment of all markers** and should be followed **every time you assess** a recording or coaching session. Within this section are two subsections that are listed and explained below:

a. General Assessment Principles

This subsection covers general assessment principles. These principles provide overarching assessment methodologies, approaches and considerations that **apply to the assessment of all markers** and should be followed **every time you assess** a recording or coaching session.

b. General Guidelines for Determining Whether to Mark a Marker: How Much Evidence Is Enough?

This subsection provides general guidance on how to determine whether or not a marker should be marked as “observed.” Here you will find information on what to pay attention to when you are assessing, the skill level the coach should be demonstrating, the types of evidence you should consider and how to properly weigh evidence and contra-evidence. Again, these guidelines **apply to the assessment of all markers** and should be followed **every time you assess** a recording or coaching session.

4. General Guidelines for Each Competency

Throughout the guide are sections that contain general guidelines for assessing the markers in each competency. For example, on page 12 are the general guidelines to assess the markers in Competency 3: Establishes and Maintains Agreements. These guidelines should be applied when assessing of all markers in Competency 3 (i.e., Markers 3.1, 3.2, 3.3 and 3.4). Likewise, the general guidelines for Competency 4: Cultivates Trust and Safety on page 25 should be applied when assessing all markers in Competency 4 (i.e., Markers 4.1, 4.2, 4.3 and 4.4). All general guidelines for each competency should be applied **in addition to** the general assessment principles and guidelines (applicable to all markers) on page 9.

5. Individual Marker Overviews, Evidence, Contra-Evidence and Specific Guidelines

For each PCC Marker, there is a table that contains an overview of the marker, sample evidence and contra-evidence for the marker, and specific guidelines on how to assess each marker (for example, the table for Marker 3.1 spans from page 13 to page 15). The specific guidelines listed for each marker apply to only that specific marker. The specific guidelines should be applied ***in addition to*** the general assessment principles and guidelines (applicable to all markers) and the general guidelines for each competency (see above) ***unless these guidelines contradict the specific guidelines*** for the marker. In these cases, let the specific guidelines be your main guide.

6. Appendix A: List of the PCC Markers

At the very end of the Resource Guide, on page 153, is an appendix that contains a list of all of the PCC Markers. This appendix is provided as a quick reference guide in case it is useful.

Best Practices for Achieving and Maintaining Neutral, Fair, and Objective Evaluations

Achieving and maintaining neutrality, fairness, and objectivity during the assessment process requires ongoing effort and commitment. Please refer to the list below for best practices on achieving and maintaining neutrality, fairness, and objectivity in your own assessments.

1. Regularly, realistically, and truthfully recall, reclaim, and talk about your coaching skill at the various stages of your journey. What were you like as a beginning coach, a proficient coach, and today? What were your strengths and your areas for growth at each level? What are your patterns and habits today?
2. Give up the need and desire to see perfect coaching (PCC does not stand for Perfect Certified Coach)
3. Don't treat your assessing as a shield to protect the profession or clients. Your clients received value from you even when you were a beginning coach practitioner.
4. Regularly, realistically, and truthfully talk about what you think is "necessary" for coaching to be at a particular level. (Example: "For coaching to be masterful, I think that the coach must relate learning to a larger client vision or being than just the session problem."). Examine openly why your conclusion might be wrong.
5. Regularly, realistically and truthfully talk about your biases, values, dogma and coaching jargon and how they might interfere or cloud your complete listening to an applicant or your fair assessment of them according to the competencies.
6. Create structures for regularly listening to and discussing coaching at all levels and seeing the beauty in coaching at all levels.
7. Regularly access all aspects of yourself (intellect, emotions, physicality, intuition) and see how your ways of being might impact how you evaluate. Where might your way of being help you evaluate fairly and accurately and where might it interfere?
8. Regularly have your coaching assessed by another coach who you respect, who knows how to evaluate coaching, who will be direct and honest with you, and who will call you on your "stuff." It is preferable that this person be outside your training background. It is also preferable that the evaluation be for multiple sessions rather than just one. It is important that you listen to the tapes of your sessions as well. This practice will both help you empathize more fully with being evaluated, help you see patterns more clearly, and most importantly, will help you realize that even you are not the perfect coach.

Guidelines for Marking Qualifiers

QUALIFIER 1: Coach demonstrates alignment with the ICF Code of Ethics

Here are the guidelines for when you would mark qualifier number 1:

1. If the coach aligns with the ICF Code of Ethics, mark Qualifier 1.
2. If the coach inquires about an issue that is **clearly evident** and defined in the ICF Code of Ethics, mark Qualifier 1.
3. If the coach asks about an ethical issue that is not defined in the ICF Code of Ethics, mark Qualifier 1.

Here are the guidelines for when you would NOT mark Qualifier 1:

NOTE: *Qualifier 1 is not meant to disqualify the coach who misses a more subtle ethical issue.*

1. If the coach misses evidence of an issue that is defined as a breach as per the ICF Code of Ethics, do NOT mark Qualifier 1.

Examples from real recordings:

- a. A client says he has been extremely depressed for six months, crying all the time, feels like he is moving in a cloud that is getting darker and darker, and cannot seem to shake the feeling no matter what he does. The coach does not raise the potential that a different form of professional support is needed, given that it is out of the scope of coaching. Qualifier 1 should NOT be marked.
- b. The client states that her son, who is very violent, is about to get out of prison, and she is physically afraid for her well-being since he has threatened her with bodily harm. The coach has her play the son and he plays her to determine what conversation she should have with her son, but the coach has no conversation about other resources—such as law enforcement, a specialist who deals with violence in the family, or a security specialist—she might need beyond coaching to protect herself. Qualifier 1 should NOT be marked.

NOTE: *If any behaviors in section 4 (directly above) are present, Qualifier 1 is NOT marked. Explain why, using clear evidence from the recording and transcript.*

QUALIFIER 2: Consistent alignment with role as Coach

Here are the guidelines for when you would mark Qualifier 2:

1. If the coach consistently stays in the role of coach (not teacher, not advisor, not consultant, etc.), mark Qualifier 2.
2. If the coach occasionally steps into another role in the session or occasionally gives advice, mark Qualifier 2.

Examples from real recordings:

- a. A client is seeking to improve relationships with his direct reports. The coach suggests a communications workshop and several books on communications, but the majority of the session focuses on eliciting the client's view of how he can improve communication. Qualifier 2 should be marked.
- b. The client doesn't know how to move forward in recruiting new members for his network. The coach, who has some expertise in network marketing, suggests three techniques. He then asks the client to add to the list and the remainder of the conversation is open questions eliciting solutions from the client. Qualifier 2 should be marked.

Here are the guidelines for when you would NOT mark Qualifier 2:

1. If the coach consistently stays in a role other than coach (teacher, advisor, consultant, etc.), do NOT mark Qualifier 2.

Examples from real recordings:

- a. The client wants to discuss improving relationships with others in his department. The coach, who has coached in the department before, spends a significant amount of the session telling the client her impressions and conclusions about everyone she knows there and offering specific advice on how to deal with each person. The coach has clearly engaged in the role of consultant throughout the recording. Qualifier 2 should NOT be marked.
- b. The client needs to have a difficult conversation with her mother. The coach spends the majority of the session exploring the client's childhood relationship with her mother and father, how those issues impacted the client growing up, and discusses family of origin issues with the client. The role is more that of a family counselor and Qualifier 2 should NOT be marked.

NOTE: *If any behaviors in section 3 (directly above) are present, Qualifier 2 is NOT marked. Explain why, using clear evidence from the recording and transcript.*

We hope these guidelines and examples are helpful. Should you have any questions while assessing a recording, please contact ICF Credentialing and Standards at support@coachingfederation.org.

General Assessment Principles and Guidelines (Applicable to All Markers)

In this section, you will find general assessment principles, as well as guidelines or rules for how to judge when to mark or not mark a marker. These rules are meant to assist you in the assessment of PCC Performance Evaluations (recordings). They should be read carefully and become part of your thinking as you determine whether or not to mark a marker.

These rules should also be considered your primary guideline rather than any personal guideline or prior coach training guideline you may currently use or have used in the past. If you have any questions about the application of these guidelines when you are judging a recording, please contact ICF Credentialing and Standards staff.

General Assessment Principles

It is important to remember these six general assessment principles when you are evaluating a coaching session:

- 1. Evaluate the behaviors of the coach, not the client's response to it.** Regardless of the results a client obtains in a session, we are assessing observable coaching behaviors that evidence competence in the ICF Core Competencies at the PCC level. Consequently, it is important that your remarks and evaluation focus on the coach's behaviors rather than the client's response to it.
- 2. A coach's contribution to the coaching conversation may evidence more than one skill/marker.** Often a coach's questions or statements may evidence more than one marker. In that event, the coach's contribution should be taken into account in determining whether to mark every marker it might be applicable to. For example, a question such as "How will your value of freedom help you decide whether to take this job?" addresses both the who (the client's values) and the what (the decision to take a job). The question would be taken into consideration in determining whether there is enough evidence to mark markers in Maintains Presence, Listens Actively, and Evokes Awareness.
- 3. You are looking for the minimum amount of skill necessary to demonstrate PCC level coaching.** As you listen, please remember that PCC does not stand for "Perfect Certified Coach." At a beginning PCC level, there is still room for growth. Please do not assess using a standard that represents an advanced level of coaching and do not expect to hear every marker demonstrated.
- 4. You should wait to assess each marker until you have gathered all of the evidence.** You may notice that the specific guidelines for evaluating each marker include whether the marker requires "only one clear piece of evidence" or "more than one clear piece of evidence." These guidelines should **NOT** be considered exact or definitive. Assessing is not a math problem. It is much more complex. ***Determining whether or not a marker is observed requires careful consideration of the evidence across the entire coaching session/recording.*** This means that you cannot mark a marker as "observed" simply because you found one piece of evidence that satisfies the minimum evidence requirement for that particular marker. Instead, you will need to assess the marker across the entire recording. Did the coach remain responsive to the client for this particular marker? If contra-evidence was present, did the coach demonstrate enough positive evidence to show that they understand and can demonstrate the skill/marker being assessed? Did the coach stop partnering with the client halfway through the recording? These are the types of considerations you need to make for each marker you assess.

- 5. While gathering evidence/contra-evidence for a marker, it is often helpful to consider a range of time instead of a single timestamp.** Coaching is not a series of isolated and unrelated questions and comments from the coach and the client. It's a **conversation** and should be evaluated as such. Consequently, it can sometimes be difficult for a coach to demonstrate a marker in a single timestamp. This doesn't just apply to some markers. ***This can happen with any marker*** depending upon the flow of the conversation.

For example, Marker 4.4 reads "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." While gathering evidence for Marker 4.4, it may be helpful to consider a range of time instead of a single timestamp as the coach's sharing, inviting the client to respond in any way, and acceptance of the client's response may not all occur in a single timestamp.

Due to the structure of the session transcript, it can be easy to fall into the habit of only considering single timestamps in isolation. However, an easy way to remember to consider ranges of time is to remember that ***a coaching conversation (and the transcript) is more than the sum of its parts.***

While it is important to consider a range of time when marking most markers, it may not always be required. On occasion, a coach may demonstrate a marker in a single timestamp. The important thing here is that you are **aware** that ***sometimes it is necessary to consider a range of time*** when gathering evidence/contra-evidence.

- 6. The order of the markers does NOT relate to when the marker should be demonstrated in the session.** There is a common misconception that the markers are listed in chronological order and that they need to be demonstrated in roughly the same order (for example, that Competency 3 markers should be demonstrated at the very beginning of the session and Competency 8 markers should be demonstrated at the very end of the session). This is incorrect. The actual guidelines for when a marker should occur in a coaching session is much more nuanced.

In the General Guidelines for Establishes and Maintains Agreements on page 12, it states that Competency 3 markers "do not have to occur strictly at the beginning of the session to be marked. The markers must, however, occur early enough in the session so that they assist in framing the session. For example, if the coach asks for measures of success at 10 minutes into the session, the marker should be marked. If the coach asks for measures of success with five minutes left to go in the session, the marker should not be marked). In other words, the coach and client may not establish a session goal until 15 or 20 minutes into the session. This is okay, as long as they establish the session goal early enough to help structure the session. Likewise, Competency 8 markers can occur quite early in the session. For example, if the client has a big insight within the first 10 minutes of the session, the coach might ask about the client's learning (Markers 8.2 and 8.3).

- 7. None of the 37 markers require a coach to use a specific word or phrase.** Here are a few examples: To mark Marker 3.2 as "Observed," the coach is **NOT** required to use the phrase "measures of success," nor is the coach required to ask the question "What are your measures of success for this session?" To mark Marker 5.4 as "Observed," the coach is **NOT** required to use the word "curious." To mark Markers 8.2, 8.3, or 8.4 as "Observed," the coach is **NOT** required to use the word "learning." In summary, the coach can demonstrate any marker without using the specific language of the marker itself.

General Guidelines for Determining Whether to Mark a Marker: How Much Evidence Is Enough?

As you evaluate each marker, use the following questions and guidelines to determine whether or not a marker was demonstrated:

1. RESPONSIVENESS: For this marker, was the coach acting in response to what the client offered?

A particular marker should be marked when the coach recognizes and responds to the opportunities presented by the client to use that marker. The behaviors that the coach demonstrates must be customized to the “who” of the client, their presenting situation, and their session or engagement goals throughout the session in order to meet the minimum standard for coaching at the PCC level. The PCC Markers should not be a checklist for the applicant to coach from. If the applicant is using the PCC Markers in this way, it will often be apparent from the applicant’s lack of responsiveness to the client.

2. Does the coach know the skill being described in the marker and can they apply the *minimum amount of skill necessary to demonstrate PCC level coaching*?

A coach does not have to demonstrate a marker perfectly for the marker to be marked. All a coach must demonstrate is that they know the skill and can apply the minimum amount of skill necessary to demonstrate PCC level coaching. Oftentimes this means that the applicant will demonstrate some level of contra-evidence yet still provide enough evidence to mark the marker as “observed.”

3. Is the evidence a *clear* example of the marker being demonstrated?

Coaching is complex and nuanced and the evidence you gather as an assessor will not always be black and white or easy to evaluate. However, as an assessor, it is your duty and responsibility to remain as objective and neutral as possible. Consequently, the evidence you gather should be **clear enough** that it does not require complex interpretations or for you to make a lot of assumptions to count it as evidence for a particular marker.

4. To determine the marking for most markers, rely more upon the positive evidence presented than the contra-evidence demonstrated.

As stated above, the applicant will oftentimes demonstrate some contra-evidence yet still provide enough evidence for the marker to be marked as “observed.” As an assessor, you should primarily rely upon positive evidence to determine whether or not markers are observed. Contra-evidence should only be taken into account when it overshadows the positive evidence or is blatant/severe. (**Note:** There are markers where contra-evidence is the primary consideration, for example Marker 6.6. However, this is the exception to the rule. The specific guidelines for each marker will inform you of these special markers).

Competency 1: Demonstrates Ethical Practice

Familiarity with the ICF Code of Ethics and its application is required for all levels of coaching. Successful PCC candidates will demonstrate coaching that is aligned with the ICF Code of Ethics and will remain consistent in the role of a coach.

Competency 2: Embodies a Coaching Mindset

Embodying a coaching mindset — a mindset that is open, curious, flexible and client-centered — is a process that requires ongoing learning and development, establishing a reflective practice and preparing for sessions. These elements take place over the course of a coach's professional journey and cannot be fully captured in a single moment in time. However, certain elements of this competency may be demonstrated within a coaching conversation. These particular behaviors are articulated and assessed through the following PCC Markers: 4.1, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.5, 7.1 and 7.5.

As with other competency areas, a minimum number of these markers will need to be demonstrated to pass the PCC performance evaluation. All elements of this competency will also be evaluated in the written assessment for ICF Credentials (Coach Knowledge Assessment).

General Guidelines for Competency 3: Establishes and Maintains Agreements

The markers for Competency 3: Establishes and Maintains Agreements are:

- 3.1: Coach partners with the client to identify or reconfirm what the client wants to accomplish in this session.
- 3.2: Coach partners with the client to define or reconfirm measure(s) of success for what the client wants to accomplish in this session.
- 3.3: Coach inquires about or explores what is important or meaningful to the client about what they want to accomplish in this session.
- 3.4: Coach partners with the client to define what the client believes they need to address to achieve what they want to accomplish in this session.

For Competency 3, you are evaluating that the coach partners with the client to establish clear agreements for this coaching session. Each marker addresses a specific part of the coaching agreement. Each marker must be raised by the coach and discussed with the client in order to be marked.

These markers do not have to occur strictly at the beginning of the session to be marked. The markers must, however, occur early enough in the session so that they assist in framing the session. (Example: The coach asks for measures of success at 10 minutes into the session; the marker should be marked. The coach asks for measures of success with five minutes left to go in the session; the marker should not be marked).

Competency 3: Establishes and Maintains Agreements

Marker 3.1: Coach partners with the client to identify or reconfirm what the client wants to accomplish in this session.

Marker Overview for 3.1

Marker 3.1 is about establishing the topic or focus of the conversation for this session. It is usually about a challenge the client is facing or a goal they would like to attain. However, it could also be more exploratory or abstract, such as brainstorming or exploring different concepts and ideas.

Marker 3.1 vs. Marker 3.2

The main difference between Marker 3.1 and 3.2 is that 3.1 is about establishing a session topic or goal, whereas 3.2 is about identifying concrete evidence that indicates that the coach and client have accomplished the session goal or have sufficiently explored the session topic or focus. For example, 3.1: "I would like to talk about how I can improve my relationship with my boss." 3.2: "I will know that this session was successful in moving towards my goal of improving my relationship with my boss if I have three concrete action steps to take by the end of this session."

However, there can be some overlap between 3.1 and 3.2. For example, if the client states the session goal as, "I would like to come up with three action steps I can take to improve my relationship with my boss by the end of this session." This is both a goal and a measure of success.

YOUR NOTES:

Marker 3.1: Coach partners with the client to identify or reconfirm what the client wants to accomplish in this session.	
Evidence for 3.1	
E1	If coach asks for or confirms a topic, focus or goal for this session.
E2	If client offers a topic, focus or goal, and coach verbally confirms understanding of the topic, focus or goal for this session.
E3	If coach confirms by verbalizing back to the client what they heard as the topic, focus or goal for this session, and client indicates the coach heard them correctly.
E4	If coach extends an invitation to co-design or co-create the session topic, focus or goal for this session.
E5	If coach asks client to define their desired topic, focus or goal for this session.
Contra-Evidence for 3.1	
C1	If client states a topic, focus or goal that is clearly ambiguous , and coach does not explore to resolve the ambiguity. (Example: Client states that they want more confidence, but there is no exploration regarding the subject matter of confidence.)
YOUR NOTES:	

Marker 3.1: Coach partners with the client to identify or reconfirm what the client wants to accomplish in this session.

Guidelines for Evaluating Marker 3.1

Please refer to the following guidelines for evaluating Marker 3.1:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 3: Establishes and Maintains Agreements on page 12.
- The Specific Guidelines for Marker 3.1 listed below:

Specific Guidelines for Evaluating Marker 3.1

G1	Coach must ask or reconfirm with the client the session topic, focus or goal in order for this marker to be marked.
G2	If client brings one clear session topic, focus or goal and coach clarifies the client-desired session topic, focus or goal, then one piece of evidence is enough to mark this marker.
G3	If client brings multiple topics, focuses or goals and coach clarifies the client-desired session topics, focuses or goals, then more than one piece of evidence may be needed to mark this marker.
G4	If client states a topic, focus or goal that is clearly ambiguous and coach does not explore to resolve the ambiguity, this marker should not be marked. Example: Client states that they want more confidence, but there is no exploration regarding the subject matter of confidence.
G5	There can be some overlap between 3.1 and 3.2 (see explanation of Marker 3.1 vs. 3.2 in the “Overview of Marker 3.2” section above). In these circumstances, coach must confirm the session goal/session measure(s) of success with client in order for Markers 3.1 and 3.2 to be marked.
G6	A minimum of one clear piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 3: Establishes and Maintains Agreements

Marker 3.2: Coach partners with the client to define or reconfirm measure(s) of success for what the client wants to accomplish in this session.

Marker Overview for 3.2

Marker 3.2 is about establishing a measure or measures of success for what the client wants to accomplish in this session. A measure of success is evidence that is concrete and clearly defined, which indicates that the coach and client have accomplished the session goal or have sufficiently explored the session topic or focus. Another way to think about measures of success is as “session goal achievement evidence” or “session goal achievement indicators.” For example, after the coach and client establish a session goal, the coach might ask, “What are some concrete indicators that we can use/refer to at the end of this session to gauge how successful we were at meeting your session goal?” By asking this question, the coach is partnering with the client to define a measure or measures of success for this session.

Measure(s) of success can be explained in tangible (actions, next steps, a plan) and intangible (feelings, emotional state, level of confidence) ways.

Marker 3.1 vs. Marker 3.2

The main difference between Marker 3.1 and 3.2 is that 3.1 is about establishing a session topic or goal, whereas 3.2 is about identifying concrete evidence that indicates that the coach and client have accomplished the session goal or have sufficiently explored the session topic or focus.

For example, 3.1: “I would like to talk about how I can improve my relationship with my boss.” 3.2: “I will know that this session was successful in moving towards my goal of improving my relationship with my boss if I have three concrete action steps to take by the end of this session.”

However, there can be some overlap between 3.1 and 3.2. For example, if the client states the session goal as, “I would like to come up with three action steps I can take to improve my relationship with my boss by the end of this session.” This is both a goal and a measure of success.

YOUR NOTES:

Marker 3.2: Coach partners with the client to define or reconfirm measure(s) of success for what the client wants to accomplish in this session.

