

COACH TRAINING EDU

1.0 FINAL EXAM FLASHCARDS

WHAT IS THE BENEFIT OF SILENCE IN COACHING?

Training Sessions: 1-3

ICF Core Competencies:

- Establishing Trust and Intimacy
- Coaching Presence
- Powerful Questions
- Active Listening

- SILENCE ALLOWS A COACH TO CONSIDER MORE POWERFUL QUESTIONS

ALLOWS A CLIENT MORE SPACE TO REFLECT ON POWERFUL QUESTIONS AND THEIR OWN RESPONSES TO THOSE QUESTIONS

DEMONSTRATES A COACH'S BELIEF IN THE CLIENT TO ANSWER POWERFUL QUESTIONS.

WHAT ARE SOME QUALITIES OF POWERFUL QUESTIONS?

Training Sessions 1-6
ICF Core Competencies:

- Coaching Presence
- Powerful Questions
- Active Listening
- Creating Awareness

- POWERFUL QUESTIONS GENERALLY START WITH “WHAT,” “WHY” AND “HOW”

POWERFUL QUESTIONS ARE EXPLORATION-FOCUSED INSTEAD OF INFORMATION-FOCUSED.

POWERFUL QUESTIONS ARE OFTEN DRAWN FROM THE CLIENT’S LANGUAGE AND EXPERIENCE.

WHAT DOES IT MEAN TO “COACH THE CLIENT, NOT THE PROBLEM?”

Training Session 3
ICF Core Competencies:

- Establishing Trust and Intimacy
- Powerful Questions
- Active Listening
- Creating Awareness

- “COACHING THE PROBLEM” HAPPENS WHEN A COACH IMMEDIATELY STEPS INTO QUESTIONS THAT FOCUS ON TAKING ACTION AND FIXING THE CLIENT’S PROBLEM THAT WAS STATED IN THE AGENDA SETTING.

“COACHING THE CLIENT” IS DEMONSTRATED WHEN A COACH FOCUSES THEIR POWERFUL QUESTIONS ON THE CLIENT’S LEARNING AND BEING IN ORDER TO CREATE AWARENESS OF THE DEEPER CHALLENGES AND OPPORTUNITIES THAT ARE UNDER THE STATED PROBLEM.

WHAT MAKES “CLIENT-BEING” SO IMPORTANT TO COACHING?

Training Sessions 3-4
ICF Core Competencies:

- Coaching Presence
- Powerful Questions
- Active Listening
- Creating Awareness

- QUESTIONS THAT FOCUS ON A CLIENT’S “BEING” HELP EXPLORE PERSPECTIVES THAT ARE OFTEN BEHIND A CLIENT’S FAILURE TO FOLLOW THROUGH WITH THEIR DESIRED ACTION.

FOCUSING ON CLIENT-BEING WILL OFTEN DRAW OUT ACTION STEPS THAT THE COACH NOR CLIENT WOULD HAVE ANTICIPATED WHEN THE SESSION STARTED.

WHEN A COACH WORKS WITH A CLIENT ON THEIR “BEING” THE CLIENT WILL MORE LIKELY EXPERIENCE LONG-TERM TRANSFORMATION INSTEAD OF RELYING ON THE COACH TO SOLVE THEIR PROBLEMS FOR THEM.

HOW DOES A COACH FOCUS ON CLIENT-BEING?

Training Sessions 3-4
ICF Core Competencies:

- Coaching Presence
- Powerful Questions
- Active Listening
- Creating Awareness

- ASKING QUESTIONS ABOUT A CLIENT’S PERSPECTIVE, CHARACTER QUALITIES, VALUES AND WORDS HE OR SHE USES TO DESCRIBE HIM OR HERSELF ALL LEAD TO BETTER CLIENT SELF-AWARENESS.

ACTIVE LISTENING IS CRITICAL IN EXPLORING CLIENT-BEING SINCE MANY “BEING” QUESTIONS COME FROM A CLIENT’S OWN WORDS ABOUT HIM OR HERSELF.

TOOLS LIKE: CORE MOTIVATION, ASSUMPTIONS, PERSPECTIVES, FUTURE SELF, INNER-CRITIC, ETC.

WHAT MAKES “CLIENT-LEARNING” SO IMPORTANT TO COACHING?

Training Sessions 3, 5
ICF Core Competencies:

- Coaching Presence
- Powerful Questions
- Active Listening
- Creating Awareness

- WHEN A COACH SPENDS TIME EXPLORING CLIENT-LEARNING, THE CLIENT IS ABLE TO TAKE TIME TO CONSIDER HOW THEY ARE GROWING, WHAT THEY ARE REALLY SAYING, AND WHAT IS BLOCKING THEM FROM THEIR DESIRED OUTCOMES.

ASKING QUESTIONS ABOUT “LEARNING” OFTEN WILL LEAD TO DEEPER, MORE MEANINGFUL ACTION STEPS.

CLIENT-LEARNING ACKNOWLEDGES THAT PROBLEMS ARE A PART OF A CLIENT’S JOURNEY.

HOW DOES A COACH FOCUS ON CLIENT-LEARNING?

Training Sessions 3, 5
ICF Core Competencies:

- Coaching Presence
- Powerful Questions
- Active Listening
- Creating Awareness

- “LEARNING” QUESTIONS OFTEN USE WORDS LIKE: LEARN, DISCOVER, DIFFERENCE, DISTINCTION, ETC.