Evidence for 3.2

E1	If client states a feeling or other non-tangible measure(s) of success and the coach partners with the client to ensure the measure(s) of success is clear. (e.g., "Client: I will feel reassured..." Coach: "How will you know/judge/find out that you are going to feel reassured?")
E2	If client identifies measure(s) of success for this session and coach reflects back or verbally confirms they heard it.
E3	If coach asks for, receives and verbally confirms the measure(s) of success the client stated.
E4	If coach asks what evidence would indicate that the client accomplished their session goal.

Contra-Evidence for 3.2

C1	If coach does not inquire about or reconfirm verbally the client's stated measure(s) of success.
C2	If client states measure(s) of success that are unclear and the coach does not reflect back or inquire further to clarify.
C3	If client states measure(s) of success that are clearly ambiguous and coach does not explore to resolve the ambiguity. (Example: Client states that they will know when they have achieved their session goal when they "feel complete," but there is no exploration into what "feeling complete" means.)

YOUR NOTES:

Marker 3.2: Coach partners with the client to define or reconfirm measure(s) of success for what the client wants to accomplish in this session.

Guidelines for Evaluating Marker 3.2

Please refer to the following guidelines for evaluating Marker 3.2:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 3: Establishes and Maintains Agreements on page 12.
- The Specific Guidelines for Marker 3.2 listed below:

Specific Guidelines for Evaluating Marker 3.2

G1	If coach does not inquire about or reconfirm verbally the client's stated measure(s) of success.
G2	If client brings one clear measure of success and coach clarifies the identified measure of success, then one piece of evidence is enough to mark this marker.
G3	If client brings multiple measure of success (for example, if the client has multiple goals for the session that require multiple measures of success) and coach clarifies the identified measure of success, then more than one piece of evidence may be needed to mark this marker.
G4	If client states measure(s) of success that are clearly ambiguous , and coach does not explore to resolve the ambiguity. (Example: Client states that they will know when they have achieved their session goal when they "feel complete," but there is no exploration into what "feeling complete" means); the marker should not be marked.)
G5	There can be some overlap between 3.1 and 3.2 (see explanation of Marker 3.1 vs 3.2 in the "Overview of Marker 3.2" section above). In these circumstances, the coach must confirm the session goal/session measure(s) of success with the client in order for Markers 3.1 and 3.2 to be marked.
G6	If no session topic, focus or goal was established for this session (i.e., if Marker 3.1 was "not observed"), the coach will not be able to establish measure(s) of success for this session. Therefore, if Marker 3.1 was marked "not observed," Marker 3.2 should be marked "not observed" as well.
G7	A minimum of one clear piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 3: Establishes and Maintains Agreements

Marker 3.3: Coach inquires about or explores what is important or meaningful to the client about what they want to accomplish in this session.

Marker Overview for 3.3

Marker 3.3 is about the coach inquiring or exploring the meaning, importance, personal or professional significance, motivation, etc., behind what the client wants to achieve in this session (i.e., the session topic, focus or goal; see Marker 3.1). This can be explored in many different ways, including, but not limited to, how the session goal relates to the client's values, beliefs, identity, self-expression and purpose.

YOUR NOTES:

Marker 3.3: Coach inquires about or explores what is important or meaningful to the client about what they want to accomplish in this session.	
Evidence for 3.3	
E1	If coach asks client what is meaningful or important to them about the topic, focus or goal that was established for this coaching session.
E2	If the meaning or importance of this session's topic, focus or goal is evident from what the client said and the coach acknowledges it.
E3	If coach inquires about or explores the personal and/or professional relevance and/or significance of the topic, focus or goal that was established for this session.
E4	If coach uses questions to help client clarify what achieving this session's goal would mean to them.
Contra-Evidence for 3.3	
C1	If client's statement of meaning or importance of this session's goal is unclear and coach does not inquire or explore to clarify.
C2	If coach never inquires about or asks client about what is meaningful to them about the goal they have chosen for this session.
YOUR NOTES:	

Marker 3.3: Coach inquires about or explores what is important or meaningful to the client about what they want to accomplish in this session.

Guidelines for Evaluating Marker 3.3

Please refer to the following guidelines for evaluating Marker 3.3:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 3: Establishes and Maintains Agreements on page 12.
- The Specific Guidelines for Marker 3.3 listed below:

Specific Guidelines for Evaluating Marker 3.3

G1	Coach must ask or reconfirm what is important or meaningful to client about what they want to accomplish in this session for this marker to be marked. (Note: "What the client wants to accomplish in this session" refers to the session focus or goal, i.e., Marker 3.1).
G2	For this marker, "inquires" and "explores" describe different depths of questioning or observing. "Inquires" refers to a single question or observation, whereas "explores" refers to deeper, more in-depth questioning (more than one question or observation). To mark this marker, it is NOT necessary for the coach to inquire AND explore. Simply inquiring is sufficient.
G3	If no session topic, focus or goal was established for this session (i.e., if Marker 3.1 was "not observed"), coach will not be able to inquire about or explore what is important or meaningful to client about the session topic, focus or goal. Therefore, if Marker 3.1 was marked "not observed," Marker 3.3 should be marked "not observed" as well.
G4	A minimum of one clear piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 3: Establishes and Maintains Agreements

Marker 3.4: Coach partners with the client to define what the client believes they need to address to achieve what they want to accomplish in this session.

Marker Overview for 3.4

Marker 3.4 is about the coach partnering with the client to define what the client believes they need to address to achieve what they want to accomplish in this session (e.g., the session goal; see Marker 3.1). In other words, there may be something that might hinder or prevent the coach and client from achieving the session goal.

For example, the coach and client may establish the session goal of identifying three action steps that the client can take after the session to start establishing a new career. The coach might then ask, “And what might get in the way of us achieving this session goal?” The client may then share that their fear of failure might prevent them from reaching the session goal. In this exchange, the coach (and client) has partnered to “define what the client believes they need to address to achieve what they want to accomplish in this session,” hence demonstrating Marker 3.4.

YOUR NOTES:

Marker 3.4: Coach partners with the client to define what the client believes they need to address to achieve what they want to accomplish in this session.	
Evidence for 3.4	
E1	If coach specifically engages client in a discussion of what might prevent them from achieving this session's goal.
E2	If coach specifically engages client in a discussion on what needs to be addressed or explored in order to achieve this session's goal.
E3	If client volunteers the information about what might prevent client from achieving this session's goal and coach confirms they heard what client said.
E4	If coach explores more generally what may be stopping client from achieving their goals (such as the overall coach engagement goals established between coach and client at the beginning of their coaching relationship or other life goals) and how it relates to this session's goal.
E5	If coach asks client what strengths, values or strategies client can employ or call upon to achieve this session's goal.
Contra-Evidence for 3.4	
C1	If client talks about what is getting in the way or what is unclear around how to achieve this session's goal and coach does not explore with client how to work together to move through it or what to address to achieve clarity.
C2	If client does not raise what might get in the way of client and coach achieving the session goal and coach does not inquire about it.
YOUR NOTES:	

Marker 3.4: Coach partners with the client to define what the client believes they need to address to achieve what they want to accomplish in this session.

Guidelines for Evaluating Marker 3.4

Please refer to the following guidelines for evaluating Marker 3.4:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 3: Establishes and Maintains Agreements on page 12.
- The Specific Guidelines for Marker 3.4 listed below:

Specific Guidelines for Evaluating Marker 3.4

G1	As per General Guidelines for this competency (see page 12), this marker does not have to occur strictly at the beginning of the session to be marked. This marker must, however, occur early enough in the session so that it assists in framing the session. (Example: If coach confirms what client believes they need to address to achieve what they want to accomplish in this session at 10 minutes into the session, the marker should be marked. If coach confirms what client believes they need to address to achieve what they want to accomplish in this session with five minutes left to go in the session, the marker should NOT be marked.)
G2	Coach and client must discuss what client believes they need to address to achieve what they want to accomplish in this session, and coach must confirm it with the client in order for this marker to be marked.
G3	If no session topic, focus or goal was established for this session (i.e., if Marker 3.1 was “not observed”), coach will not be able partner with client to define what client believes they need to address to achieve what they want to accomplish in this session. Therefore, if Marker 3.1 was marked “not observed,” Marker 3.4 should be marked “not observed” as well.
G4	A minimum of one clear piece of evidence is needed to mark this marker.

YOUR NOTES:

General Guidelines for Competency 4: Cultivates Trust and Safety

The markers for Competency 4: Cultivates Trust and Safety are:

- 4.1: Coach acknowledges and respects the client's unique talents, insights and work in the coaching process.
- 4.2: Coach shows support, empathy or concern for the client.
- 4.3: Coach acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs or suggestions.
- 4.4: 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.

In this competency, you are evaluating that the coach partners with the client to create a safe, supportive environment that allows the client to share freely. You are also evaluating that the coach maintains a relationship of mutual respect and trust throughout this session.

- Each of these markers can be evidenced either directly through language or actions by the coach or indirectly by the coach's way of being. Indirectly these markers can be evidenced by the exchange of language that occurs between a client and coach, which suggests a comfortable relationship with one another.

Do not mark this marker if:

- The coach consistently disregards the client's thinking or contributions, or the coach substitutes their thinking for the client's on multiple occasions.
- The coach disregards the client's cultural context, self-expression, identity, perceptions, methodologies, style, use of words and concepts, etc.

Competency 4: Cultivates Trust and Safety

Marker 4.1: Coach acknowledges and respects the client's unique talents, insights and work in the coaching process.

Marker Overview for 4.1

Marker 4.1 is about the coach interacting with, and responding to, the client in ways that communicate to the client that they are accepted, valued and “seen” by the coach. This can be communicated by the coach in many ways, including recognizing, respecting, appreciating and affirming the client as a unique human being who brings unique identity, perceptions, beliefs, self-expression, talents, insights and ideas into the coaching process, into their interactions and relationship with themselves, and into their interactions and relationship with the world around them.

This marker, in combination with other markers, demonstrates that the coach is embodying a mindset in which the coach has total confidence in the client’s capabilities; views them as naturally creative, resourceful, and whole; and recognizes and acknowledges the successes they have had and the courage and strengths the client possesses that contributed to their achievements. This is often framed and contextualized with a recognition and acknowledgment of the individual and environmental challenges the client faces and how the client’s context, culture, identity, sexual orientation, race and lived life experiences have shaped who they are and how they see and interact with the world.

Note: For this marker, “the coaching process” could refer to this session or the entire coaching engagement.

Marker 4.1 vs. Marker 4.3

Markers 4.1 and 4.3 both belong to Competency 4: Cultivating Trust and Safety and therefore overlap in very important ways. Marker 4.1 is about the coach interacting and responding to the client in ways that communicate to the client that they are accepted, valued and “seen” by the coach, and Marker 4.3 is about the coach supporting the client to fully express themselves.

However, if a client does not feel accepted and valued by the coach, oftentimes they will have difficulty feeling safe enough to fully express themselves. For example, if the coach, directly or indirectly, undermines, dismisses or rejects the client’s current or emerging perceptions, ideas, insights, realizations, beliefs, values or perspectives, this will likely negatively impact the client’s willingness and ability to share and express those parts of themselves freely.

To illustrate this relationship more clearly in the context of the PCC Markers, additional guidance has been provided in the sections for Marker 4.1 below.

YOUR NOTES:

Marker 4.1: Coach acknowledges and respects the client's unique talents, insights and work in the coaching process.

Marker Overview for 4.1 continued

Client's "work" or "progress" in the Coaching Process - Markers 4.1 vs. 8.1 vs. 8.8

Below is a simple explanation on how to differentiate between Markers 4.1, 8.1 and 8.8 in terms of how these markers relate to client's "work" or "progress" in the coaching process.

Marker 4.1: This marker focuses on ***what is unique about client*** and ***how these unique characteristics contribute to/influence client's work in the coaching process.*** For example, "I just want to acknowledge your unique gift for reflection and introspection. It truly deepened our work today."

Marker 8.1: This marker focuses on ***coach inviting client to explore any progress*** coach and client ***made towards this session goal and/or measure(s) of success.*** For example, "How successful were we at achieving the goal for this session?"

Marker 8.8: This marker focuses on ***coach, verbally expressing*** to client, an ***acknowledgment, recognition, and/or appreciation*** of ***client's work, growth, development and learning,*** over the course of ***this session or the entire coaching engagement.*** For example, "I just want to acknowledge how much you opened up over the course of this session. I know at first you were a little hesitant, but eventually you were able to share some really vulnerable parts of yourself. That took some real courage."

Note: *The only thing that is NOT included in client's progress and learning for Marker 8.8 is the progress coach and client have made towards this session's goal and/or measure(s) of success. This is covered in Marker 8.1.*

YOUR NOTES:

Marker 4.1: Coach acknowledges and respects the client's unique talents, insights and work in the coaching process.	
Evidence for 4.1	
E1	If coach acknowledges and respects client's context, identity, environment, experiences, values, beliefs, culture, self-expression, perceptions, methodologies, style, use of words and concepts, etc.
E2	If coach understands, recognizes and respects client's self-concept/identity (the who).
E3	If coach does not communicate any judgment of client's self-concepts verbally or through body language or tone.
E4	If coach reflects back in a way that client's unique talents and insights, and how they shape the client's work in the coaching process, are recognized. This could include (but is not limited to) affirming, acknowledging or summarizing.
E5	If coach hears and respects client's frame of reference, thinking or feeling.
E6	If coach recognizes and acknowledges the unique challenges faced by client.
E7	If coach recognizes or acknowledges the unique challenges client has overcome in this session or in the overall coaching engagement.
YOUR NOTES:	

Marker 4.1: Coach acknowledges and respects the client's unique talents, insights and work in the coaching process.

Evidence for 4.1 continued

E8	If coach recognizes and acknowledges client's unique talents, insights, etc., and how they contributed to the client's successes or work in the coaching process.
E9	If coach recognizes and acknowledges client's emerging perceptions, new ideas, insights or realizations.
E10	If coach encourages client to explore client's emerging perceptions, new ideas, insights or realizations.
E11	If coach expresses confidence in client's capabilities.
E12	If coach recognizes and affirms client's courage and/or willingness to change.
E13	If coach recognizes and acknowledges client's unique strengths and characteristics that contributed to behavioral changes made by client.
E14	If coach recognizes and acknowledges client's unique strengths and characteristics that contributed to client's successes.

YOUR NOTES:

Marker 4.1: Coach acknowledges and respects the client's unique talents, insights and work in the coaching process.	
Contra-Evidence for 4.1	
C1	If coach underplays the client's unique challenges, strengths or successes.
C2	If coach, directly or indirectly, communicates to client that they do not have confidence in client's capabilities.
C3	If coach ignores what they have learned about client in favor of the coach's perceptions, ideas, thoughts or beliefs about how the client "should" proceed, think or feel.
C4	If coach tries to mold or influence client to change in ways that client has not agreed to or asked for.
C5	If coach, directly or indirectly, undermines client's emerging perceptions, new ideas, insights or realizations. Note: <i>This may be contra-evidence for Markers 4.1 and 4.3.</i>
C6	If coach, directly or indirectly, invalidates, dismisses or substitutes their own ideas rather than recognizing client's emerging perceptions and insights. Note: <i>This may be contra-evidence for. Markers 4.1 and 4.3.</i>
C7	If coach, verbally or nonverbally, implies that most of client's ideas, perceptions, thoughts or feelings are wrong. Note: <i>This may be contra-evidence for Markers 4.1 and 4.3.</i>
YOUR NOTES:	

Marker 4.1: Coach acknowledges and respects the client's unique talents, insights and work in the coaching process.	
Contra-Evidence for 4.1 continued	
C8	<p>If coach dismisses, judges, rejects or shames client's self-concept, identity, values, beliefs, culture, sexual orientation, etc.</p> <p>Note: <i>This may be contra-evidence for Markers 4.1 and 7.2.</i></p>
C9	<p>If coach is asking primarily leading or directive questions such as: "How about if we start to think about it this way..." Or "do you think you should...."</p> <p>Note: <i>This may be contra-evidence for Markers 4.1, 5.3, and 7.6.</i></p>
C10	<p>If, at any time during the session, client shares what they are learning about themselves and coach judges, shuts down, shames, dismisses, invalidates, rejects or undermines what client has shared.</p> <p>Note: <i>This may be contra-evidence for Markers 4.1, 4.3, and 8.2.</i></p>
C11	<p>If, at any time during the session, client shares what they are learning about their situation or what they wanted to accomplish during this session and coach judges, shuts down, shames, dismisses, invalidates, rejects or undermines what client has shared.</p> <p>Note: <i>This may be contra-evidence for 4.1, 4.3 and 8.3.</i></p>
C12	<p>If, at any time during the session, client shares how they will use what they are learning after this session and coach judges, shuts down, shames, dismisses, invalidates, rejects or undermines what client has shared.</p> <p>Note: <i>This may be contra-evidence for Markers 4.1, 4.3 and 8.4.</i></p>
YOUR NOTES:	

Marker 4.1: Coach acknowledges and respects the client's unique talents, insights and work in the coaching process.

Guidelines for Evaluating Marker 4.1

Please refer to the following guidelines for evaluating Marker 4.1:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 4: Cultivates Trust and Safety on page 25.
- The Specific Guidelines for Marker 4.1 listed below:

Specific Guidelines for Evaluating Marker 4.1

- | | |
|-----------|---|
| G1 | Coach must demonstrate both acknowledgment AND respect for this marker to be marked. |
| G2 | More than one clear piece of evidence is needed to mark this marker. |

YOUR NOTES:

Competency 4: Cultivates Trust and Safety

Marker 4.2: Coach shows support, empathy or concern for the client.

Marker Overview for 4.2

Marker 4.2 is about the coach showing support, empathy or concern for the client. This may include assuring or reassuring the client that the coach is there to listen and hold space for the client, expressing empathy for the client (e.g., “that sounds really difficult” or “I have experienced something similar, and it was really hard” or “I understand exactly how you are feeling”), or expressing concern for the client (e.g., “Are you okay? I’ve been thinking about you. Have things been going better with your boss?”).

Marker 4.2 is **NOT** about the coach assuming the role of “caretaker” for the client. Caretaking occurs when the coach tries to take care of the client instead of supporting and trusting the client to take care of themselves. When the coach assumes the role of caretaker, they are often implicitly (or sometimes explicitly) undermining the client’s autonomy/ability to take care of themselves. Common evidence of caretaking include a hierarchical dynamic (victim-client/rescuer-coach), a violation of boundaries, and a movement towards dependency. In short, when the coach is showing support, empathy, and concern for the client in a way that acknowledges, respects, and supports the client’s ability to care for themselves, Marker 4.2 is being demonstrated. If, however, the coach is trying to take care of the client and undermining the client’s ability to take care of themselves, the coach is NOT demonstrating 4.2. Instead, the act of caretaking should be considered **contra-evidence** for Marker 4.2.

YOUR NOTES:

Marker 4.2: Coach shows support, empathy or concern for the client.	
Evidence for 4.2	
E1	If coach is generally supportive, empathetic or caring.
E2	If coach uses verbal or nonverbal behaviors which demonstrates showing concern, being empathetic, or being supportive to client.
E3	If coach treats client's emotions, thoughts and feelings respectfully, responsibly and with unconditional positive regard.
E4	If coach, directly or indirectly, shows support, empathy or concern for client.
E5	If coach uses specific language such as, "How can I support you here?" or "You are safe with me." Or "It's okay."
E6	If coach makes empathic comments.
E7	If coach demonstrates care or compassion.
E8	If coach allows client to feel their feelings.
E9	If coach shows caring by being both sensitive to client's emotions while not becoming impatient, directive, authoritative or flustered.
E10	If coach does not try to get client to "move out of the client's strong feelings" but is okay with strong emotions without getting enmeshed or uncomfortable.
E11	If coach demonstrates confidence in their ability to work with client's emotions if they arise in the session.
E12	<p>If, when client is experiencing strong or difficult emotions, coach maintains silence to allow client time and space to process their emotions/experience.</p> <p>Note: To count moments of silence as evidence for this marker, it has to be used in the context of supporting client emotionally. For example, if client just shared something difficult with coach, if client is crying, or if client is experiencing strong or difficult emotions/having an intense experience.</p> <p>If silence is demonstrated by coach in this manner and context, it may count as evidence for Markers 4.2 and 5.5.</p>
YOUR NOTES:	

Marker 4.2: Coach shows support, empathy or concern for the client.	
Contra-Evidence for 4.2	
C1	If coach discounts, verbally or nonverbally, what client is feeling. Note: <i>This may be contra-evidence for Markers 4.2 and 6.3.</i>
C2	If client is sharing something difficult or vulnerable and coach then shifts to talking about their own experience in a way that directs the focus away from client to coach.
C3	If, when client is sharing something difficult or vulnerable and coach is dismissive or changes the subject.
C4	If client is sharing something difficult or vulnerable and verbally or nonverbally communicates that they simply want coach to listen/hold space for client, but coach tries to fix the problem instead.
C5	If client is sharing something difficult or vulnerable and coach tries to cheer client up instead of letting client feel their feelings.
C6	If coach is cold or aloof when interacting with client.
C7	If the amount of deviation from coach's supportive, empathetic or caring behaviors appears to be having a detrimental impact on client, such as client becoming less verbal or client's energy dropping.
C8	If coach is taking on the role of a "caretaker" (refer to the section titled "Overview of Marker 4.2" above for an explanation of "caretaking").
YOUR NOTES:	

Marker 4.2: Coach shows support, empathy or concern for the client.
Guidelines for Evaluation Marker 4.2

Please refer to the following guidelines for evaluating Marker 4.2:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 4: Cultivates Trust and Safety on page 25.
- The Specific Guidelines for Marker 4.2 listed below:

Specific Guidelines for Evaluating Marker 4.2
G1

To mark this marker, it is **NOT** necessary for coach to show support, empathy **AND** concern for client. Either support, empathy **OR** concern is sufficient.

G2

More than one **clear** piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 4: Cultivates Trust and Safety

Marker 4.3: Coach acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs or suggestions.

Marker Overview for 4.3

Marker 4.3 is about the coach **actively** supporting and encouraging the client to fully express themselves. Consequently, the evidence and contra-evidence of this marker center around whether the coach acknowledges, supports or encourages client expression or whether the coach shuts down or discourages client expression. For example, the coach can encourage the client to share their own understanding or perceptions about themselves or their situation as opposed to the coach dismissing what the client would like to share.

This marker goes beyond the content of what the client would like to share (such as feelings, thoughts, perceptions, concerns, beliefs or suggestions). It also encompasses the “way” the client expresses themselves. For example, if the client processes by “thinking out loud” or prefers to express themselves in unconventional ways, such as through dance or artwork.

Marker 4.1 vs. Marker 4.3

Markers 4.1 and 4.3 both belong to Competency 4: Cultivating Trust and Safety and therefore overlap in very important ways. Marker 4.1 is about the coach interacting and responding to the client in ways that communicate to the client that they are accepted, valued and “seen” by the coach, and Marker 4.3 is about the coach supporting the client to fully express themselves.

However, if a client does not feel accepted and valued by the coach, oftentimes they will have difficulty feeling safe enough to fully express themselves. For example, if the coach, directly or indirectly, undermines, dismisses or rejects the client's current or emerging perceptions, ideas, insights, realizations, beliefs, values or perspectives, this will likely negatively impact the client's willingness and ability to share and express those parts of themselves freely.

To illustrate this relationship more clearly in the context of the PCC Markers, additional guidance has been provided in the sections for Marker 4.3 below.

YOUR NOTES:

Marker 4.3: Coach acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs or suggestions.

Evidence for 4.3

E1	If coach affirmatively encourages client to continue to express themself.
E2	If coach encourages client to continue sharing thoughts, feelings, perceptions, concerns, beliefs or suggestions until client feels they have expressed everything they wanted to express.
E3	If coach allows or encourages client to fully express their feelings, including anger, anxiety, fear, apprehension, sadness, grief, joy, love, excitement, etc.
E4	If coach uses specific language such as, "What more would you like to say about your thinking (or feeling) around this?"
E5	If coach encourages client to express themself in ways that are natural and comfortable to them, such as "thinking out loud," painting, drawing, dance, poetry, etc.
E6	If coach is receptive or responsive to what client has communicated.
E7	If coach acknowledges client's expression of thinking or feeling.

YOUR NOTES:

Marker 4.3: Coach acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs or suggestions.

Contra-Evidence for 4.3

C1	If coach says words like “aha” or “wow” while client is speaking and shifts attention from client to coach. Note: <i>This may be contra-evidence for Markers 4.3, 5.5 and 6.6.</i>
C2	If coach directs client's attention away from expressing their current thinking or feeling to a different topic.
C3	If coach interrupts without a stated coaching purpose and the interruption disrupts or hinders client from fully expressing themselves. Note: <i>This may be contra-evidence for Markers 4.3, 5.5 and 6.6.</i>
C4	If coach interrupts client without a stated coaching reason or purpose, either verbally or with other behaviors, multiple times throughout the session. Note: <i>This may be contra-evidence for Markers 4.3, 5.5 and 6.6.</i>
C5	If coach interrupts client more than occasionally. Note: <i>This may be contra-evidence for Markers 4.3, 5.5 and 6.6.</i>
C6	If coach, directly or indirectly, undermines client's emerging perceptions, new ideas, insights or realizations. Note: <i>This may be contra-evidence for Markers 4.1 and 4.3.</i>
C7	If coach, directly or indirectly, invalidates, dismisses or substitutes their own ideas rather than recognizing client's emerging perceptions and insights. Note: <i>This may be contra-evidence for Markers 4.1 and 4.3.</i>

YOUR NOTES:

Marker 4.3: Coach acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs or suggestions.

Contra-Evidence for 4.3 continued

C8	If coach, verbally or nonverbally, implies that most of client's ideas, perceptions, thoughts or feelings are wrong. Note: <i>This may be contra-evidence for Markers 4.1 and 4.3.</i>
C9	If coach is judgmental of or shuts down the way client is expressing themselves. For example, if client processes by "thinking out loud" or prefers to express themselves in unconventional ways, such as through dance or artwork, and coach interferes with client expressing themselves in that way.
C10	If coach is judgmental of or shuts down what client is expressing. For example, client's thoughts, feelings, perceptions, concerns, beliefs or suggestions.
C11	If, at any time during the session, client shares what they are learning about themselves and coach judges, shuts down, shames, dismisses, invalidates, rejects or undermines what client has shared. Note: <i>This may be contra-evidence for Markers 4.1, 4.3 and 8.2.</i>
C12	If, at any time during the session, client shares what they are learning about their situation or what they wanted to accomplish during this session and coach judges, shuts down, shames, dismisses, invalidates, rejects or undermines what client has shared. Note: <i>This may be contra-evidence for Markers 4.1, 4.3 and 8.3.</i>
C13	If, at any time during the session, client shares how they will use what they are learning after this session and coach judges, shuts down, shames, dismisses, invalidates, rejects or undermines what client has shared. Note: <i>This may be contra-evidence for Markers 4.1, 4.3 and 8.4.</i>

YOUR NOTES:

Marker 4.3: Coach acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs or suggestions.

Guidelines for Evaluating Marker 4.3

Please refer to the following guidelines for evaluating Marker 4.3:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 4: Cultivates Trust and Safety on page 25.
- The Specific Guidelines for Marker 4.3 listed below:

Specific Guidelines for Evaluating Marker 4.3

G1

For Marker 4.3, there must be evidence that the coach demonstrated **BOTH** acknowledgment **AND** support for client's expression of feelings, perceptions, concerns, beliefs or suggestions. In other words, the coach must **ACTIVELY** support the client's expression for Marker 4.3 to be marked.

While silence does support the client's expression, it is an *inactive* type of support by the coach. Consequently, allowing time for pause, silence, and reflection is **not enough** to mark 4.3. However, coach interruptions (without a stated coaching purpose) **should** be considered **contra-evidence** since they actively shut down the client's expression.

G2

More than one **clear** piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 4: Cultivates Trust and Safety

Marker 4.4: 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.

Marker Overview for 4.4

Marker 4.4 is about cultivating an environment and relationship of trust and safety by partnering with the client by actively inviting and encouraging them to respond in any way to the coach's contributions, demonstrating that it is safe to do so and accepting the client's response.

For example, the client might bring up their divorce and quickly move on to another topic. The coach could notice this and respond: "I noticed something just now. May I share my observation with you?" The client may then respond, "Yes of course." Having permission to share, the coach might say, "I noticed that when you spoke about your divorce, you cut it short, and I felt as if there is more that you want to say. Please let me know if I am mistaken. I only bring it up because I want to make sure that you feel safe to share all that is important for you to share and know that anything you share is completely confidential. Is there more that you'd like to say about your divorce?" (Note the invitation and the openness to the client's refusal.) The client may then respond with, "No, actually I am O.K. with carrying on with what we were talking about. Thank you for sharing your observation, though." To which the coach might reply "O.K., that sounds great. So, where would you like to continue?" (Note the acceptance and the further partnering.)

Marker 4.4 vs. Marker 7.5

Markers 4.4 and 7.5 are very similar in that they both involve the coach sharing something, inviting the client to respond, and the coach accepting the client's response. However, their differences lie in the Core Competencies they each belong to.

Marker 4.4 is a Competency 4 marker, which means it is about "cultivating trust and safety" with the client. Consequently, evidence for Marker 4.4 should include an element of building trust and safety. Trust and safety can be evidenced by the equality between coach and client in the conversation. For 4.4, this is demonstrated by the coach partnering with the client by **actively inviting the client to respond in any way** to the coach's contributions and accepting the client's response.

Marker 7.5 is a Competency 7 marker, which means it is concerned with "evoking awareness" in the client. More specifically, Marker 7.5 is about the coach working to evoke new awareness in the client, by sharing observations, intuitions, comments, thoughts or feelings without attachment to the outcome, the client's response or the need to be "right." Marker 7.5 also requires the coach to **invite the client to explore** what the coach just shared through verbal or tonal invitation.

YOUR NOTES:

Marker 4.4: 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.	
Evidence for 4.4	
E1	If coach shares to build trust then immediately invites client to use or not use what coach has shared however client sees fit.
E2	If coach shares to build trust then immediately invites client to agree or disagree with what coach has shared and accepts client's agreement or disagreement.
E3	If coach shares to build trust, then invites client to respond in a way that clearly communicated the client was free to agree or disagree with what the coach just shared.
YOUR NOTES:	
<div></div>	

Marker 4.4: 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.	
Contra-Evidence for 4.4	
C1	If, after sharing, coach does not invite client to respond in anyway.
C2	If coach sharing is spoken as truth rather than offered for client to consider. Note: <i>This may be contra-evidence from Marker 4.4 and 7.5.</i>
C3	If coach shares and client disagrees or does not want to explore further, yet coach continues to try to lead client towards coach's agenda. Note: <i>This may be contra-evidence for Markers 4.4 and 7.5.</i>
C4	Coach shares, but the sharing is NOT relevant to client's agenda or forward movement. Note: <i>This may be contra-evidence for Markers 4.4 and 7.5.</i>
C5	If coach tells client how they perceive client and coach does not allow client to respond in any way they choose (including to disagree with coach's perspective). Note: <i>This may be contra-evidence for Markers 4.4, 6.5 and 7.5.</i>
YOUR NOTES:	

Marker 4.4: 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.

Guidelines for Evaluating Marker 4.4

Please refer to the following guidelines for evaluating Marker 4.4:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 4: Cultivates Trust and Safety on page 25.
- The Specific Guidelines for Marker 4.4 listed below:

Specific Guidelines for Evaluating Marker 4.4

G1	<p><u>Evaluating Markers 4.4 and 7.5</u></p> <p>As stated in the Marker 4.4 Overview, there is considerable overlap between Markers 4.4 and 7.5. To determine whether a piece of evidence belongs to 4.4, 7.5 or both, evaluate these markers by primarily considering the Core Competencies that each belong to.</p> <p>Marker 4.4 is a Competency 4 marker, which means it is about “cultivating trust and safety” with the client. Consequently, evidence for Marker 4.4 should include an element of building trust and safety. Trust and safety can be evidenced by the equality between coach and client in the conversation. For 4.4, this is demonstrated by the coach partnering with the client by actively inviting the client to respond in any way to the coach's contributions and accepting the client's response.</p> <p>Marker 7.5 is a Competency 7 marker, which means it is concerned with “evoking awareness” in the client. More specifically, Marker 7.5 is about the coach working to evoke new awareness in the client, by sharing observations, intuitions, comments, thoughts or feelings without attachment to the outcome, the client's response or the need to be “right.” Marker 7.5 also requires the coach to invite the client to explore what the coach just shared through verbal or tonal invitation.</p>
G2	To count as evidence for marker 4.4, the coach must verbally and explicitly invite the client to respond in any way. For example, sharing and then saying “how does that land for you?” or “feel free to correct me here...”
G3	To whatever degree the coach is offering their insights or observations, the vast majority of the coach's shares should not be authoritative and should include a genuine offer to the client to disagree.
G4	To mark this marker, the coach must partner with the client by inviting the client to respond in any way to the coach's contributions AND accept the client's response (reaction, owning, not owning, reflecting, choosing to pursue or not pursue what the coach has shared).
G5	A minimum of one clear piece of evidence is needed to mark this marker.

YOUR NOTES:

General Guidelines for Competency 5: Maintains Presence

The markers for Competency 5: Maintains Presence are:

- 5.1: Coach acts in response to the whole person of the client (the who).
- 5.2: Coach acts in response to what the client wants to accomplish throughout this session (the what).
- 5.3: Coach partners with the client by supporting the client to choose what happens in this session.
- 5.4: Coach demonstrates curiosity to learn more about the client.
- 5.5: Coach allows for silence, pause or reflection.

In this competency, you are evaluating that the coach is present to, responsive to, and curious about what the client is saying and who the client is. You are also evaluating that the coach demonstrates partnering with the client throughout the session by actively seeking input from the client as to the content, approach, direction, topic, focus or goal. If a new topic, focus or goal arises from the client, the coach asks the client about this and partners to recontract for the rest of the session.

You are also evaluating the ability of the coach to match their coaching to the client, including the client's cultural context, self-expression, identity, perceptions, methodologies, style, use of words and concepts, etc., and the ability of the coach to employ a style appropriate for this client. Also, the coach's ability to remain grounded when the client may be emotional or reactive, and the coach's confidence in ability to work with client emotions if they arise in the session.

- Each of these markers must occur more than once throughout the session for the marker to be marked.
- Each of these markers can be evidenced either directly through language or actions by the coach or indirectly by the coach's way of being. Indirectly these markers can be evidenced by the ability of the coach to allow space for silence, pause or reflection by the client.

Do not mark this marker if:

- The coach does not respond to the client's cultural context, self-expression, identity, perceptions, methodologies, style, use of words and concepts, etc.
- The coach does not respond to the client's thinking or contributions, or the coach substitutes the coach's thinking for the client's on multiple occasions.
- The coach does not respond to the client's way of self-expression, including emotions and other verbal or nonverbal behaviors.

Competency 5: Maintains Presence

Marker 5.1: Coach acts in response to the whole person of the client (the who).

Marker Overview for 5.1

Marker 5.1 is about the coach responding to the “whole person” or “the who” of the client. To fully respond to “the who” of the client, the coach must let the person of the client influence and shape all aspects of the coaching, including the content, process and context.

“The who” or “whole person” refers to the client as a human being and could be understood as the client’s internal way of being. For example, when or how the client shows up in their world as a unique human being, informed by their context, identity, environment, experiences, values, beliefs, culture, self-expression, perceptions, gender, nationality, age, ethnicity, spiritual beliefs, etc. that influences or guides the way they:

- Think;
- Create;
- Relate;
- Learn;
- Feel;
- Value;
- View their world;
- Choose to “be” in the world.

Note: This is not an exhaustive list. Anything that relates to the client’s internal way of being could be considered “the who” of the client.

YOUR NOTES:

Marker 5.1: Coach acts in response to the whole person of the client (the who).	
Evidence for 5.1	
E1	If coach adapts their coaching to client, including client's cultural context, self-expression, identity, perceptions, methodologies, style, use of words and concepts, thinking, beliefs, feelings, etc.
E2	If coach checks in with client to ensure the coaching approach is in alignment with client's values.
E3	If coach partners with client to create a coaching experience tailored to client's unique needs. For example, if the client uses a lot of metaphors regarding the "who" of the client and the coach responds by incorporating these metaphors into the coaching.
E4	If coach employs a style that demonstrates being open and flexible when working with the "who" of the client. For example, if the client's culture has a big influence on the content and focus of the session and the coach adapts by incorporating these elements into the coaching.
YOUR NOTES:	

Marker 5.1: Coach acts in response to the whole person of the client (the who).	
Contra-Evidence for 5.1	
C1	If coach is only focused on and responds to the “WHAT” (issue, situation, problem, gap) that client brought to the session and has not explored client’s “WHO” (context, identity, environment, experiences, values, beliefs, culture, self-expression, perceptions, gender, nationality, age, ethnicity, spiritual beliefs, methodologies, style, use of words and concepts, etc.) that have or could have a bearing on client’s situation or desired session goal.
C2	If coach adopts a style or approach that serves coach’s needs and not client’s.
C3	If coach makes assumptions or expresses stereotypes about client instead of inquiring to learn more.
C4	If coach does not explore client knowledge about themselves as a person, that might support client toward their desired session goal.
C5	If coach discounts client’s self-knowledge and life experiences, in favor of coach’s perceptions or experiences.
C6	<p>If coach inquires about or explores client’s emotions and client doesn’t want to speak further (at this time) about their emotions, yet coach continues to inquire about or explore further and ignores client’s verbal or nonverbal behavior.</p> <p>Note: <i>This may be contra-evidence for Markers 5.1 and 6.3.</i></p>
C7	<p>If coach continues to ask questions to help client to expand their ways of thinking or feeling about themselves after client has communicated that they are uninterested in changing their views about themselves.</p> <p>Note: <i>This may be contra-evidence for Markers 5.1 and 7.2.</i></p>
YOUR NOTES:	

Marker 5.1: Coach acts in response to the whole person of the client (the who).	
Guidelines for Evaluating Marker 5.1	
<p>Please refer to the following guidelines for evaluating Marker 5.1:</p> <ul style="list-style-type: none"> • The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9. • The General Guidelines for Competency 5: Maintains Presence on page 46. • The Specific Guidelines for Marker 5.1 listed below: 	
Specific Guidelines for Evaluating Marker 5.1	
G1	More than one clear piece of evidence is needed to mark this marker.
YOUR NOTES:	

Competency 5: Maintains Presence

Marker 5.2: Coach acts in response to what the client wants to accomplish throughout this session (the what).

Marker Overview for 5.2

Marker 5.2 is about the coach responding to the “what” of the client. To do so, the coach needs to fully embrace what the client wants to accomplish throughout this session and respond to the client in such a way that demonstrates the coach is not imposing their own goals, dreams, aspirations or agenda onto the client, but instead, inviting the client to stay in partnership throughout the session concerning the session focus, topic or goal.

“The what” refers to the client’s external way of doing. This could include the client’s:

- Goals;
- Aspirations;
- Dreams;
- Challenges;
- Issues;
- Gaps;
- Desired external topic, focus or goal for this session;
- Desired internal topic, focus or goal for this session.

Note: This is not an exhaustive list. Anything that relates to the client’s external way of doing could be considered “the what” of the client.

YOUR NOTES:

Marker 5.2: Coach acts in response to what the client wants to accomplish throughout this session (the what).	
Evidence for 5.2	
E1	If coach demonstrates being responsive throughout the session, based on client-agreed focus, topic, goal and measure(s) of success (if established).
E2	If coach incorporates client words used to establish the session focus, topic or goal to continue to formulate questions or comments.
E3	If coach continues to attend to client's session focus, topic and goal throughout the session.
E4	If coach checks in on focus, topic or session goal during the session and invites client to verify the session is on track for them to accomplish their session goal.
E5	If there is no change in the agreed focus, topic or session goal and coach continues to help client move toward that focus, topic or session goal.
E6	If there is a change in focus, topic or session goal with client's consent.
E7	If coach notices and invites client to re-establish session focus, topic or goal if conversation changes from original session agreement.
E8	If coach continues to explore based on client-stated session focus, topic and session goal.
E9	If coach recognizes emergence of new and/or competing session focus, topic or goal and re-contracts as needed, as desired by client, session focus, topic, goal or measure(s) of success.
YOUR NOTES:	

Marker 5.2: Coach acts in response to what the client wants to accomplish throughout this session (the what).	
Contra-Evidence for 5.2	
C1	If coach shifts the session focus, topic or goal away from client's stated focus, topic or goal for the session.
C2	If coach is coaching to their own agenda and not in response to client-stated session focus, topic or goal.
C3	If coach, directly or indirectly, changes the session focus, topic or goal toward another focus, topic or goal without client input or consent.
C4	If coach does not follow the client-initiated change of session focus, topic or goal.
C5	<p>If coach interrupts, with a stated coaching purpose, yet the stated coaching purpose or interruption is more in service of what coach wants instead of supporting client's agenda or forward movement. For example, if coach keeps interrupting client to direct them towards a topic or focus that is not in alignment with the client-agreed session goal.</p> <p>Note: This may be contra-evidence for Markers 5.2 and 6.6.</p>
C6	<p>If coach continues to ask questions to help client expand their ways of thinking or feeling about their situation after client has communicated that they are uninterested in changing their views on the topic.</p> <p>Note: This may be contra-evidence for Markers 5.2 and 7.3.</p>
C7	<p>If coach continues to ask questions to help client expand their ways of thinking or feeling about client's desired outcome (i.e., the session goal(s), overall coaching engagement goal(s), or measure(s) of success for this session), after client has communicated that they are uninterested in changing their views on the topic.</p> <p>Note: This may be contra-evidence for Markers 5.2 and 7.4.</p>
YOUR NOTES:	

Marker 5.2: Coach acts in response to what the client wants to accomplish throughout this session (the what).	
Guidelines for Evaluating Marker 5.2	
<p>Please refer to the following guidelines for evaluating Marker 5.2:</p> <ul style="list-style-type: none"> • The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9. • The General Guidelines for Competency 5: Maintains Presence on page 46. • The Specific Guidelines for Marker 5.2 listed below: 	
Specific Guidelines for Evaluating Marker 5.2	
G1	Coach must attend to client's stated session focus, topic or goal throughout the session to mark this marker.
G2	Depending on session, flow of conversation or length of time, there may not be sufficient time for coach to check on the session focus, topic or goal during the session. If other multiple pieces of evidence exist (see examples of evidence above), mark this marker.
G3	If no session topic, focus or goal was established for this session (i.e., if Marker 3.1 was "not observed"), coach will not be able to be responsive to what the client wants to accomplish throughout this session (the what). Therefore, if Marker 3.1 was marked "not observed," Marker 5.2 should be marked "not observed" as well.
G4	More than one clear piece of evidence is needed to mark this marker.
YOUR NOTES:	

Competency 5: Maintains Presence

Marker 5.3: Coach partners with the client by supporting the client to choose what happens in this session.

Marker Overview for 5.3

Marker 5.3 is about ensuring that the coach invites the client to stay in partnership **throughout the entire session**. This partnership extends far beyond the session goal. In other words, Marker 5.3 is about partnering with the client by **inviting and allowing them to choose what happens in the session** and includes, but is not limited to the session approach, the use of tools and techniques, and the lines of questioning/inquiry.

YOUR NOTES:

Marker 5.3: Coach partners with the client by supporting the client to choose what happens in this session.	
Evidence for 5.3	
E1	If coach offers to client all decisions about where to go next during this session and then follows based on client response.
E2	If coach checks in on the approach or session direction (including the use of tools and techniques and lines of questioning/inquiry) and invites client to verify the current approach/direction is working for them.
E3	If coach partners with client to choose a different direction or approach if the current direction or approach is not working for client.
E4	If coach notices and invites client to re-establish the direction or approach if the conversation changes from original session agreement.
E5	If coach recognizes emergence of new and/or competing directions and re-contracts as needed, as desired by client, the direction or approach.
E6	If, before sharing, coach partners with client by asking for client's permission to share.
YOUR NOTES:	

Marker 5.3: Coach partners with the client by supporting the client to choose what happens in this session.

Contra-Evidence for 5.3

C1	If coach directly or indirectly changes the direction or approach toward another direction or approach without client input or consent.
C2	If coach does not follow a client-initiated change of direction or approach.
C3	If client states that the current direction or approach is not working, but coach continues with the current direction or approach.
C4	<p>If coach is asking primarily leading or directive questions such as: “How about if we start to think about it this way...” Or “do you think you should....”</p> <p>Note: <i>This may be contra-evidence for Markers 4.1, 5.3, and 7.6.</i></p>

YOUR NOTES:

Marker 5.3: Coach partners with the client by supporting the client to choose what happens in this session.

Guidelines for Evaluating Marker 5.3

Please refer to the following guidelines for evaluating Marker 5.3:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 5: Maintains Presence on page 46.
- The Specific Guidelines for Marker 5.3 listed below:

Specific Guidelines for Evaluating Marker 5.3

G1	The coach must stay in partnership with the client <i>throughout the entire session</i> for this marker to be marked. This partnership includes, but is not limited to the approach, the use of tools and techniques, and the lines of questioning/inquiry.
G2	Depending on session, flow of conversation or length of time, there may not be sufficient time for the coach to check on the session direction or approach during the session. If other multiple pieces of evidence exist (see examples of evidence above), mark this marker.
G3	More than one <i>clear</i> piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 5: Maintains Presence

Marker 5.4: Coach demonstrates curiosity to learn more about the client.

Marker Overview for 5.4

Marker 5.4 is about the coach primarily demonstrating and maintaining a mindset of curiosity in order to learn more about the client **throughout this session**. This could be demonstrated by the coach asking instead of telling, inquiring instead of assuming, and wondering instead of knowing.

It is important to note that the coach's curiosity should be in service of the client and the client's forward movement/agenda. The coach may be exhibiting curiosity about the client, their situation, or their worldview, but if this curiosity does not serve the client or the client's agenda in some way then it is more in service of the coach than the client and **should not** be used as evidence for this marker.

YOUR NOTES:

Marker 5.4: Coach demonstrates curiosity to learn more about the client.	
Evidence for 5.4	
E1	If coach's presence is that of a learner, based in curiosity about client, and not knowing the answers about client.
E2	If coach continues to seek client's opinion and perceptions throughout the session.
E3	If coach demonstrates full attention and interest in client's perceptions about themselves and their "world" to serve the client's forward movement/agenda.
E4	If, through questions or partnering, coach creates a space for the client to further explore how client thinks, feels, and perceives themselves and their situation in a way that helps the client's forward movement/agenda.
E5	If coach demonstrates curiosity by listening more than they speak. Note: This may be evidence for Markers 5.4 and 7.8.
E6	If coach inquires about client's agenda with intent to learn more and to serve the client's forward movement/agenda.
E7	If coach inquires about aspects of client as a person with intent to learn more and to serve the client's forward movement/agenda.
E8	If coach seeks client input about ideas and concepts with a genuine interest to understand client's point of view and to serve the client's forward movement/agenda.
E9	If coach demonstrates being open to learning about client (who) and their situation (what) to serve the client's forward movement/agenda.
E10	If coach demonstrates curiosity about client's context, identity, environment, experiences, values, beliefs, culture, self-expression, perceptions, gender, nationality, age, ethnicity, spiritual beliefs, methodologies, style, use of words and concepts, etc., to serve the client's forward movement/agenda.
YOUR NOTES:	

Marker 5.4: Coach demonstrates curiosity to learn more about the client.	
Contra-Evidence for 5.4	
C1	If coach demonstrates verbal or non-verbal behaviors that indicate the coach believes they “know” more about the client and/or their situation than the client does.
C2	If coach asks questions that lead client to coach’s ideas and thoughts.
C3	If coach offers suggestions and ideas rather than seeking to understand what client might already know about themselves or their situation.
C4	If coach solicits information from client that is useful to coach rather than to client or to the coaching process.
C5	If coach speaks more in the session than client. Note: This may be contra-evidence for Markers 5.4 and 7.8.
Guidelines for Evaluating Marker 5.4	
<p>Please refer to the following guidelines for evaluating Marker 5.4:</p> <ul style="list-style-type: none"> • The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9. • The General Guidelines for Competency 5: Maintains Presence on page 46. • The Specific Guidelines for Marker 5.4 listed below: 	
Specific Guidelines for Evaluating Marker 5.4	
G1	To mark 5.4, the coach’s curiosity must be in service of the client and the client’s forward movement/agenda. If coach’s curiosity is primarily aimed at soliciting information from client that is useful to coach rather than to client or to the coaching process, do not mark the marker.
G2	More than one clear piece of evidence is needed to mark this marker.
YOUR NOTES:	

Competency 5: Maintains Presence

Marker 5.5: Coach allows for silence, pause or reflection.

Marker Overview for 5.5

Marker 5.5 is about the coach intentionally and deliberately creating moments of pause and silence to allow the client to reflect and process thoughts, observations, questions and feelings more deeply; to allow the client to stop and reflect mid-sharing or to fully complete their sharing; or to more thoroughly absorb what has just been made evident by the coach or client.

Marker 5.5 vs. Marker 6.6

Markers 5.5 and 6.6 are similar in that they both involve the coach remaining silent until the client is finished speaking. However, there are some important differences between the two.

Marker 5.5 belongs to the Maintains Presence competency and is primarily concerned with how the coach is showing up in the session or the coach's "way of being." The definition of Maintains Presence is "fully conscious and present with the client, employing a style that is open, flexible, grounded and confident." One of the ways a coach demonstrates this is by using silence and pauses to ground the session (and perhaps the client). The intentional, pronounced moments of pause and silence are an outward manifestation of the coach's deep presence and implicitly communicates to the client that they have the coach's full attention.

Marker 6.6 belongs to Competency 6 – Listens Actively. This means that Marker 6.6 is primarily concerned with the coach demonstrating that they are listening to the client. All a coach must do to demonstrate Marker 6.6 is to allow the client to finish speaking before responding. Or, in other words, to demonstrate Marker 6.6, the coach must simply refrain from interrupting the client unless there is a coaching purpose for doing so.

YOUR NOTES:

Marker 5.5: Coach allows for silence, pause or reflection.	
Evidence for 5.5	
E1	If coach demonstrates indirect behaviors such as allowing client to continue to think or feel in silence. Note: This may be evidence for Markers 5.5 and 6.6.
E2	If coach demonstrates patience during client's processing. Note: This may be evidence for Markers 5.5 and 6.6.
E3	If coach demonstrates maintaining presence by grounding the session with intentional moments of silence/pause.
E4	If coach allows the space for client to take responsibility for how they process.
E5	If coach allows space for client to decide what happens in the session.
E6	If coach is present and responds to client's need for silence to process or reflect.
E7	If coach recognizes when client needs more time for reflection and stays silent for however long client needs.
E8	If coach recognizes when client may want to capture thoughts, feelings or ideas, and allows silence and time for client to capture in whatever way fits their learning preference (e.g., writing or drawing).
E9	If coach allows time for client to process at the pace of client.
E10	If coach is present to client and maintains silence until client is ready to move forward.
E11	If coach is present and honors the pace of client to allow for reflection.
E12	If, when client is experiencing strong or difficult emotions, coach maintains silence to allow client time and space to process their emotions/experience. Note: This may be evidence for Markers 4.2 and 5.5. See evidence number E12 in Marker 4.2 for more guidance.
YOUR NOTES:	

Marker 5.5: Coach allows for silence, pause or reflection.	
Contra-Evidence for 5.5	
C1	If coach pace does not allow client time for pause or reflection.
C2	If coach says words like “aha” or “wow” while client is speaking and shifts attention from client to coach. Note: This may be contra-evidence for Markers 4.3, 5.5 and 6.6.
C3	If coach interrupts and the interruption shuts down client’s processing or reflection. Note: This may be contra-evidence for Markers 5.5 and 6.6
C4	If coach interrupts without a stated coaching purpose and the interruption disrupts or hinders client from fully expressing themselves. Note: This may be contra-evidence for Markers 4.3, 5.5 and 6.6.
C5	If coach interrupts client without a stated coaching reason or purpose, either verbally or with other behaviors, multiple times throughout the session. Note: This may be contra-evidence for Markers 4.3, 5.5 and 6.6.
C6	If coach interrupts client more than occasionally. Note: This may be contra-evidence for Markers 4.3, 5.5 and 6.6.
C7	If coach asks a question and there is no space for client to reflect on their answer before coach is speaking again. Note: This may be contra-evidence for Markers 5.5 and 7.6.
C8	If coach asks multiple questions at once (often known as “stacking questions”). Note: This may be contra-evidence for Markers 5.5, 7.6 and 7.7.
YOUR NOTES:	

Marker 5.5: Coach allows for silence, pause or reflection.

Guidelines for Evaluating Marker 5.5

Please refer to the following guidelines for evaluating Marker 5.5:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 5: Maintains Presence on page 46.
- The Specific Guidelines for Marker 5.5 listed below:

Specific Guidelines for Evaluating Marker 5.5

G1

Evaluating Silence for Markers 5.5 and 6.6

As stated in the Marker 5.5 Overview, there is some overlap between Markers 5.5 and 6.6. To determine whether a piece of evidence belongs to 5.5, 6.6 or both, evaluate these markers by primarily considering the Core Competencies that each belong.

Marker 5.5 belongs to the Maintains Presence competency and is primarily concerned with how the coach is showing up in the session or the coach's "way of being." To evaluate Marker 5.5, look for evidence that the coach is using silence and pauses to ground the session and that the client has the coach's full attention.

Marker 6.6 belongs to Competency 6 – Listens Actively. This means that Marker 6.6 is primarily concerned with the coach demonstrating that they are listening to the client. To evaluate Marker 6.6, look for evidence that the coach allows the client to finish speaking before responding.

In addition to the guidance presented above, it is helpful to consider the types of evidence you should gather for each of these two markers.

For Marker 5.5, you should primarily gather and consider positive evidence that 5.5 is being demonstrated. In other words, does the coach allow for moments of silence, pause and reflection throughout the session? If so, Marker 5.5 should be marked as "observed."

For Marker 6.6, you should primarily gather and consider contra-evidence. In other words, does the coach interrupt the client multiple times throughout the session without a stated coaching purpose? If so, Marker 6.6 should be marked as "not observed."

YOUR NOTES:

Marker 5.5: Coach allows for silence, pause or reflection.

Specific Guidelines for Evaluating Marker 5.5 continued

G2

Enough evidence for this marker is when the coach has provided spaces of silence throughout the majority of the session that has allowed the client to fully process and reflect upon their thoughts, feelings or experience.

G3

If coach uses small words or sounds in a way that could interfere with client's ability to reflect. For example, coach says, "O.K." significantly in the session as client is processing or reflecting, do not mark this marker.

G4

More than one **clear** piece of evidence is needed to mark this marker.

YOUR NOTES:

General Guidelines for Competency 6: Listens Actively

The markers for Competency 6: Listens Actively are:

- 6.1: Coach's questions and observations are customized by using what the coach has learned about who the client is or the client's situation.
- 6.2: Coach inquires about or explores the words the client uses.
- 6.3: Coach inquires about or explores the client's emotions.
- 6.4: Coach explores the client's energy shifts, nonverbal cues or other behaviors.
- 6.5: Coach inquires about or explores how the client currently perceives themselves or their world.
- 6.6: Coach allows the client to complete speaking without interrupting unless there is a stated coaching purpose to do so.
- 6.7: Coach succinctly reflects or summarizes what the client communicated to ensure the client's clarity and understanding.

In this competency, you are evaluating the coach's ability to hear what the client is presenting about who the client is and the client's situation. Since listening cannot be directly observed, it must be evaluated by observing if and how the coach uses the information presented by the client, about themselves and their situation, to structure questions, comments, and observations.

Competency 6: Listens Actively

Marker 6.1: Coach's questions and observations are customized by using what the coach has learned about who the client is or the client's situation.

Marker Overview for 6.1

Marker 6.1 is about the coach integrating what they have learned about the client and their situation to customize their questions and observations. This requires the coach to go beyond generic, un-customized, questions and observations. When the coach customizes their observations and questions, it demonstrates to the client (and the assessor) that the coach is listening for what is important to the client. The assessor is listening for the coach to introduce information about the client or their situation when framing the coach's observations or questions.

YOUR NOTES:

Marker 6.1: Coach's questions and observations are customized by using what the coach has learned about who the client is or the client's situation.	
Evidence for 6.1	
E1	If coach's questions and observations are customized by what the coach is learning about the client's way of being and the client's situation.
E2	If coach integrates or incorporates the client's life/work history and/or personal growth into the coach's questions and observations.
E3	If coach's questions incorporate client's use of words, concepts and speech to demonstrate coach is listening actively.
E4	If coach's observations are formed and customized in response to client verbal or nonverbal information.
E5	If coach's questions and observations consider the client's context, identity, environment, experiences, values, beliefs, culture, self-expression, perceptions, gender, nationality, age, ethnicity, spiritual beliefs, methodologies, style, use of words and concepts, etc.
E6	If coach hears an element of client style/preference and adapts their questions and observations to the client's style/preference. For example, client's preferred style could be learning by doing, feeling, sensing, conceptualizing, experimenting, reflecting, journaling, audio or visual recording, storytelling, visualizing, and/or use of metaphor or analogy.
E7	If coach hears client's use of visual language, metaphor or analogy and forms questions to enter the client's world.
YOUR NOTES:	

Marker 6.1: Coach's questions and observations are customized by using what the coach has learned about who the client is or the client's situation.

Contra-Evidence for 6.1

C1	If coach significantly structures questions and observations using only general or generic language.
C2	If coach mostly offers general observations, not customized by incorporating client's use of language.
C3	If coach substitutes their use of language and concepts rather than using client language and concepts when forming questions or making observations.
C4	If coach repeatedly mismatches client style/preference through the session when forming questions or making observations. For example, client speaks in visual language (I see) and coach responds with sensing language (I feel).

YOUR NOTES:

Marker 6.1: Coach's questions and observations are customized by using what the coach has learned about who the client is or the client's situation.

Guidelines for Evaluating Marker 6.1

Please refer to the following guidelines for evaluating Marker 6.1:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 6: Listens Actively on page 67.
- The Specific Guidelines for Marker 6.1 listed below:

Specific Guidelines for Evaluating Marker 6.1

G1

Coach must use both customized questions **AND** customized observations that are responsive to the client's agenda for this session to mark this marker.

G2

Coach can use some general or generic phrases yet must demonstrate ability to customize as well. For example, coach asks, "What would you like to accomplish in this session" or "What awareness have you had in this session" which are examples of general questions, mark this marker.

G3

More than one **clear** piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 6: Listens Actively**Marker 6.2: Coach inquires about or explores the words the client uses.****Marker Overview for 6.2**

Marker 6.2 is about the coach inquiring about or exploring the words the client uses, especially when the client repeatedly mentions the word, when the word is unique or abstract, or when the word seems related or important to the session goal.

This can be demonstrated in many different ways. For example, when the coach inquires about or explores the words the client uses to ensure alignment between what they client is communicating and the coach's understanding of what the client is communicating or when the coach asks what a word or concept means to the client.

YOUR NOTES:

Marker 6.2: Coach inquires about or explores the words the client uses.	
Evidence for 6.2	
E1	If coach inquires into client meaning of specific words or concepts the client uses.
E2	If coach recognizes key concepts the client uses and invites them to tell or explore what they mean to the client.
E3	If coach inquires to understand client definition of words or concepts. For example, client says they want a plan, which has a wide array of meanings. Instead of assuming, coach asks, "How do you define a plan in this context?"
E4	If coach offers a definition of a word or concept and then checks in with the client to ensure the client agrees.
Contra-Evidence for 6.2	
C1	If coach makes assumptions about client words and concepts, without inquiring into what the client's definition is.
C2	If coach takes the client in a different direction based on a misunderstood word or language that was not clarified.
C3	If coach defines a word or concept the client has used without checking with the client to see if they agree.
YOUR NOTES:	

Marker 6.2: Coach inquires about or explores the words the client uses.
Guidelines for Evaluating Marker 6.2

Please refer to the following guidelines for evaluating Marker 6.2:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 6: Listens Actively on page 67.
- The Specific Guidelines for Marker 6.2 listed below:

Specific Guidelines for Evaluating Marker 6.2
G1

For this marker, “inquires” and “explores” describe different depths of questioning or observing. “Inquires” refers to a single question or observation, whereas “explores” refers to deeper, more in-depth questioning (more than one question or observation). To mark this marker, it is **NOT** necessary for the coach to inquire **AND** explore. Simply inquiring is sufficient.

G2

A minimum of one **clear** piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 6: Listens Actively

Marker 6.3: Coach inquires about or explores the client's emotions.

Marker Overview for 6.3

For Marker 6.3, the coach is inquiring about or exploring emotions that may be present for the client, the client's experience of an emotion, or what meaning the emotion might hold for the client. For example, when the coach notices that an emotion is present for the client and inquires about it.

Or when the way the client is expressing themselves (tone, pace of speech, etc.) does not match the content of what they are saying.

For the purposes of this marker, feelings and emotions are used interchangeably, and can include — but are not limited to — anger, anxiety, fear, apprehension, sadness, grief, joy, love or excitement.

Feelings and emotions do NOT include aspects of the client's thinking, such as the client “feeling” confused or not knowing.

Note: The ICF Core Competencies state that the coach should notice, acknowledge and explore the client's emotions. However, if the coach inquires about or explores, this implies that the coach is noticing and acknowledging.

YOUR NOTES:

Marker 6.3: Coach inquires about or explores the client's emotions.

Evidence for 6.3

E1	If client talks about specific emotions they are feeling and coach is responsive in inquiring about or exploring client's emotions.
E2	If client is not saying what they are feeling yet coach is sensing emotion present; coach inquires about or explores what emotions client may be feeling.
E3	If client has a shift in energy (higher or lower) that may indicate emotion is present and coach inquires about or explores further.
E4	If client's verbal or nonverbal behavior seems incongruent with words they are speaking; coach inquires about or explores what emotion might be present.
E5	If coach follows up by asking about emotions client is speaking about.
E6	If coach inquires about or explores possible emotion present, as indicated by some shift in energy, tone of voice or body language by client. For example, client might be laughing often in the session, yet what client is saying does not appear to be funny. Coach inquires about or explores what emotions might be present for client.

YOUR NOTES:

Marker 6.3: Coach inquires about or explores the client's emotions.	
Contra-Evidence for 6.3	
C1	If client is speaking about their emotions and coach does not respond by inquiring about or exploring.
C2	If coach notices a mismatch between the client's emotions, way of expressing themselves (tone, pace of speech, etc.) and the content of what they are saying, and the coach does not inquire or explore further.
C3	If coach discounts, verbally or nonverbally, what client is feeling. Note: <i>This may be contra-evidence for Markers 4.2 and 6.3</i>
C4	If coach inquires about or explores client's emotions and client doesn't want to speak further (at this time) about their emotions, yet coach continues to inquire about or explore further and ignores client's verbal or nonverbal behavior. Note: <i>This may be contra-evidence for Markers 5.1, 5.3 and 6.3.</i>
YOUR NOTES:	

Marker 6.3: Coach inquires about or explores the client's emotions.

Guidelines for Evaluating Marker 6.3

Please refer to the following guidelines for evaluating Marker 6.3:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 6: Listens Actively on page 67.
- The Specific Guidelines for Marker 6.3 listed below:

Specific Guidelines for Evaluating Marker 6.3

G1	For this marker, “inquires” and “explores” describe different depths of questioning or observing. “Inquires” refers to a single question or observation, whereas “explores” refers to deeper, more in-depth questioning (more than one question or observation). To mark this marker, it is NOT necessary for the coach to inquire and explore. Simply inquiring is sufficient.
G2	It is not always necessary for coach to explore client emotions to mark this marker. If coach inquires about client emotions and client does not want to speak further about or explore their emotions, mark the marker.
G3	Based on what client is saying or not saying, it might not feel appropriate for coach to inquire about or explore client's emotions in the moment. Therefore, if coach inquires about or explores client's feelings, emotions or emotional information later in the session, mark this marker.
G4	Observing this marker is dependent on how client is expressing themselves. If client expresses emotions only once and coach is responsive by inquiring about or exploring further, mark the marker.
G5	If there are nonverbal behaviors (e.g., voice tone changes, facial or body language shifts) from client which indicate some emotion may be present and coach does not inquire about or explore at some point in the session, do not mark the marker.
G6	A minimum of one clear piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 6: Listens Actively

Marker 6.4: Coach explores the client's energy shifts, nonverbal cues or other behaviors.

Marker Overview for 6.4

Marker 6.4 is about the coach exploring the client's energy shifts, nonverbal cues or other behaviors.

Energy shifts might refer to changes in the client's pace of speech, tone, inflection or volume, or a shift from being responsive to despondent.

Nonverbal cues could include shifts in body languages, such as the client changing from maintaining eye contact to looking at the floor, from sitting up straight to slouching, or changes in facial expressions.

"Other behaviors" refers to behaviors the client is exhibiting *in this session* and include any other behaviors that might not be covered by energy shifts or nonverbal cues, such as the client biting their nails or tapping their foot.

The coach can explore these shifts in many different ways. For example, the coach may notice a shift or change in the client's behavior, way of being or expression, and may invite the client's exploration by sharing the observation with the client. The coach could explore with the client, the cause, personal meaning or importance of the shift. The coach might ask the client if and how the shift relates to what is happening in the moment, internally (client thoughts, feelings, new insights, etc.) or externally (client and coach interaction, coach questions or observations, etc.). Or the coach might ask the client how a shift or change relates to the client's session goal.

Note: *The ICF Core Competencies state that the coach should notice, acknowledge AND explore the client's energy shifts, nonverbal cues or other behaviors. However, if the coach explores, this implies that the coach is noticing and acknowledging.*

YOUR NOTES:

Marker 6.4: Coach explores the client's energy shifts, nonverbal cues or other behaviors.	
Evidence for 6.4	
E1	If there is a distinct shift or change in the client's energy, nonverbal cues or other behaviors, and the coach explores through questions, observations or other forms of inquiry.
E2	If there is a distinct change in client verbal way of speaking (such as higher or lower tone, pace and/or inflection) and the coach explores further.
E3	If there is a change in client facial expression, body language or other nonverbal behavior and the coach explores further.
E4	If coach notices or inquires into a verbal or nonverbal energy shift AND coach invites client to explore further.
E5	If coach notices (observes) a pattern of verbal or nonverbal energy shifts in the client in this session AND coach invites client to explore further.
E6	If client indicates further exploration would be useful and coach does so.
E7	If coach explores a specific behavior(s) client is exhibiting in the coaching session itself.
E8	If coach further explores current behavior in the coaching session.
YOUR NOTES:	

Marker 6.4: Coach explores the client's energy shifts, nonverbal cues or other behaviors.	
Contra-Evidence for 6.4	
C1	If there is a distinct change in client verbal way of speaking and coach does not explore further.
C2	If there is distinct nonverbal energy shift and coach does not explore further.
C3	If there is a pattern in the session of verbal or nonverbal energy shifts by client and coach does not explore further.
C4	If coach reflects back (notices) a verbal or nonverbal energy shift to client without exploring further.
C5	If client is exhibiting a pattern of behavior in the session and coach does not notice, inquire about or explore. For example, client has a pattern of laughing when what they are saying does not appear to be funny.
C6	If coach invites client to explore a shift or change in client's energy, nonverbal cues or other behaviors, and client declines coach's invitation, yet coach continues to probe or explore further.
YOUR NOTES:	

Marker 6.4: Coach explores the client's energy shifts, nonverbal cues or other behaviors.

Guidelines for Evaluating Marker 6.4

Please refer to the following guidelines for evaluating Marker 6.4:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 6: Listens Actively on page 67.
- The Specific Guidelines for Marker 6.4 listed below:

Specific Guidelines for Evaluating Marker 6.4

G1	<p>For this marker, “explores” refers to deeper, more in-depth questioning (more than one question or observation) about an energy shift, nonverbal cue or other behavior exhibited by the client in this session. To mark this marker, coach must explore.</p> <p>For the coach to demonstrate “exploration,” they must ask more than one question (or make more than one observation) about the same energy shift, nonverbal cue or other behavior. If, for example, the coach asks a question/makes an observation about one energy shift, and then 10 minutes later, asks another question/makes another observation about a different energy shift, this would be considered two separate inquiries and NOT an exploration.</p> <p>In other words, the coach must make two or more related observations/ask two or more related questions about a single shift in the client's energy, nonverbal cues, or other behaviors to demonstrate “exploration” and for this marker to be marked.</p>
G2	<p>If there is a distinct shift or change in client's energy, nonverbal cues or other behaviors, and, unless client indicates otherwise, coach must explore through questions, observations or other forms of inquiry for this marker to be marked.</p>
G3	<p>If client indicates further exploration of a verbal or nonverbal energy shift would be useful and coach explores, mark the marker.</p>

YOUR NOTES:

Marker 6.4: Coach explores the client's energy shifts, nonverbal cues or other behaviors.

Specific Guidelines for Evaluating Marker 6.4 continued

G4

If client declines to explore a shift or change in client's energy, nonverbal cues or other behaviors, yet coach continues to probe or explore further, do not mark this marker.

G5

If there is no distinct shift in client's energy, nonverbal cues or other behavior, mark the marker.

G6

A minimum of one **clear** piece of evidence is needed to mark this marker.

Note: Evidence for Marker 6.4 is considered a little differently than in other markers. As stated in the Specific Guidelines for Marker 6.4 above, the coach must **explore** the client's energy shifts, nonverbal cues or other behaviors to demonstrate this marker. Consequently, for a piece of evidence to count for 6.4, **it must be an exploration**. In other words, a minimum of one clear **exploration** is needed to mark this marker as "observed."

YOUR NOTES:

Competency 6: Listens Actively

Marker 6.5: Coach inquires about or explores how the client currently perceives themselves or their world.

Marker Overview for 6.5

Marker 6.5 is about the coach inquiring about or exploring how the client currently perceives themselves or their world.

For the purposes of this marker, perceptions are the client's unique way of viewing themselves and their world. Perceptions can include the client's opinions, beliefs, conceptions or assumptions about themselves, others or the world.

For example, if the client perceives their work environment as "hostile," this might negatively influence the way the client interacts with their co-workers or how they interpret certain workplace events.

As a Competency 6 marker, Marker 6.5 is about the coach **listening to the client** to uncover the client's **perceptions** in order to have a better understanding of how the client views themselves and their world, as well as the impact and implications those perceptions might hold.

Marker 6.5 vs. Marker 7.1

Markers 6.5 and 7.1 are very similar and can often overlap or occur together. However, there are some important differences that differentiate the two.

Marker 6.5 is a Competency 6 marker, which means it is about the coach **listening actively**. More specifically, 6.5 is about the coach listening for and – in response – asking about how the client currently **perceives** themselves and their world. In other words, it's concerned primarily with the client's current **perceptions**.

Marker 7.1 is a Competency 7 marker, which means it is concerned with **evoking awareness** in the client. More specifically, this marker focuses on the coach asking questions about the client's current way of **thinking, feeling, values, needs, wants, beliefs or other behavior**.

YOUR NOTES:

Marker 6.5: Coach inquires about or explores how the client currently perceives themselves or their world.	
Evidence for 6.5	
E1	If coach inquires about or explores into client's current perceptions, beliefs or assumptions about themselves.
E2	If coach inquires about or explores into client's current perceptions, beliefs or assumptions about their world (culture, gender, age, ethnicity, spiritual beliefs).
E3	If coach inquires about or explores into client's current perceptions, beliefs or assumptions about themselves or their world, in relation to client-agreed session topic, focus, goal or measure(s) of success.
E4	If coach asks about or explores whether client's current perceptions, beliefs or assumptions influence their relationship with themselves.
E5	If coach asks about or explores whether client's current perceptions, beliefs or assumptions influence their relationship with others and their world.
E6	If coach notices the client's seeming incongruities in their current perceptions about themselves, their circumstances or their world and invites the client to explore further.
YOUR NOTES:	

Marker 6.5: Coach inquires about or explores how the client currently perceives themselves or their world.	
Contra-Evidence for 6.5	
C1	If coach does not inquire about or explore client's current perceptions about themselves or how they perceive their "world." This is in the context of client-agreed session topic, focus or goal.
C2	If coach makes assumptions about how client currently perceives themselves.
C3	If coach makes assumptions about how client currently perceives their world.
C4	<p>If coach tells client how they perceive client and coach does not allow client to respond in any way they choose (including to disagree with coach's perspective).</p> <p>Note: This may be contra-evidence for Markers 4.4, 6.5 and 7.5.</p>
YOUR NOTES:	

Marker 6.5: Coach inquires about or explores how the client currently perceives themselves or their world.

Guidelines for Evaluating Marker 6.5

Please refer to the following guidelines for evaluating Marker 6.5:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 6: Listens Actively on page 67.
- The Specific Guidelines for Marker 6.5 listed below:

Specific Guidelines for Evaluating Marker 6.5

G1	<p>As stated in the Marker 6.5 Overview, there is considerable overlap between Markers 6.5 and 7.1. However, there are some important differences that differentiate the two.</p> <p>Marker 6.5 is a Competency 6 marker, which means it is about the coach listening actively. More specifically, 6.5 is about the coach listening for and - in response - asking about how the client currently perceives themselves and their world. In other words, it's concerned primarily with the client's current perceptions.</p> <p>Marker 7.1 is a Competency 7 marker, which means it is concerned with evoking awareness in the client. More specifically, this marker focuses on the coach asking questions about the client's current way of thinking, feeling, values, needs, wants, beliefs or other behavior.</p>
G2	<p>For this marker, "inquires" and "explores" describe different depths of questioning or observing. "Inquires" refers to a single question or observation, whereas "explores" refers to deeper, more in-depth questioning (more than one question or observation). To mark this marker, it is NOT necessary for coach to inquire AND explore. Simply inquiring is sufficient.</p>
G3	<p>A minimum of one clear piece of evidence is needed to mark this marker.</p>

YOUR NOTES:

Competency 6: Listens Actively

Marker 6.6: Coach allows the client to complete speaking without interrupting unless there is a stated coaching purpose to do so.

Marker Overview for 6.6

Marker 6.6 is about the coach allowing the client to finish speaking before the coach responds. In other words, this marker is about the coach creating enough space or pause between when the client stops speaking and when the coach starts responding, as to not interrupt the client. The coach should predominantly maintain this practice throughout the entire session unless a coaching need or purpose arises for the coach to interrupt the client.

A coaching need or purpose might arise, for example, if the client is “going around in circles” or is caught in a long, drawn-out story. In these circumstances, interrupting the client will likely support the client’s agenda and forward movement more than not interrupting.

Sometimes the coach will explicitly state the reason they are interrupting the client, such as, “Sorry to interrupt; I just want to make sure we’re not getting off track” or “[Client’s name], do you mind if I jump in? I want to make sure we are using our time wisely.” This is usually followed by a question or observation that helps support the client’s agenda or forward movement. For example, “How does this relate to our session goal?” or “What is the main point you are trying to communicate?” or “Out of all these possibilities, which ones might support you?”

Other times, however, the coach may not explicitly state the coaching purpose for the interruption. Although Marker 6.6 reads the coach must have a “stated coaching purpose,” the coaching purpose may be somewhat obvious or implicit based upon the circumstances in which the coach interrupts, how they interrupt, and what they do or say after the interruption.

For more information and guidance on evaluating interruptions, please review the “Guidelines for Evaluating Marker 6.6” section on page 92.

YOUR NOTES:

Marker 6.6: Coach allows the client to complete speaking without interrupting unless there is a stated coaching purpose to do so.

Marker Overview for 6.6 continued

Marker 5.5 vs. Marker 6.6

Markers 5.5 and 6.6 are similar in that they both involve the coach remaining silent until the client is finished speaking. However, there are some important differences between the two.

Marker 5.5 belongs to the Maintains Presence competency and is primarily concerned with how the coach is showing up in the session or the coach's "way of being." The definition of Maintains Presence is "fully conscious and present with the client, employing a style that is open, flexible, grounded and confident." One of the ways a coach demonstrates this is by using silence and pauses to ground the session (and perhaps the client). The intentional, pronounced moments of pause and silence are an outward manifestation of the coach's deep presence and implicitly communicates to the client that they have the coach's full attention.

Marker 6.6 belongs to Competency 6 – Listens Actively. This means that Marker 6.6 is primarily concerned with the coach demonstrating that they are listening to the client. All a coach must do to demonstrate Marker 6.6 is to allow the client to finish speaking before responding. Or, in other words, to demonstrate Marker 6.6, the coach must simply refrain from interrupting the client unless there is a coaching purpose for doing so.

YOUR NOTES:

Marker 6.6: Coach allows the client to complete speaking without interrupting unless there is a stated coaching purpose to do so.	
Evidence for 6.6	
E1	If, when listening to a response, coach gives sufficient time for client to answer by maintaining silence until client is finished speaking.
E2	If coach demonstrates indirect behaviors such as allowing client to continue to think or feel in silence. Note: <i>This may be evidence for Markers 5.5 and 6.6.</i>
E3	If coach does not interrupt during the entire session because there is no need to. Client is clear and moving towards their stated session goal.
E4	If coach interrupts client when the interruption is in service to the client, client's agenda or forward movement.
E5	If coach demonstrates patience during client's processing. Note: <i>This may be evidence for Markers 5.5 and 6.6.</i>
E6	If coach interrupts with a stated coaching purpose. For example, when client is stuck in a very long story or client is repeating themselves. (Please note that this type of interruption would NOT be counted as contra-evidence for this marker since the coach has a valid coaching purpose to do so.)
E7	If coach interrupts and the coaching purpose is somewhat obvious or implicit based upon the circumstances in which coach interrupts, how they interrupt, and what they do or say after the interruption. For more information and guidance on evaluating interruptions, please review the "Guidelines for Evaluating Marker 6.6" section on page 92.
YOUR NOTES:	

Marker 6.6: Coach allows the client to complete speaking without interrupting unless there is a stated coaching purpose to do so.	
Contra-Evidence for 6.6	
C1	If coach says words like “aha” or “wow” while client is speaking and shifts attention from client to coach. Note: This may be contra-evidence for Markers 4.3, 5.5 and 6.6.
C2	If coach interrupts and the interruption shuts down client's processing or reflection. Note: This may be contra-evidence for Markers 5.5 and 6.6.
C3	If coach interrupts client without a stated coaching reason or purpose, either verbally or with other behaviors, multiple times throughout the session. Note: This may be contra-evidence for Markers 4.3, 5.5 and 6.6.
C4	If coach interrupts client more than occasionally. Note: This may be contra-evidence for Markers 4.3, 5.5 and 6.6.
C5	If coach interrupts without a stated coaching purpose and the interruption disrupts or hinders client from fully expressing themselves. Note: This may be contra-evidence for Markers 4.3, 5.5 and 6.6.
C6	If coach interrupts, with a stated coaching purpose, yet the stated coaching purpose or interruption is more in service of what coach wants instead of supporting client's agenda or forward movement. For example, if coach keeps interrupting client to direct them towards a topic or focus that is not in alignment with the client-agreed session goal. Note: This may be contra-evidence for Markers 5.2, 5.3 and 6.6.
YOUR NOTES:	

Marker 6.6: Coach allows the client to complete speaking without interrupting unless there is a stated coaching purpose to do so.

Guidelines for Evaluating Marker 6.6

Please refer to the following guidelines for evaluating Marker 6.6:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 6: Listens Actively on page 67.
- The Specific Guidelines for Marker 6.6 listed below:

Specific Guidelines for Evaluating Marker 6.6

G1

As stated in the “Marker Overview for 6.6” section above, there may be circumstances in which the coach interrupts the client without explicitly stating a coaching purpose, yet the circumstances in which the coach interrupts, how the coach interrupts, and what the coach does or says after the interruption, may imply that the coach had a coaching purpose for the interruption.

Enough evidence will be dictated by how the client is sharing and if the interruption (or lack of interruption) is in service to the client and the client’s agenda and forward movement.

To determine this, the assessor should ask themselves one or more of the following questions: Was the client getting off track or deviating from the client-agreed upon topic, focus or goal for this session? Were the coach’s questions, comments or observations directly following the interruption related to the client-agreed upon topic, focus or goal for this session? Did the coach’s questions, comments or observations, directly following the interruption, demonstrate coach responsiveness or relate to what the client was sharing? Were the coach’s questions, comments or observations, directly following the interruption, in alignment with the client’s agenda for the session or the overall coaching engagement?

If, after asking these questions, the assessor can reasonably conclude that there was a coaching purpose for the interruption, or that the coach was interrupting the client to serve the client’s agenda and forward movement, the interruption should **NOT** be counted as contra-evidence.

YOUR NOTES:

Marker 6.6: Coach allows the client to complete speaking without interrupting unless there is a stated coaching purpose to do so.

Specific Guidelines for Evaluating Marker 6.6 continued

G2	<p><u>Evaluating Silence for Markers 5.5 and 6.6</u></p> <p>As stated in the Marker 5.5 Overview, there is some overlap between Markers 5.5 and 6.6. To determine whether a piece of evidence belongs to 5.5, 6.6 or both, evaluate these markers by primarily considering the Core Competencies that each belong.</p> <p>Marker 5.5 belongs to the Maintains Presence competency and is primarily concerned with how the coach is showing up in the session or the coach's "way of being." To evaluate Marker 5.5, look for evidence that the coach is using silence and pauses to ground the session and that the client has the coach's full attention.</p> <p>Marker 6.6 belongs to Competency 6 – Listens Actively. This means that Marker 6.6 is primarily concerned with the coach demonstrating that they are listening to the client. To evaluate Marker 6.6, look for evidence that the coach allows the client to finish speaking before responding.</p> <p>In addition to the guidance presented above, it is helpful to consider the types of evidence you should gather for each of these two markers.</p> <p>For Marker 5.5, you should primarily gather and consider positive evidence that 5.5 is being demonstrated. In other words, does the coach allow for moments of silence, pause and reflection throughout the session? If so, Marker 5.5 should be marked as "observed."</p> <p>For Marker 6.6, you should primarily gather and consider contra-evidence. In other words, does the coach interrupt the client multiple times throughout the session without a stated coaching purpose? If so, Marker 6.6 should be marked as "not observed."</p>
G3	If coach only occasionally interrupts client, recognizes when they have done so and stops, mark the marker.
G4	If coach only interrupts occasionally and always states a coaching purpose for doing so, mark the marker.
G5	More than one clear piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 6: Listens Actively

Marker 6.7: Coach succinctly reflects or summarizes what the client communicated to ensure the client's clarity and understanding.

Marker Overview for 6.7

Marker 6.7 is about the coach listening to what the client is communicating, then the coach reflecting back a succinct **summary** of what they heard the client communicate to ensure that the client understands and has clarity about what they (the client) just communicated. In other words, the coach should reflect back what the client is communicating at times when doing so will benefit the client, such as when the client is forming their thoughts, exploring a new insight, working through a new problem, or conceptualizing a new idea.

For example, if the client is processing a vague but emerging perception, awareness or insight aloud to the coach, the coach might support the client to solidify or clarify these still-forming realizations by reflecting back or summarizing the essence of what the client said so that the client may gain a deeper understanding of what they (the client) just shared.

It is important to note that this marker is not about the coach reflecting back to the client verbatim or the coach reflecting back after every time the client speaks. This type of reflection, if overused, is unlikely to be beneficial to the client and may even limit the client by disrupting their thinking or processing.

YOUR NOTES:

Marker 6.7: Coach succinctly reflects or summarizes what the client communicated to ensure the client's clarity and understanding.	
Evidence for 6.7	
E1	If coach reflects back what client said. (Client can confirm what coach reflected back as either an accurate representation of their words or not.)
E2	If coach summarizes the “essence” of what they heard and asks client to confirm if that is accurate for client.
E3	If coach succinctly reflects back and summarizes client's current thinking or feeling.
E4	If coach incorporates client's actual words into coach's paraphrasing or summarizing.
E5	If coach summarizes or mirrors the core of what coach has understood from client.
E6	If coach asks or allows client to summarize what client said to ensure client's clarity and understanding.
Contra-Evidence for 6.7	
C1	If coach uses reflecting back after almost every time client speaks, which limits client to further explore their current thinking or feeling.
C2	If coach continually reflects back verbatim most of what client just said.
C3	If coach says verbatim only last phrase or part of what client said and this is the coach's predominant behavior of speaking demonstrated by the coach throughout the session.
C4	If client wants to share more, or at a faster pace, but coach keeps interfering by continuously reflecting back everything that client says.
YOUR NOTES:	

Marker 6.7: Coach succinctly reflects or summarizes what the client communicated to ensure the client's clarity and understanding.

Guidelines for Evaluating Marker 6.7

Please refer to the following guidelines for evaluating Marker 6.7:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 6: Listens Actively on page 67.
- The Specific Guidelines for Marker 6.7 listed below:

Specific Guidelines for Evaluating Marker 6.7

G1

More than one **clear** piece of evidence is needed to mark this marker.

YOUR NOTES:

General Guidelines for Competency 7: Evokes Awareness

The markers for Competency 7: Evokes Awareness are:

- 7.1: Coach asks questions about the client, such as their current way of thinking, feeling, values, needs, wants, beliefs or behavior.
- 7.2: Coach asks questions to help the client explore beyond the client's current thinking or feeling to new or expanded ways of thinking or feeling about themselves (the who).
- 7.3: Coach asks questions to help the client explore beyond the client's current thinking or feeling to new or expanded ways of thinking or feeling about their situation (the what).
- 7.4: Coach asks questions to help the client explore beyond current thinking, feeling or behaving toward the outcome the client desires.
- 7.5: Coach shares — with no attachment — observations, intuitions, comments, thoughts or feelings, and invites the client's exploration through verbal or tonal invitation.
- 7.6: Coach asks clear, direct, primarily open-ended questions, one at a time, at a pace that allows for thinking, feeling or reflection by the client.
- 7.7: Coach uses language that is generally clear and concise.
- 7.8: Coach allows the client to do most of the talking.

In this competency, you are evaluating the coach's ability to evoke new awareness in the client and to draw upon and encourage the client's innate ability to create their own new learning and discover new insights. The coach can do this by asking clear questions and sharing relevant contributions (intuitions, comments, thoughts and feelings) that help the client explore challenges, as well as their role, behaviors and being, and how thinking in new ways about these areas can help them move toward their desired session goal.

Competency 7: Evokes Awareness

Marker 7.1: Coach asks questions about the client, such as their current way of thinking, feeling, values, needs, wants, beliefs or behavior.

Marker Overview for 7.1

Marker 7.1 is about the coach asking questions about the client's **current** way of thinking, feeling, values, needs, wants, beliefs or behavior, in order to **increase the client's awareness** of their current way of thinking, feeling, values, needs, wants, beliefs or behavior.

For this marker, "behavior" refers to behaviors the client is currently exhibiting in their life, outside the coaching session. For example, a pattern of behavior with how the client currently manages their time.

Marker 6.5 vs. Marker 7.1

Markers 6.5 and 7.1 are very similar and can often overlap or occur together. However, there are some important differences that differentiate the two.

Marker 6.5 is a Competency 6 marker, which means it is about the coach **listening actively**. More specifically, 6.5 is about the coach listening for and – in response – asking about how the client currently **perceives** themselves and their world. In other words, it's concerned primarily with the client's current **perceptions**.

Marker 7.1 is a Competency 7 marker, which means it is concerned with **evoking awareness** in the client. More specifically, this marker focuses on the coach asking questions about the client's current way of **thinking, feeling, values, needs, wants, beliefs or other behavior**.

YOUR NOTES:

Marker 7.1: Coach asks questions about the client, such as their current way of thinking, feeling, values, needs, wants, beliefs or behavior.	
Evidence for 7.1	
E1	If coach asks questions which allow client to discover or reconfirm client's current thinking, feeling, values, needs, wants, beliefs or behavior.
E2	If coach asks questions about client's current thinking, feeling, values, needs, wants or beliefs about what the client's goal or measure(s) of success for this session.
E3	If coach asks questions about client's current thinking, feeling, values, needs, wants or beliefs about client's situation.
E4	If coach asks questions about client's current thinking, feeling, values, needs, wants or beliefs about the client themselves.
E5	If coach inquires about client's current behavior outside the coaching session. For example, a pattern of behavior with how client currently manages their time.
Contra-Evidence for 7.1	
C1	If coach does not ask client about client's current thinking, feeling, values, needs, wants, beliefs or behavior.
C2	If client discusses a current pattern of behavior in their life and coach does not inquire further.
YOUR NOTES:	

Marker 7.1: Coach asks questions about the client, such as their current way of thinking, feeling, values, needs, wants, beliefs or behavior.

Guidelines for Evaluating Marker 7.1

Please refer to the following guidelines for evaluating Marker 7.1:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 7: Evokes Awareness on page 97.
- The Specific Guidelines for Marker 7.1 listed below:

Specific Guidelines for Evaluating Marker 7.1

G1

As stated in the Marker 7.1 Overview, there is considerable overlap between Markers 6.5 and 7.1. However, there are some important differences that differentiate the two.

Marker 6.5 is a Competency 6 marker, which means it is about the coach **listening actively**. More specifically, 6.5 is about the coach listening for and – in response – asking about how the client currently **perceives** themselves and their world. In other words, it's concerned primarily with the client's current **perceptions**.

Marker 7.1 is a Competency 7 marker, which means it is concerned with **evoking awareness** in the client. More specifically, this marker focuses on the coach asking questions about the client's current way of **thinking, feeling, values, needs, wants, beliefs or other behavior**.

G2

More than one **clear** piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 7: Evokes Awareness

Marker 7.2: Coach asks questions to help the client explore beyond the client's current thinking or feeling to new or expanded ways of thinking or feeling about themselves (the who).

Marker Overview for 7.2

Marker 7.2 is about the coach **asking questions** to the client to help the client **explore beyond** their **current** thinking or feeling to **new or expanded ways** of thinking or feeling about **themselves (the who)**. This could include, but is not limited to, the coach asking questions that expand, evolve, further develop, change or transform: the client's self-concept, the way the client relates to themselves or the world, the client's values, how the client shows up in the world, or the client's worldview.

It is important to note, however, that both the questions the coach chooses and the content of the questions themselves, should always be aligned with what the client wants to accomplish or the client's agenda. Furthermore, when working to expand the client's way of thinking or feeling about themselves, the coach should always do so in a respectful way that does not shame, dismiss, judge or reject the client or their current values, beliefs, culture, sense of self, etc. In other words, the coach should demonstrate unconditional positive regard for the client when exploring these areas.

"The who" or "whole person" refers to the client as a human being and could be understood as the client's internal way of being. For example, when or how the client shows up in their world as a unique human being, informed by their context, identity, environment, experiences, values, beliefs, culture, self-expression, perceptions, gender, nationality, age, ethnicity, spiritual beliefs, etc. that influences or guides the way they:

- Think;
- Create;
- Relate;
- Learn;
- Feel;
- Value;
- View their world;
- Choose to "be" in the world.

Note: This is not an exhaustive list. Anything that relates to the client's internal way of being could be considered "the who" of the client.

YOUR NOTES:

Marker 7.2: Coach asks questions to help the client explore beyond the client's current thinking or feeling to new or expanded ways of thinking or feeling about themselves (the who).

Evidence for 7.2

- | | |
|-----------|--|
| E1 | If coach asks open-ended questions which allow client to potentially expand to new or different ways of thinking or feeling about themselves in the now/present. |
| E2 | If coach asks open-ended questions which allow client to explore beyond client's current thinking or feeling into the future. |
| E3 | If coach asks questions which have potential to broaden the client's thinking about themselves. |
| E4 | If coach asks questions which have potential to support the client to move beyond their current perceptions and self-talk. |
| E5 | If coach invites client to see themselves from a different angle. |

Contra-Evidence for 7.2

- | | |
|-----------|--|
| C1 | If coach asks questions that lead client to coach's way of thinking or feeling about client. |
| C2 | If coach continues to ask questions that keeps client mostly thinking or feeling about themselves in the same way as they are currently thinking or feeling. |
| C3 | If coach dismisses, judges, rejects or shames client's self-concept, identity, values, beliefs, culture, sexual orientation, etc.
Note: This may be contra-evidence for Markers 4.1 and 7.2. |
| C4 | If coach continues to ask questions to help client to expand their ways of thinking or feeling about themselves after client has communicated that they are uninterested in changing their views about themselves.
Note: This may be contra-evidence for Markers 5.1, 5.3 and 7.2. |

YOUR NOTES:

Marker 7.2: Coach asks questions to help the client explore beyond the client's current thinking or feeling to new or expanded ways of thinking or feeling about themselves (the who).

Guidelines for Evaluating Marker 7.2

Please refer to the following guidelines for evaluating Marker 7.2:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 7: Evokes Awareness on page 97.
- The Specific Guidelines for Marker 7.2 listed below:

Specific Guidelines for Evaluating Marker 7.2

G1

More than one **clear** piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 7: Evokes Awareness

Marker 7.3: Coach asks questions to help the client explore beyond the client's current thinking or feeling to new or expanded ways of thinking or feeling about their situation (the what).

Marker Overview for 7.3

Marker 7.3 is about the coach asking questions to help the client explore beyond their current thinking or feeling to new or expanded ways of thinking or feeling aspects of the client's life (i.e., "their situation" or "the what"). This could include, but is not limited to, the coach asking questions that expand, evolve, further develop, change or transform the way the client is currently thinking about their problems, challenges, or issues; their current situation, including events or circumstances in their environment or systems they belong to (family, community, organization, etc.); or their goals, dreams, and aspirations.

For example, throughout the course of the session, the client may reveal that they are dissatisfied with their job. The coach may then ask questions to help the client expand their thinking about their job, such as, "What would need to change for you to enjoy your work?" or "What beliefs are preventing you from enjoying your job?" The coach helping the client to reframe their current life challenges as opportunities is also an example of 7.3.

"The what" refers to the client's external way of doing. This could include the client's:

- Goals;
- Aspirations;
- Dreams;
- Challenges;
- Issues;
- Gaps;
- Desired external topic, focus or goal for this session;
- Desired internal topic, focus or goal for this session.

Note: This is not an exhaustive list. Anything that relates to the client's external way of doing could be considered "the what" of the client.

YOUR NOTES:

Marker 7.3: Coach asks questions to help the client explore beyond the client's current thinking or feeling to new or expanded ways of thinking or feeling about their situation (the what).

Evidence for 7.3

E1	If coach asks open-ended questions which allow client to potentially expand to new or different ways of thinking or feeling about their situation in the now/present.
E2	If coach asks client questions which have potential to support client to view their situation from one or more perspectives.
E3	If coach asks questions which have the potential to support client in reframing their situation from a problem or challenge to a more empowering frame for client.
E4	If coach asks questions that help client in reframing current barriers or challenges in client's life as opportunities or strengths.
E5	If coach asks questions that help expand client's perspective of the role client plays in their current systems (e.g., family, community, organization, etc.).
E6	If coach asks questions that help client expand their thoughts, feelings, perceptions or beliefs about their environment (e.g., their workspace, their living space, etc.).

Contra-Evidence for 7.3

C1	If coach asks questions that lead client to coach's way of thinking or feeling about the client situation.
C2	If coach continues to ask questions that keep client thinking in the same way as they are currently thinking or feeling about their current situation.
C3	<p>If coach continues to ask questions to help client expand their ways of thinking or feeling about their situation after client has communicated that they are uninterested in changing their views on the topic.</p> <p>Note: This may be contra-evidence for Markers 5.2, 5.3 and 7.3.</p>

YOUR NOTES:

Marker 7.3: Coach asks questions to help the client explore beyond the client's current thinking or feeling to new or expanded ways of thinking or feeling about their situation (the what).

Guidelines for Evaluating Marker 7.3

Please refer to the following guidelines for evaluating Marker 7.3:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 7: Evokes Awareness on page 97.
- The Specific Guidelines for Marker 7.3 listed below:

Specific Guidelines for Evaluating Marker 7.3

G1	<p>Evaluating Marker 7.3 and Marker 7.4</p> <p>Marker 7.3: For a question or inquiry to count as evidence for Marker 7.3, it must help the client explore beyond the client's current thinking or feeling and to experience new or expanded ways of thinking or feeling about aspects of their situation/life that arise during the coaching session but that are only tangentially related to the client's session or overall coaching engagement goals.</p> <p>Marker 7.4: For a question or inquiry to count as evidence for Marker 7.4, it must help the client explore beyond current thinking, feeling or behaving to assist them in meeting their session or overall coaching engagement goal(s) or to imagine or visualize the client's ideal or desired future, when their session or coaching engagement goal(s) have been realized. In other words, the question or inquiry must be directly related to helping the client achieve, or visualize achieving, their session or overall coaching engagement goal(s) or their measure(s) of success for this session.</p>
G2	More than one clear piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 7: Evokes Awareness

Marker 7.4: Coach asks questions to help the client explore beyond current thinking, feeling or behaving toward the outcome the client desires.

Marker Overview for 7.4

Marker 7.4 is about the coach asking questions to help the client explore beyond their current thinking, feeling or behaving to new or expanded ways of thinking, feeling or behaving; to help the client to achieve, or visualize achieving, their session or overall coaching engagement goal(s). For this marker, the coach's questions are directly related to the client's session goal(s), overall coaching engagement goal(s), or measure(s) of success for this session.

For example, the coach might ask one of the following questions: "How does your thinking need to shift in order for you to actualize your goal? How does your behavior need to shift or change to make meeting your goal possible? What would be different for you if you reached this goal?"

Note: For this marker, "the outcome the client desires" refers to the client-desired session goal(s), the client-desired goal(s) for the overall coaching engagement, or the measure(s) of successes for this session.

YOUR NOTES:

Marker 7.4: Coach asks questions to help the client explore beyond current thinking, feeling or behaving toward the outcome the client desires.	
Evidence for 7.4	
E1	If coach asks open-ended questions which allow client to explore beyond client's current thinking, feeling or behaving into their ideal or desired future, when their session or coaching engagement goal(s) has been realized.
E2	If coach asks client to imagine, picture, visualize, feel, sense or articulate their ideal or desired future, when their session or coaching engagement goal(s) has been realized.
E3	If coach asks client to connect to their ideal or desired future (when their session or coaching engagement goal(s) has been realized) and work backward to their present.
E4	If coach asks questions to assist client imagine new or different scenarios that might create movement towards their session outcome or for their overall coaching engagement outcome (i.e., the client-desired session topic, focus or goal or the client-desired topic, focus or goal for the overall coaching engagement).
E5	<p>If coach inquires about specific behaviors client will engage with after the coaching session to create movement towards the client's session outcome or towards the client's overall coaching engagement outcome.</p> <p>Note: This may be evidence for Markers 7.4 and 8.5.</p>
E6	<p>If coach further explores client-desired behavior to engage with after the coaching session to create movement towards the client's session outcome or towards the client's overall coaching engagement outcome.</p> <p>Note: This may be evidence for Markers 7.4 and 8.5.</p>
E7	<p>If client initiates speaking about post-session actions or thinking and coach inquires or explores further to create movement towards the client's session outcome or towards the client's overall coaching engagement outcome.</p> <p>Note: This may be evidence for Markers 7.4 and 8.5.</p>
E8	<p>If coach inquires into what further reflection, pondering or thinking could support client to make a decision, move forward, gain clarity of direction, etc. that client wishes to commit to after this session.</p> <p>Note: This may be evidence for Markers 7.4 and 8.5.</p>
YOUR NOTES:	

Marker 7.4: Coach asks questions to help the client explore beyond current thinking, feeling or behaving toward the outcome the client desires.	
Contra-Evidence for 7.4	
C1	If coach asks questions that lead client to coach's way of thinking, feeling or behaving about client's desired outcome (i.e., the client-desired session topic, focus or goal).
C2	<p>If coach continues to ask questions to help client expand their ways of thinking or feeling about client's desired outcome (i.e., the session goal(s), overall coaching engagement goal(s), or measure(s) of success for this session), after client has communicated that they are uninterested in changing their views on the topic.</p> <p>Note: This may be contra-evidence for Markers 5.2, 5.3 and 7.4.</p>
YOUR NOTES:	

Marker 7.4: Coach asks questions to help the client explore beyond current thinking, feeling or behaving toward the outcome the client desires.

Guidelines for Evaluating Marker 7.4

Please refer to the following guidelines for evaluating Marker 7.4:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 7: Evokes Awareness on page 97.
- The Specific Guidelines for Marker 7.4 listed below:

Specific Guidelines for Evaluating Marker 7.4

G1	<p>Evaluating Marker 7.3 and Marker 7.4</p> <p>Marker 7.3: For a question or inquiry to count as evidence for Marker 7.3, it must help the client explore beyond the client's current thinking or feeling and to experience new or expanded ways of thinking or feeling about aspects of their situation/life that arise during the coaching session but that are only tangentially related to the client's session or overall coaching engagement goals.</p> <p>Marker 7.4: For a question or inquiry to count as evidence for Marker 7.4, it must help the client explore beyond current thinking, feeling or behaving to assist them in meeting their session or overall coaching engagement goal(s) or to imagine or visualize the client's ideal or desired future, when their session or coaching engagement goal(s) have been realized. In other words, the question or inquiry must be directly related to helping the client achieve, or visualize achieving, their session or overall coaching engagement goal(s) or their measure(s) of success for this session.</p>
G2	<p>Marker 7.4 covers both the session goal and the overall engagement goal. If the overall engagement goal is not discussed, AND no session topic, focus or goal was established for this session (i.e., if Marker 3.1 was "not observed") the coach will not be able to ask questions to help the client explore beyond current thinking, feeling or behaving toward the outcome the client desires. Therefore, if the overall engagement goal is not discussed AND if Marker 3.1 was marked "not observed," Marker 7.4 should be marked "not observed" as well.</p>
G3	<p>More than one clear piece of evidence is needed to mark this marker.</p>

YOUR NOTES:

Competency 7: Evokes Awareness

Marker 7.5: Coach shares—with no attachment—observations, intuitions, comments, thoughts or feelings, and invites the client's exploration through verbal or tonal invitation.

Marker Overview for 7.5

Marker 7.5 is about the coach working to evoke new awareness in the client by sharing (oftentimes challenging or evocative) observations, intuitions, comments, thoughts or feelings, and by inviting the client to explore, through verbal or tonal invitation, what the coach just shared, without attachment to the outcome, the client's response or the need to be "right."

For example, the coach may have noticed a pattern of avoidance in the client whenever the client's brother is brought up. The coach might ask the client, "I've noticed you always change the subject when your brother is brought up. Do you think there might be anything worth exploring there?"

Marker 4.4 vs. Marker 7.5

Markers 4.4 and 7.5 are very similar in that they both involve the coach sharing something, inviting the client to respond and the coach accepting the client's response. However, their differences lie the Core Competencies they each belong to.

Marker 4.4 is a Competency 4 marker, which means it is about "cultivating trust and safety" with the client. Consequently, evidence for Marker 4.4 should include an element of building trust and safety. Trust and safety can be evidenced by the equality between coach and client in the conversation. For 4.4, this is demonstrated by the coach partnering with the client by **actively inviting the client to respond in any way** to the coach's contributions and accepting the client's response.

Marker 7.5 is a Competency 7 marker, which means it is concerned with "evoking awareness" in the client. More specifically, Marker 7.5 is about the coach working to evoke new awareness in the client, by sharing observations, intuitions, comments, thoughts or feelings without attachment to the outcome, the client's response or the need to be "right." Marker 7.5 also requires the coach to **invite the client to explore** what the coach just shared through verbal or tonal invitation.

YOUR NOTES:

Marker 7.5: Coach shares—with no attachment—observations, intuitions, comments, thoughts or feelings, and invites the client's exploration through verbal or tonal invitation.

Evidence for 7.5

E1	If coach shares observations, intuitions, comments, thoughts, or feelings, invites client to explore, and accepts client's response to the invitation to explore.
E2	If coach shares observations, intuitions, comments, thoughts, or feelings, then immediately invites client to agree or disagree with what coach has shared and accepts client's agreement or disagreement.
E3	If coach shares observations, intuitions, comments, thoughts, or feelings, coach invites client's exploration through verbal or tonal invitation in a way that clearly communicated that it was an invitation to which client could decline.
E4	If coach shares observations, intuitions, comments, thoughts, or feelings, coach invites the client to respond in a way that clearly communicated that the client was free to agree or disagree with what the coach just shared.

YOUR NOTES:

Marker 7.5: Coach shares—with no attachment—observations, intuitions, comments, thoughts or feelings, and invites the client's exploration through verbal or tonal invitation.

Contra-Evidence for 7.5

C1	If, after sharing, coach does not invite client to explore further.
C2	If coach sharing is spoken as truth rather than offered for client to consider. Note: <i>This may be contra-evidence for Markers 4.4 and 7.5.</i>
C3	If coach shares and client disagrees or does not want to explore further, yet coach continues to try to lead client towards coach's agenda. Note: <i>This may be contra-evidence from Marker 4.4 and 7.5.</i>
C4	Coach shares, but the sharing is NOT relevant to client's agenda or forward movement. Note: <i>This may be contra-evidence for Markers 4.4 and 7.5.</i>
C5	If coach tells client how they perceive client and coach does not allow client to respond in any way they choose (including to disagree with coach's perspective). Note: <i>This may be contra-evidence for Markers 4.4, 6.5 and 7.5.</i>

YOUR NOTES:

Marker 7.5: Coach shares—with no attachment—observations, intuitions, comments, thoughts or feelings, and invites the client's exploration through verbal or tonal invitation.

Guidelines for Evaluating Marker 7.5

Please refer to the following guidelines for evaluating Marker 7.5:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 7: Evokes Awareness on page 97.
- The Specific Guidelines for Marker 7.5 listed below:

Specific Guidelines for Evaluating Marker 7.5

G1	<p>Evaluating Markers 4.4 and 7.5</p> <p>As stated in the Marker 7.5 Overview, there is considerable overlap between Markers 4.4 and 7.5. To determine whether a piece of evidence belongs to 4.4, 7.5 or both, evaluate these markers by primarily considering the Core Competencies that each belong to.</p> <p>Marker 4.4 is a Competency 4 marker, which means it is about “cultivating trust and safety” with the client. Consequently, evidence for Marker 4.4 should include an element of building trust and safety. Trust and safety can be evidenced by the equality between coach and client in the conversation. For 4.4, this is demonstrated by the coach partnering with the client by actively inviting the client to respond in any way to the coach’s contributions and accepting the client’s response.</p> <p>Marker 7.5 is a Competency 7 marker, which means it is concerned with “evoking awareness” in the client. More specifically, Marker 7.5 is about the coach working to evoke new awareness in the client, by sharing observations, intuitions, comments, thoughts or feelings without attachment to the outcome, the client’s response or the need to be “right.” Marker 7.5 also requires the coach to invite the client to explore what the coach just shared through verbal or tonal invitation.</p>
G2	<p>To whatever degree the coach is offering their insights or observations, the vast majority of the coach’s shares should not be authoritative and should include a genuine offer to the client to disagree.</p>
G3	<p>To mark this marker, the coach must invite the client’s exploration AND accept the client’s reaction, owning, not owning, reflecting, choosing to pursue or not pursue what the coach has shared.</p>
G4	<p>More than one clear piece of evidence is needed to mark this marker.</p>
YOUR NOTES:	

Competency 7: Evokes Awareness

Marker 7.6: Coach asks clear, direct, primarily open-ended questions, one at a time, at a pace that allows for thinking, feeling or reflection by the client.

Marker Overview for 7.6

Marker 7.6 is about the way, or the manner in which, the coach asks questions to the client. It is concerned with whether or not the coach's questions are:

- Clear (i.e., is the question confusing or awkwardly worded?)
- Direct (i.e., does the question relate directly to what the coach is trying to ask?)
- Primarily open ended (i.e., does the question require more than a short or one-word response?)
- Asked one at a time (i.e., if, after asking a question, does the coach wait for or allow the client to respond before asking another question?)
- Asked at a pace that allows for thinking, feeling or reflection (i.e., are there pauses between the coach's questions to allow the client to think, feel or reflect upon what the coach has asked?)

In other words, this marker is about the coach communicating effectively and directly, specifically when asking questions.

YOUR NOTES:

Marker 7.6: Coach asks clear, direct, primarily open-ended questions, one at a time, at a pace that allows for thinking, feeling or reflection by the client.	
Evidence for 7.6	
E1	If coach demonstrates the behaviors articulated in the actual wording of this marker – asking questions that are clear, direct, primarily open ended, asked one at a time and at a pace that allows for client to think, feel or reflect.
E2	If coach pacing of questions is such that client has time to consider their response to the question.
E3	If coach asks questions that evoke deeper reflection by client. (i.e., questions that cannot be answered literally with a yes or a no).
Contra-Evidence for 7.6	
C1	If coach asks multiple questions at once (often known as “stacking questions”). Note: This may be contra-evidence for Markers 5.5, 7.6 and 7.7.
C2	If coach asks a question, then adds more information to qualify their question, then asks the same or a different question again (i.e., coach asks the question in a confusing, awkward or indirect way).
C3	If coach’s pacing of questions is faster than client’s pacing.
C4	If coach asks a question and there is no space for client to reflect on their answer before coach is speaking again. Note: This may be contra-evidence for Markers 5.5 and 7.6.
C5	If coach is asking primarily leading or directive questions such as: “How about if we start to think about it this way...” Or “do you think you should....” Note: This may be contra-evidence for Markers 4.1, 5.3 and 7.6.
YOUR NOTES:	

Marker 7.6: Coach asks clear, direct, primarily open-ended questions, one at a time, at a pace that allows for thinking, feeling or reflection by the client.

Guidelines for Evaluating Marker 7.6

Please refer to the following guidelines for evaluating Marker 7.6:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 7: Evokes Awareness on page 97.
- The Specific Guidelines for Marker 7.6 listed below:

Specific Guidelines for Evaluating Marker 7.6

G1

If, throughout the session, the evidence indicates that the coach understands and can demonstrate this skill but on a few occasions asks questions that are unclear, indirect, closed, stacked (more than one question at a time) or at a pace that does not match the client, the marker should be marked "Observed."

G2

More than one **clear** piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 7: Evokes Awareness

Marker 7.7: Coach uses language that is generally clear and concise.

Marker Overview for 7.7

Marker 7.7 is about the coach speaking clearly and concisely. This includes the coach using simple language that the client understands, asking questions or sharing comments/observations that are succinct and to the point, and refraining from qualifying or adding too much explanation to statements or questions.

In other words, this marker is about the coach communicating clearly, effectively and concisely.

YOUR NOTES:

Marker 7.7: Coach uses language that is generally clear and concise.	
Evidence for 7.7	
E1	If coach's communication is generally clear and concise (i.e., using clear language and the minimum number of words to communicate).
E2	If coach's questions are simple and succinct.
E3	If coach's comments and observations are simple and succinct.
Contra-Evidence for 7.7	
C1	If coach is often overly and unnecessarily verbose when speaking.
C2	If coach asks multiple questions at once (often known as "stacking questions"). Note: This may be contra-evidence for Markers 5.5, 7.6 and 7.7.
C3	If coach offers comments or observations, then qualifies what they just said with extensive reasoning or explanation.
C4	If coach uses complex language that client does not understand.
YOUR NOTES:	

Marker 7.7: Coach uses language that is generally clear and concise.

Guidelines for Evaluating Marker 7.7

Please refer to the following guidelines for evaluating Marker 7.7:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 7: Evokes Awareness on page 97.
- The Specific Guidelines for Marker 7.7 listed below:

Specific Guidelines for Evaluating Marker 7.7

G1

More than one **clear** piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 7: Evokes Awareness**Marker 7.8: Coach allows the client to do most of the talking.****Marker Overview for 7.8**

Marker 7.8 is about the coach allowing the client to do most of the talking throughout the course of the session.

YOUR NOTES:

Marker 7.8: Coach allows the client to do most of the talking.	
Evidence for 7.8	
E1	If client speaks for the majority of the time in the session.
E2	If coach talks considerably/significantly less than client (in totality of conversation).
E3	If coach demonstrates curiosity by listening more than they speak. Note: <i>This may be evidence for Markers 5.4 and 7.8.</i>
Contra-Evidence for 7.8	
C1	If coach speaks more in the session than client. Note: <i>This may be contra-evidence for Markers 5.4 and 7.8.</i>
C2	If coach demonstrates behaviors that could hinder coach allowing client to do most of the talking. For example, if coach energy level mismatches client energy level and client begins to speak less in the session as a result of coach behavior; if coach speaks louder and/or faster than client for the majority of the session; or if the client energy begins high and enthusiastic, but as session progresses, client “voice” becomes less in terms of words spoken or energy level. Note: <i>Sometimes client will slow down their pacing in the session as they become more reflective. Determine if client’s pacing or energy has naturally shifted (i.e., because client is now more reflective), or if “negative” coach behavior has hindered or interfered with client’s ability or willingness to speak.</i>
YOUR NOTES:	

Marker 7.8: Coach allows the client to do most of the talking.

Guidelines for Evaluating Marker 7.8

Please refer to the following guidelines for evaluating Marker 7.8:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 7: Evokes Awareness on page 97.
- The Specific Guidelines for Marker 7.8 listed below:

Specific Guidelines for Evaluating Marker 7.8

G1

Unlike most other markers where the assessor is gathering and weighing specific examples of evidence and contra-evidence to determine whether or not the marker should be marked, the assessor is considering the coaching session in its entirety to evaluate Marker 7.8. In other words, for 7.8 to be marked, the coach should have, in general, listened more than they talked, made an effort to speak as efficiently and succinctly as possible, refrained from adding unnecessary comments or commentary, and created enough space and pauses to ensure that the session was primarily focused on the client talking, sharing, reflecting, explaining and expressing.

G2

More than one **clear** piece of evidence is needed to mark this marker.

YOUR NOTES:

General Guidelines for Competency 8: Facilitates Client Growth

Here are the markers:

- 8.1: Coach invites or allows the client to explore progress toward what the client wanted to accomplish in this session.
- 8.2: Coach invites the client to state or explore the client's learning in this session about themselves (the who).
- 8.3: Coach invites the client to state or explore the client's learning in this session about their situation (the what).
- 8.4: Coach invites the client to consider how they will use new learning from this coaching session.
- 8.5: Coach partners with the client to design post-session thinking, reflection or action.
- 8.6: Coach partners with the client to consider how to move forward, including resources, support or potential barriers.
- 8.7: Coach partners with the client to design the best methods of accountability for themselves.
- 8.8: Coach celebrates the client's progress and learning.
- 8.9: Coach partners with the client on how they want to complete this session.

In this competency, you are evaluating the coach's ability to:

- Assist the client to articulate and claim their learning from this session;
- Allow the client to articulate where the client started at the beginning of this session and allow the client to compare to where they are now after their learning in this session;
- Allow the client to verbalize how they will apply their learning and carry forward the results of this session into post-session thinking, feeling or action;
- Inquire what the client might want or need in terms of resources, support, accountability or potential barriers to following through with post-session thinking, feeling or action;
- Partner with the client on how they want to complete this the session;
- Articulate observations of client progress made toward their stated session goal or acknowledgment of client progress made over the coaching engagement.

While these markers should not be assumed to happen only at the end of the session, the coach must raise the subject matter of the marker in order to be given credit for the marker (refer to each marker's "specific guidelines" for more information). In other words, each marker cannot be assumed to have been evidenced by the coach unless the coach has specifically inquired into the marker.

Competency 8: Facilitates Client Growth

Marker 8.1: Coach invites or allows the client to explore progress toward what the client wanted to accomplish in this session.

Marker Overview for 8.1

Marker 8.1 is about coach and client reflecting back upon the goal(s) and/or the measure(s) or success that client and coach established at the beginning of the session and exploring how successful or unsuccessful they were at achieving the session goal(s) or measure(s) of success. For example, coach might say, "At the beginning of the session, you shared that you would like to focus this session on improving your relationship with your boss and said that you would know if we were successful if you had identified three action steps to take outside the session to move toward that goal. How much progress do you think we made towards this?" (i.e., what the client wanted to achieve in this session).

Client's "work" or "progress" in the Coaching Process - Markers 4.1 vs. 8.1 vs. 8.8

Below is a simple explanation on how to differentiate between Markers 4.1, 8.1 and 8.8 in terms of how these markers relate to client's "work" or "progress" in the coaching process.

Marker 4.1: This marker focuses on *what is unique about client* and *how these unique characteristics contribute to/influence client's work in the coaching process*. For example, "I just want to acknowledge your unique gift for reflection and introspection. It truly deepened our work today."

Marker 8.1: This marker focuses on *coach inviting client to explore any progress* coach and client *made toward this session goal and/or measure(s) of success*. For example, "How successful were we at achieving the goal for this session?"

Marker 8.8: This marker focuses on *coach, verbally expressing* to client, an *acknowledgment, recognition, and/or appreciation of client's work, growth, development and learning*, over the course of *this session or the entire coaching engagement*. For example, "I just want to acknowledge how much you opened up over the course of this session. I know at first you were a little hesitant, but eventually you were able to share some really vulnerable parts of yourself. That took some real courage."

Note: *The only thing that is NOT included in client's progress and learning for Marker 8.8 is the progress coach and client have made towards this session's goal and/or measure(s) of success. This is covered in Marker 8.1.*

YOUR NOTES:

Marker 8.1: Coach invites or allows the client to explore progress toward what the client wanted to accomplish in this session.	
Evidence for 8.1	
E1	If coach invites client to explore the amount of progress coach and client were able to make towards achieving the client-stated topic, focus or goal(s) for this session.
E2	If coach invites client to explore the amount of progress coach and client were able to make towards achieving the client-stated measure(s) of success for this session.
E3	<i>If coach asks the client if, or to what extent, coach and client were successful in achieving the client-stated topic, focus, or goal(s) for this session.</i>
E4	If coach asks client if, or to what extent, coach and client were successful in achieving the client-stated measure(s) of success for this session.
E5	If coach uses specific words or concepts from the client-stated session topic, focus or goal when inquiring about progress made in this session.
E6	If coach uses specific words or concepts from the client-stated session measure(s) of success when inquiring about progress made in this session.
E7	If client brings up how successful coach and client were at achieving this session's topic, focus, goal and/or measure(s) of success, and coach reflects back or verbally confirms what client said.
E8	<i>If coach notices and reflects on client's progress towards this session's topic, focus, goal and/or measure(s) of success and invites client to respond in any way to what coach has offered.</i>
Contra-Evidence for 8.1	
C1	If client offers their progress in this session without coach asking and coach does not acknowledge they heard what client said or verbalize they heard the client progress.
C2	If coach does not ask client about the progress they made towards the session goal(s) or measure(s) of success.
C3	If coach states the progress they made towards the session goal(s) or measure(s) of success without asking client how successful client felt the session was.
YOUR NOTES:	

Marker 8.1: Coach invites or allows the client to explore progress toward what the client wanted to accomplish in this session.

Guidelines for Evaluating Marker 8.1

Please refer to the following guidelines for evaluating Marker 8.1:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 8: Facilitates Client Growth on page 124.
- The Specific Guidelines for Marker 8.1 listed below:

Specific Guidelines for Evaluating Marker 8.1

G1	Coach must engage in a conversation with client about the progress, or lack of progress, coach and client made towards the session goal(s) or measure(s) of success for this marker to be marked.
G2	If coach invites the discussion about client progress made toward what client wanted from this session and client declines, mark the marker to give credit for the invitation.
G3	If no session topic, focus or goal was established for this session (i.e., if Marker 3.1 was marked “not observed”) the coach will not be able to explore progress toward what the client wanted to accomplish in this session. Therefore, if Marker 3.1 was marked “not observed,” Marker 8.1 should be marked “not observed” as well.
G4	A minimum of one clear piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 8: Facilitates Client Growth

Marker 8.2: Coach invites client to state or explore the client's learning in this session about themselves (the who).

Marker Overview for 8.2

Marker 8.2 is about the coach and client engaging in a conversation about what the client is learning, or has learned, about themselves (the who) during this session. This can happen at any time during the session (i.e., beginning, middle or end), and could include, but is not limited to, the coach asking the client what they are learning about their self-concept, relationship with themselves, relationship with the world, values, way of being in the world or worldview. For example, the coach might ask questions such as, “What has shifted for you about the way you are thinking about yourself now? What has this taught you about your values? What have you learned about yourself this session?”

“The who” or “whole person” refers to the client as a human being and could be understood as the client’s internal way of being. For example, when or how the client shows up in their world as a unique human being, informed by their context, identity, environment, experiences, values, beliefs, culture, self-expression, perceptions, gender, nationality, age, ethnicity, spiritual beliefs, etc. that influences or guides the way they:

- Think;
- Create;
- Relate;
- Learn;
- Feel;
- Value;
- View their world;
- Choose to “be” in the world.

Note: *This is not an exhaustive list. Anything that relates to the client’s internal way of being could be considered “the who” of the client.*

YOUR NOTES:

Marker 8.2: Coach invites client to state or explore the client's learning in this session about themselves (the who).	
Evidence for 8.2	
E1	If, at any time during this session, coach asks client to state (articulate) their learning about themselves.
E2	If, at any time during this session, coach asks questions to explore what client is learning about themselves.
E3	If, at any time during this session, coach inquires about new insights or learning client is having about their behavior or way of being.
E4	If, at any time during this session, coach inquires about new insights or learning regarding client's context, identity, environment, experiences, values, beliefs, culture, self-expression, perceptions, gender, nationality, age, ethnicity, spiritual beliefs, methodologies, style, use of words and concepts, etc.
Contra-Evidence for 8.2	
C1	If coach does not ask client what they have learned about themselves at any point during this session.
C2	If, at any time during this session, coach makes their own connections and assumptions about what the client's learning about themselves and states it as if it were truth for client.
C3	<p>If, at any time during the session, client shares what they are learning about themselves and coach judges, shuts down, shames, dismisses, invalidates, rejects or undermines what client has shared.</p> <p>Note: This may be contra-evidence for Markers 4.1, 4.3 and 8.2.</p>
YOUR NOTES:	

Marker 8.2: Coach invites the client to state or explore the client's learning in this session about themselves (the who).

Guidelines for Evaluating Marker 8.2

Please refer to the following guidelines for evaluating Marker 8.2:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 8: Facilitates Client Growth on page 124.
- The Specific Guidelines for Marker 8.2 listed below:

Specific Guidelines for Evaluating Marker 8.2

G1	<p><u>Evaluating Generic Learning Questions - 8.2 vs 8.3</u></p> <p>Oftentimes a coach may ask a generic or non-specific question about the client's learning such as "what have you learned today?" or "what are you taking away from our session?" These types of questions DO count as evidence for Marker 8.3, but DO NOT count as evidence for Marker 8.2. For a piece of evidence to count for Marker 8.2, it must be specifically (and clearly) about "the who."</p>
G2	This marker may be demonstrated at any time throughout the session.
G3	To count as evidence for 8.2, the client's learning about the "who" must have been realized in this session . In other words, this marker is not about what the client has learned about themselves outside the session .
G4	If coach invites the discussion about client learning (the who) and client declines, mark the marker to give credit for the invitation.
G5	A minimum of one clear piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 8: Facilitates Client Growth

Marker 8.3: Coach invites the client to state or explore the client's learning in this session about their situation (the what).

Marker Overview for 8.3

Marker 8.3 is about the coach and client engaging in a conversation about what the client is learning, or has learned, about their situation (the what) during this session. This can happen at any time during the session (i.e., beginning, middle or end), and could include, but is not limited to, the coach asking the client what they are learning about their problems, challenges, issues, current situation, events, circumstances, environment, systems (family, community, organization, etc.), dreams, aspirations life goals, session goal(s) or overall engagement goal(s). For example, the coach might ask questions such as, "What has shifted for you about the way you are thinking about your situation now? What has this taught you about your relationship with your boss? What have you learned about your goal for this session?"

"The what" refers to the client's external way of doing. This could include the client's:

- Goals;
- Aspirations;
- Dreams;
- Challenges;
- Issues;
- Gaps;
- Desired external topic, focus, or goal for this session;
- Desired internal topic, focus, or goal for this session.

Note: *This is not an exhaustive list. Anything that relates to the client's internal way of being could be considered "the what" of the client.*

YOUR NOTES:

Marker 8.3: Coach invites the client to state or explore the client's learning in this session about their situation (the what).	
Evidence for 8.3	
E1	If, at any time during this session, coach asks client to state (articulate) their learning about their situation or what they wanted to accomplish during this session.
E2	If, at any time during this session, coach asks questions to explore what client is learning about their situation or what they wanted to accomplish during this session.
E3	If, at any time during this session, coach inquires about new insights or learning client is having about their situation or what they wanted to accomplish during this session.
Contra-Evidence for 8.3	
C1	If, throughout the entire session, coach does not ask client what they have learned about their situation or what they wanted to accomplish during this session.
C2	If, at any point during this session, coach makes their own connections and assumptions about what the client is learning about their situation or what they wanted to accomplish during this session and states it as if it were truth for client.
C3	<p>If, at any time during the session, client shares what they are learning about their situation or what they wanted to accomplish during this session and coach judges, shuts down, shames, dismisses, invalidates, rejects or undermines what client has shared.</p> <p>Note: This may be contra-evidence for Markers 4.1, 4.3 and 8.3.</p>
YOUR NOTES:	

Marker 8.3: Coach invites the client to state or explore the client's learning in this session about their situation (the what).

Guidelines for Evaluating Marker 8.3

Please refer to the following guidelines for evaluating Marker 8.3:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 8: Facilitates Client Growth on page 124.
- The Specific Guidelines for Marker 8.3 listed below:

Specific Guidelines for Evaluating Marker 8.3

G1	<p><u>Evaluating Generic Learning Questions – 8.2 vs 8.3</u></p> <p>Oftentimes a coach may ask a generic or non-specific question about the client's learning such as “what have you learned today?” or “what are you taking away from our session?” These types of questions DO count as evidence for Marker 8.3, but DO NOT count as evidence for Marker 8.2. For a piece of evidence to count for Marker 8.2, it must be specifically (and clearly) about “the who.”</p>
G2	This marker may be demonstrated at any time throughout the session.
G3	To count as evidence for 8.3, the client's learning about their situation (the what) must have been realized in this session. In other words, this marker is not about what the client has learned about their situation (the what) outside the session.
G4	If coach invites the discussion about client learning (the what) and client declines, mark the marker to give credit for the invitation.
G5	A minimum of one clear piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 8: Facilitates Client Growth

Marker 8.4: Coach invites the client to consider how they will use new learning from this coaching session.

Marker Overview for 8.4

Marker 8.4 is about the coach asking the client how the client will use what they have learned in this session in their daily lives or to achieve their goals. This can happen at any time during the session (i.e., beginning, middle or end), and could include, but is not limited to, conversations about how the client will apply or integrate the new learning into their lives, influence how they deal with certain situations, or how their new learning might impact or change how they will approach the world or themselves. For example, the coach might ask, "How will you use this new learning when you interact with your sister? How might you apply this insight to a different circumstance, such as how you manage your finances? How do you plan on embodying this when you ask for your raise?"

YOUR NOTES:

Marker 8.4: Coach invites the client to consider how they will use new learning from this coaching session.	
Evidence for 8.4	
E1	If, at any time during the session, coach has inquired into client learning about themselves (8.2 who) and/or their situation (8.3 what), and then further inquires into how client will use this new learning after this session.
E2	If, at any time during the session, coach asks client about ways to take their new learning beyond this session.
E3	If, at any time during the session, coach asks client how their new learning could be applied to achieve client's overall coaching engagement goal(s).
E4	If, at any time during the session, coach asks client how they might apply new learning in different situations or contexts or to their "way of being" in the world.
Contra-Evidence for 8.4	
C1	If coach tells client how to use new learning from this session.
C2	<p>If, at any time during the session, client shares how they will use what they are learning after this session and coach judges, shuts down, shames, dismisses, invalidates, rejects or undermines what client has shared.</p> <p>Note: This may be contra-evidence for Markers 4.1, 4.3 and 8.4.</p>
YOUR NOTES:	

Marker 8.4: Coach invites the client to consider how they will use new learning from this coaching session.

Guidelines for Evaluating Marker 8.4

Please refer to the following guidelines for evaluating Marker 8.4:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 8: Facilitates Client Growth on page 124.
- The Specific Guidelines for Marker 8.4 listed below:

Specific Guidelines for Evaluating Marker 8.4

G1

When evaluating Marker 8.4, it is important to consider the evidence and markings of Markers 8.2 and 8.3 as well.

Marker 8.2: Coach invites client to state or explore the client's learning in this session about themselves (the who).

Marker 8.3: Coach invites client to state or explore the client's learning in this session about their situation (the what).

In most circumstances, before the coach can ask HOW the client will use their new learning (Marker 8.4), they must first ask the client WHAT they learned (Markers 8.2 and 8.3). If you are evaluating a recording in which both 8.2 and 8.3 are marked "not observed," it might be an indication that Marker 8.4 should be marked "not observed" as well.

However, there are exceptions. For example, the coach may have failed to ask the client what they learned, yet the client could have stated their learning anyway. The coach could then follow up by asking the client how they will use their new learning. In this example, Markers 8.2 and 8.3 would be marked "not observed" and Marker 8.4 would be marked "observed." However, only under very specific circumstances such as these would that happen.

Additionally, the conversation about **WHAT** the client learned (i.e., Markers 8.2 and 8.3) must happen chronologically before the discussion about **HOW** the client will use their learning (Marker 8.4)

Keep these points in mind as you evaluate Markers 8.2, 8.3 and 8.4.

YOUR NOTES:

Marker 8.4: Coach invites the client to consider how they will use new learning from this coaching session.

Specific Guidelines for Evaluating Marker 8.4 continued

G2

If coach invites the discussion about how client will use new learning from the session and client declines, mark the marker to give credit for the invitation.

G3

To count as evidence for 8.4, the client's learning about themselves (the who - 8.2) or their situation (the what - 8.3) must have been realized **in this session**. In other words, this marker is **NOT** about how the client will use new learning that happened outside the session.

G4

If coach asks client how they will use or apply what they have learned in this session and **client** starts discussing action steps they will take after the session, and the coach and client discuss the post-session action steps thoroughly enough to mark 8.5, then 8.4 should be marked as well.

G5

A minimum of one **clear** piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 8: Facilitates Client Growth

Marker 8.5: Coach partners with the client to design post-session thinking, reflection or action.

Marker Overview for 8.5

Marker 8.5 is about the coach and client working together to identify, design or define thinking, reflection, action, etc., the client will engage in after the session. For this marker, action and thinking are loosely defined:

- Actions can include, but are not limited to:
 - Behavior change;
 - Task completion;
 - Research;
 - Experimentation;
 - Building a habit.
- Thinking can include, but is not limited to:
 - Further reflection;
 - Additional feeling or living with an idea;
 - Self-inquiry.

In other words, this marker is about identifying activities that the client can engage in that will help to carry forward what was discussed or accomplished in this session, in order to continue the client's learning, further progress towards the client's goals, more deeply explore new awareness or insights, break negative habits, create positive habits, change behaviors, or to apply the client's learning to their lives.

Marker 8.5 vs. Marker 8.6

Markers 8.5 and 8.6 may sound similar, but they are distinct in some important ways. Below is a simple way to differentiate these two markers:

Marker 8.5 is about coach and client partnering to identify ***what client is going to do*** (thinking, reflection or action) after the session.

Marker 8.6 is about coach and client partnering to identify ***what might help or hinder client from being successful at carrying out what they are going to do.***

YOUR NOTES:

Marker 8.5: Coach partners with the client to design post-session thinking, reflection or action.	
Evidence for 8.5	
E1	If coach inquires about specific behaviors client will engage with after the coaching session. Note: This may be evidence for Markers 7.4 and 8.5.
E2	If coach further explores client-desired behavior to engage with after the coaching session. Note: This may be evidence for Markers 7.4 and 8.5.
E3	If client initiates speaking about post-session actions or thinking and coach inquires or explores further. Note: This may be evidence for Markers 7.4 and 8.5.
E4	If coach inquires into what further reflection, pondering or thinking could support client to make a decision, move forward, gain clarity of direction, etc. that client wishes to commit to after this session. Note: This may be evidence for Markers 7.4 and 8.5.
Contra-Evidence for 8.5	
C1	If coach, uninvited by client, suggests or leads client to actions coach believes client needs to take after this session. Example: "Be sure to look at your x assessment as there's a lot of information in there that could be of benefit to you."
C2	If coach tells or leads client to feeling obligated to take specific actions. For example, if coach states, "Journaling is a great way to reflect on your thoughts and feelings. How about you journal and bring it to our next session?"
C3	If client offers actions they are going to take after this session without coach asking and coach does not acknowledge they heard what client said about thinking, reflection or action.
C4	If coach never engages in conversation with client about post-session thinking, reflection or action.
YOUR NOTES:	

Marker 8.5: Coach partners with the client to design post-session thinking, reflection or action.
Guidelines for Evaluating Marker 8.5

Please refer to the following guidelines for evaluating Marker 8.5:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 8: Facilitates Client Growth on page 124.
- The Specific Guidelines for Marker 8.5 listed below:

Specific Guidelines for Evaluating Marker 8.5

G1	If coach invites the discussion for client to design post-session thinking, reflection or action and client declines, mark the marker to give credit for the invitation.
G2	If coach asks client how they will use or apply what they have learned in this session, client starts discussing action steps they will take after the session, and coach and client discuss the post-session action steps thoroughly enough to mark 8.5, then 8.4 should be marked as well.
G3	A minimum of one clear piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 8: Facilitates Client Growth

Marker 8.6: Coach partners with the client to consider how to move forward, including resources, support or potential barriers.

Marker Overview for 8.6

Marker 8.6 is about the coach and client partnering to identify two things: 1) resources or sources of support that may increase the client's chances of successfully carrying out client-identified post-session thinking, reflection or action and/or 2) potential internal (fears, doubts, etc.) or external (circumstances, people, events, obligations, etc.) barriers that may hinder the client from successfully carrying out client-identified post-session thinking, reflection or action. For example, if the client chose "taking a walk every day" as a post-session action, the coach and client might identify potential walking buddies for the client to walk with to increase their chance of success. Or, the coach and client might discuss how the client prefers to take walks in the morning but has a lot of morning meetings scheduled. They identify the morning meetings as a potential barrier to the client taking a walk every day and think of ways to resolve it, such as the client rescheduling her morning meetings to later in the day.

Marker 8.5 vs. Marker 8.6

Markers 8.5 and 8.6 may sound similar, but they are distinct in some important ways. Below is a simple way to differentiate these two markers:

Marker 8.5 is about coach and client partnering to identify ***what client is going to do*** (thinking, reflection or action) after the session.

Marker 8.6 is about coach and client partnering to identify ***what might help or hinder client from being successful at carrying out what they are going to do.***

YOUR NOTES:

Marker 8.6: Coach partners with the client to consider how to move forward, including resources, support or potential barriers.	
Evidence for 8.6	
E1	If coach asks what resources or sources of support might help client successfully carry out the client-identified post-session thinking, reflection or action.
E2	If coach asks client about or helps client to identify potential barriers that might hinder or prevent client from successfully carrying out the client-identified post-session thinking, reflection or action and if or how they will plan against them.
E3	If coach asks client about the likelihood of client successfully carrying out the client-identified post-session thinking, reflection or action. For example, “On a scale from 1 to 10, how likely are you to carry out this action?”
E4	If coach inquires about client’s feelings about carrying out the client-identified post-session thinking, reflection or action.
E5	If coach asks about client’s level of willingness to carry out the client-identified post-session thinking, reflection or action.
E6	If coach asks about client’s self-ownership of the client- identified post-session thinking, reflection or action to ensure client fully owns the commitment to the thinking, reflection or action versus feeling as though it’s something they “should” do or feel obligated to do it to please coach.
YOUR NOTES:	

Marker 8.6: Coach partners with the client to consider how to move forward, including resources, support or potential barriers.	
Contra-Evidence for 8.6	
C1	If coach, uninvited by client, suggests or leads client to what coach believes client needs to pursue in terms of resources or support. For example, "You should speak to James; he would be a great person to help you with this" or "I have an article that will help you with this; I'll send it to you to read so we can discuss it during our next session."
C2	If coach, uninvited by client, identifies potential barriers for client and tells client how to avoid them. For example, "If you go to bed too late, you aren't going to want to go to the gym in the morning. You should try to get to bed by 10:00 p.m."
C3	If client talks about support, resources or barriers without coach asking and coach does not acknowledge they heard what client said.
C4	If coach continues to ask client about support, resources or barriers when client has already indicated they do not need to discuss it.
Guidelines for Evaluating Marker 8.6	
<p>Please refer to the following guidelines for evaluating Marker 8.6:</p> <ul style="list-style-type: none"> • The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9. • The General Guidelines for Competency 8: Facilitates Client Growth on page 124. • The Specific Guidelines for Marker 8.6 listed below: 	
Specific Guidelines for Evaluating Marker 8.6	
G1	If coach invites the discussion for client to consider how to move forward — including consideration of resources, support or potential barriers — and client declines, mark the marker to give credit for the invitation.
G2	A minimum of one clear piece of evidence is needed to mark this marker.
YOUR NOTES:	

Competency 8: Facilitates Client Growth

Marker 8.7: Coach partners with the client to design the best methods of accountability for themselves.

Marker Overview for 8.7

Marker 8.7 is about the coach partnering with the client to design the best methods of accountability for themselves, in regard to the client-agreed, post-session thinking, reflection or action. This includes, but is not limited to, the coach inquiring about whether or not the client wants or needs a method or form of accountability, exploring the different types of accountability methods available to the client, and the client deciding what methods of accountability they would like to use.

This marker is **NOT** about the coach automatically taking responsibility for the accountability of the client. For example, when the coach asks questions such as, “When can I expect you to text me about this?” or “How will I know you’ve done that?” Of course, due to the ongoing nature of the coaching relationship, the coach already serves as a source of accountability by following up with the client about client-agreed thinking, reflecting or actions from the previous session.

Instead, the coach and client should partner to design and select the best methods of accountability for the client. If that includes involvement from the coach in the accountability process, coach and client will partner to design such an arrangement.

YOUR NOTES:

Marker 8.7: Coach partners with the client to design the best methods of accountability for themselves.	
Evidence for 8.7	
E1	If coach partners with client to explore forms of accountability (if applicable) that will support client to follow through on post-session thinking, reflection or action.
E2	If coach partners with the client to offer continued or additional support between sessions as warranted by the coaching agreement contract.
E3	After partnering to design how the coach should be involved in the accountability process, coach follows up on the status of client's stated commitments from previous coaching session in alignment with client-agreed process.
E4	If coach partners with client to develop forms of self-accountability, if needed or wanted by client.
Contra-Evidence for 8.7	
C1	If coach, without invitation by client, places themselves into the client accountability process. For example, when coach asks questions such as, "When can I expect you to text me? How will I know you've done that? How will I hold you accountable?"
C2	If coach, rather than partnering, tells the client what accountability methods to put into place. For example, tell client that they need time management for an action without inquiring whether time management is the best method of accountability for the client.
C3	If client has already verbally or nonverbally affirmed their high level of commitment to follow through on their actions and coach ignores and continues to ask about accountability.
YOUR NOTES:	

Marker 8.7: Coach partners with the client to design the best methods of accountability for themselves.

Guidelines for Evaluating Marker 8.7

Please refer to the following guidelines for evaluating Marker 8.7:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 8: Facilitates Client Growth on page 124.
- The Specific Guidelines for Marker 8.7 listed below:

Specific Guidelines for Evaluating Marker 8.7

G1	If coach invites the discussion about client's best methods of accountability for themselves and client declines, mark the marker to give credit for the invitation.
G2	If coach is being blatantly directive and does not partner with the client to design the best methods of accountability for the client, but instead tells the client what accountability measures to use, the marker should NOT be marked.
G3	A minimum of one clear piece of evidence is needed to mark this marker.

YOUR NOTES:

Competency 8: Facilitates Client Growth

Marker 8.8: Coach celebrates the client's progress and learning.

Marker Overview for 8.8

Marker 8.8 reads, “Coach celebrates the client's progress and learning.” Although very short and succinct, this marker requires a deeper dive into all its different elements (see below) before it is completely and fully understood.

“Coach celebrates”

For Marker 8.8, “celebrates” includes behaviors such as the coach verbally sharing words of acknowledgment, recognition, appreciation or valuing. For example, the coach might say, “I just want to acknowledge how much you have opened up over the course of this session. I know at first you were a little hesitant, but eventually you were able to share some really vulnerable parts of yourself. That took some real courage.”

However, “celebrates” does not include behaviors resembling “cheerleading.” For example, if the coach exhibits:

- A level of exuberance or excitement that demonstrate a lack of coach responsiveness to client/session tone, style, preference, etc.;
- A high level of excitement and energy being disproportionate to the growth or learning the client demonstrated;
- “Celebrating” that comes across as patronizing as opposed to genuine acknowledgment;
- Using generic/general compliments, such as, “You’re awesome!” or “Fantastic,” which are not grounded or connected to the client’s actual behavior, learning, growth, etc., in this session.

YOUR NOTES:

Marker 8.8: Coach celebrates the client's progress and learning.

Marker Overview for 8.8 continued

"The client's progress and learning"

For this marker, "the client's progress and learning" refers to the client's growth, development and learning — both within this session and over the entire coaching engagement. It can include, but is not limited to, the client's growth, development and learning in areas such as skill development, self-awareness, self-confidence, assertiveness, stress tolerance and developing more constructive attitudes.

Note: *This marker can be demonstrated at any point during the coaching session.*

The Client's "work" or "progress" in the Coaching Process - Markers 4.1 vs. 8.1 vs. 8.8

Below is a simple explanation on how to differentiate between Markers 4.1, 8.1 and 8.8 in terms of how these markers relate to the client's "work" or "progress" in the coaching process.

Marker 4.1: This marker focuses on ***what is unique about client*** and ***how these unique characteristics contribute to/influence client's work in the coaching process***. For example, "I just want to acknowledge your unique gift for reflection and introspection. It truly deepened our work today."

Marker 8.1: This marker focuses on ***coach inviting client to explore any progress*** coach and client ***made towards this session goal and/or measure(s) of success***. For example, "How successful were we at achieving the goal for this session?"

Marker 8.8: This marker focuses on ***coach, verbally expressing*** to client, an ***acknowledgment, recognition, and/or appreciation*** of ***client's work, growth, development and learning*** over the course of ***this session or the entire coaching engagement***. For example, "I just want to acknowledge how much you opened up over the course of this session. I know at first you were a little hesitant, but eventually you were able to share some really vulnerable parts of yourself. That took some real courage."

Note: *The only thing that is **NOT** included in client's progress and learning for Marker 8.8 is the progress coach and client have made towards this session's goal and/or measure(s) of success. This is covered in Marker 8.1.*

YOUR NOTES:

Marker 8.8: Coach celebrates the client's progress and learning.	
Evidence for 8.8	
E1	If coach verbally acknowledges or recognizes client's success in executing agreed upon action commitments from previous session(s).
E2	If coach verbally acknowledges or recognizes client's growth or changes over the course of this session. Note: This does NOT include client's progress towards the session goal and/or measure(s) of success.
E3	If coach verbally acknowledges or recognizes client's growth or changes over the course of the entire coaching engagement.
E4	If coach invites client to acknowledge or recognize client's growth or changes over the course of this session. Note: This does NOT include client's progress towards the session goal and/or measure(s) of success.
E5	If coach invites client to acknowledge or recognize client's growth or changes over the course of the entire coaching engagement.
E6	If coach verbally acknowledges client's "work" in this coaching session. For example, "You faced some hard truths in our session today. That took some guts."
E7	If coach verbally acknowledges client's "work" over the course of the entire coaching engagement. For example, "Your ability to let go of things that are not your responsibility has grown tremendously over the course of our work together these past three months."
E8	If coach verbally expresses an appreciation for the effort and commitment client invested in this coaching session.
E9	If coach verbally expresses an appreciation for the effort and commitment client invested in the overall coaching engagement.
YOUR NOTES:	

Marker 8.8: Coach celebrates the client's progress and learning.	
Contra-Evidence for 8.8	
C1	If coach asks client to tell the coach about the growth and change the coach should acknowledge the client for in this session.
C2	If coach criticizes client for client's lack of growth or change in this session.
C3	If coach criticizes client for client's lack of growth or change over the course of the coaching engagement.
C4	If coach blames client for client's lack of growth or change in this session.
C5	If coach blames client for client's lack of growth or change over the course of the coaching engagement.
C6	If coach acknowledgment is more like "cheerleading" (e.g., "You're awesome! Fantastic!"), where this cheerleading is not grounded in or connected to what coach witnessed in client's behavior, learning, insights, progress commitments, attitude within this session or the coaching engagement.
Guidelines for Evaluating Marker 8.8	
<p>Please refer to the following guidelines for evaluating Marker 8.8:</p> <ul style="list-style-type: none"> • The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9. • The General Guidelines for Competency 8: Facilitates Client Growth on page 124. • The Specific Guidelines for Marker 8.8 listed below: 	
Specific Guidelines for Evaluating Marker 8.8	
G1	A minimum of one clear piece of evidence is needed to mark this marker.
YOUR NOTES:	

Competency 8: Facilitates Client Growth**Marker 8.9: Coach partners with the client on how they want to complete this session.****Marker Overview for 8.9**

Marker 8.9 is about the coach and client partnering on how to close this session. In other words, this marker is about the coach checking in with the client to make sure that there isn't anything left unsaid or undone that could be addressed in the final moments of the session before the session ends. This usually involves the coach informing the client that there is a limited amount of time left in the session and asking the client, "Is there anything that you would like to share before we close?" or "Is there anything else we need to do to make this session feel complete for you?"

In short, this marker is about checking in with the client one more time before closing the session, as opposed to the coach unilaterally ending the session or ending it abruptly.

YOUR NOTES:

Marker 8.9: Coach partners with the client on how they want to complete this session.	
Evidence for 8.9	
E1	If coach asks client if there is anything they want to say before closing this session.
E2	If coach asks client how client wants to complete this session.
E3	If coach checks in with client on which topics the client is complete with, which ones may need to be carried to the client's work outside this session, or which need to be carried into the coach and client's next coaching session.
E4	If coach checks with client to ensure client is complete with this session before ending.
E5	If client has stated they are ready to leave the session and coach acknowledges what client said.
Contra-Evidence for 8.9	
C1	If client has already said they are ready to leave the session and coach still continues to ask about how to close the session.
C2	If coach ends the session without checking in with client first.
C3	If coach ends client abruptly and without warning.
YOUR NOTES:	

Marker 8.9: Coach partners with the client on how they want to complete this session.

Guidelines for Evaluating Marker 8.9

Please refer to the following guidelines for evaluating Marker 8.9:

- The General Assessment Principles and Guidelines (Applicable to All Markers) on page 9.
- The General Guidelines for Competency 8: Facilitates Client Growth on page 124.
- The Specific Guidelines for Marker 8.9 listed below:

Specific Guidelines for Evaluating Marker 8.9

G1

If coach asks the client how they want to complete this session, and the client declines, mark the marker to give credit for the invitation.

G2

A minimum of one **clear** piece of evidence is needed to mark this marker.

YOUR NOTES:

Appendix A:

List of the PCC Markers

ICF Professional Certified Coach (PCC) Markers

Revised November 2020



rev. 06.25.21

Assessment markers are the indicators that an assessor is trained to listen for to determine which ICF Core Competencies are in evidence in a recorded coaching conversation, and to what extent. The following markers are behaviors that represent demonstration of the Core Competencies in a coaching conversation at the Professional Certified Coach (PCC) level. These markers support a performance evaluation process that is fair, consistent, valid, reliable, repeatable and defensible.

The PCC Markers may also support coaches, coach trainers and mentor coaches in identifying areas for growth and skill development in coaching at the PCC level; however, they should always be used in the context of Core Competency development. The PCC Markers should not be used as a checklist in a formulaic manner for passing the PCC performance evaluation.

Competency 1: Demonstrates Ethical Practice

Familiarity with the ICF Code of Ethics and its application is required for all levels of coaching. Successful PCC candidates will demonstrate coaching that is aligned with the ICF Code of Ethics and will remain consistent in the role of coach.

Competency 2: Embodies a Coaching Mindset

Embodying a coaching mindset—a mindset that is open, curious, flexible and client-centered—is a process that requires ongoing learning and development, establishing a reflective practice, and preparing for sessions. These elements take place over the course of a coach's professional journey and cannot be fully captured in a single moment in time. However, certain elements of this Competency may be demonstrated within a coaching conversation. These particular behaviors are articulated and assessed through the following PCC Markers: **4.1, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.5, 7.1, and 7.5**. As with other Competency areas, a minimum number of these markers will need to be demonstrated to pass the PCC performance evaluation. All elements of this Competency will also be evaluated in the written assessment for ICF Credentials (Coach Knowledge Assessment).

Competency 3: Establishes and Maintains Agreements

3.1: Coach partners with the client to identify or reconfirm what the client wants to accomplish in this session.

3.2: Coach partners with the client to define or reconfirm measure(s) of success for what the client wants to accomplish in this session.

3.3: Coach inquires about or explores what is important or meaningful to the client about what they want to accomplish in this session.

3.4: Coach partners with the client to define what the client believes they need to address to achieve what they want to accomplish in this session.

Competency 4: Cultivates Trust and Safety

- 4.1:** Coach acknowledges and respects the client's unique talents, insights and work in the coaching process.
- 4.2:** Coach shows support, empathy or concern for the client.
- 4.3:** Coach acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs or suggestions.
- 4.4:** 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.

Competency 5: Maintains Presence

- 5.1:** Coach acts in response to the whole person of the client (the who).
- 5.2:** Coach acts in response to what the client wants to accomplish throughout this session (the what).
- 5.3:** Coach partners with the client by supporting the client to choose what happens in this session.
- 5.4:** Coach demonstrates curiosity to learn more about the client.
- 5.5:** Coach allows for silence, pause or reflection.

Competency 6: Listens Actively

- 6.1:** Coach's questions and observations are customized by using what the coach has learned about who the client is or the client's situation.
- 6.2:** Coach inquires about or explores the words the client uses.
- 6.3:** Coach inquires about or explores the client's emotions.
- 6.4:** Coach explores the client's energy shifts, nonverbal cues or other behaviors.
- 6.5:** Coach inquires about or explores how the client currently perceives themselves or their world.
- 6.6:** Coach allows the client to complete speaking without interrupting unless there is a stated coaching purpose to do so.
- 6.7:** Coach succinctly reflects or summarizes what the client communicated to ensure the client's clarity and understanding.

Competency 7: Evokes Awareness

7.1: Coach asks questions about the client, such as their current way of thinking, feeling, values, needs, wants, beliefs or behavior.

7.2: Coach asks questions to help the client explore beyond the client's current thinking or feeling to new or expanded ways of thinking or feeling about themselves (the who).

7.3: Coach asks questions to help the client explore beyond the client's current thinking or feeling to new or expanded ways of thinking or feeling about their situation (the what).

7.4: Coach asks questions to help the client explore beyond current thinking, feeling or behaving toward the outcome the client desires.

7.5: Coach shares – with no attachment – observations, intuitions, comments, thoughts or feelings, and invites the client's exploration through verbal or tonal invitation.

7.6: Coach asks clear, direct, primarily open-ended questions, one at a time, at a pace that allows for thinking, feeling or reflection by the client.

7.7: Coach uses language that is generally clear and concise.

7.8: Coach allows the client to do most of the talking.

Competency 8: Facilitates Client Growth

8.1: Coach invites or allows the client to explore progress toward what the client wanted to accomplish in this session.

8.2: Coach invites the client to state or explore the client's learning in this session about themselves (the who).

8.3: Coach invites the client to state or explore the client's learning in this session about their situation (the what).

8.4: Coach invites the client to consider how they will use new learning from this coaching session.

8.5: Coach partners with the client to design post-session thinking, reflection or action.

8.6: Coach partners with the client to consider how to move forward, including resources, support or potential barriers.

8.7: Coach partners with the client to design the best methods of accountability for themselves.

8.8: Coach celebrates the client's progress and learning.

8.9: Coach partners with the client on how they want to complete this session.

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