COACHES DO WELL TO ASK QUESTIONS ABOUT WHAT A CLIENT IS LEARNING FROM EXPERIENCES OUTSIDE OF THE SESSION AS WELL AS THE EXPERIENCE HAPPENING IN A SESSION ITSELF.

TOOLS LIKE: WHEEL OF LIFE, MAKING DISTINCTIONS, RESILIENCE, INQUIRIES, ETC.

WHAT MAKES “CLIENT-DOING” SO IMPORTANT TO COACHING?

Training Sessions 3, 6
ICF Core Competencies:

- Coaching Presence
- Designing Actions
- Planning and Goal Setting
- Managing Progress and Accountability

- COACHING IS FORWARD-FOCUSED IN THAT A COACH WILL HELP A CLIENT TO TAKE WELL DESIGNED ACTION STEPS TOWARDS THEIR GOAL.

CLIENT-DOING IS POWERFUL IN COACHING BECAUSE IT IS BUILT OFF OF DEEP CLIENT-AWARENESS AS A COACH EXPLORES “BEING” AND “LEARNING” WITH A CLIENT.

“DOING” QUESTIONS FLESH OUT A CLIENT’S CURRENT APPROACH AS WELL AS THEIR WELL DESIGNED ACTIONS THEY CREATE WITH THEIR COACH.

HOW DOES A COACH FOCUS ON CLIENT-DOING?

Training Sessions 3, 6
ICF Core Competencies:

- Coaching Presence
- Designing Actions
- Planning and Goal Setting
- Managing Progress and Accountability

- “DOING” QUESTIONS EXPLORE A CLIENT’S PROCESS OF DOING THINGS AS WELL AS WHAT THE CLIENT WOULD LIKE TO DO MOVING FORWARD.

IT IS GENERALLY BEST FOR A COACH TO FOCUS ON “LEARNING” AND “BEING” QUESTIONS FOR THE MAJORITY OF A SESSION MOVING TO “DOING” AND WELL-DEFINED ACTION LATER IN A SESSION AS A CLIENT BECOMES MORE PERSONALLY AWARE.

A COACH DOES NOT TAKE A CLIENT’S IDEAS FOR ACTION AT FACE VALUE. INSTEAD, THE COACH HELPS FURTHER DEFINE, VERIFY AND SCHEDULE WHAT ACTION STEPS THEY WILL TAKE.

WHAT ARE SOME WAYS TO DESCRIBE COACHING?

Training Sessions: 1-6
Client Workbook: Introductory Session
ICF Core Competencies.

- COACHING IS A PROFESSIONAL RELATIONSHIP THAT HAS ETHICAL BOUNDARIES AND EXPECTATIONS.

COACHING FOCUSES ON HELPING A CLIENT ACHIEVE MEANINGFUL GOALS EFFECTIVELY.

COACHING FOCUSES ON HELPING CLIENT'S HAVE MOTIVATION TO TAKE WELL-DESIGNED ACTIONS FORWARD INSTEAD OF FIXING WHAT IS BROKEN FROM THE PAST.

AGENDA SETTING

Training Sessions: 2-3
ICF Core Competencies.

- Establishing the Coach Agreement
- Active Listening
- Powerful Questions
- Designing Actions

- "AGENDA SETTING" SHOULD HAPPEN NEAR THE BEGINNING OF A COACHING SESSION.

THE ELEMENTS OF A GOOD AGENDA:

TOPIC: WHAT IS THE AGENDA TOPIC?

MEANING: WHAT IS THE IMPORTANCE OR MEANING OF THIS AGENDA TOPIC?

OUTCOME: WHAT WOULD A HELPFUL OUTCOME BE FOR THE SESSION AS THE COACH AND CLIENT DISCUSS THIS AGENDA TOPIC?

REFLECTION: A MOMENT OF PARAPHRASING THE AGENDA TOPIC AND OUTCOME.

7 STEPS OF A COACHING CONVERSATION

[Click Here for an Overview of these 7 Steps](#)

1. CONNECT: SET THE SPACE
 REVIEW ACCOUNTABILITY
 SET THE SESSION AGENDA
 EXPLORE LEARNING AND BEING
 ACTIONS AND ACCOUNTABILITY
 SESSION AGENDA CHECK-IN
 LOGISTICS FOR THE NEXT CONVERSATION

11 CORE COMPETENCIES OF THE INTERNATIONAL COACH FEDERATION (ICF)

[Click Here for a link to the ICF's 11 Competencies and the Expectations the ICF has for those applying for their credentialing.](#)

OUR TRAINING COVERS EACH OF THESE CORE COMPETENCIES, BUT IT IS HELPFUL TO UNDERSTAND WHAT THESE ARE AND THE BASIC EXPECTATIONS THE ICF HAS FOR THOSE WANTING TO DEVELOP IN EACH COMPETENCY.

ETHICS AND STANDARDS
 ESTABLISHING THE COACHING AGREEMENT
 ESTABLISHING TRUST AND INTIMACY
 COACHING PRESENCE
 ACTIVE LISTENING
 POWERFUL QUESTIONING
 DIRECT COMMUNICATION
 CREATING AWARENESS
 DESIGNING ACTION
 PLANNING AND GOAL SETTING
 MANAGING PROGRESS AND ACCOUNTABILITY

RESILIENCE

Training Session: 23

- RESILIENCE IS THE ABILITY TO BOUNCE-BACK (LITERALLY: TO DANCE BACK)

THE EXERCISE OF RESILIENCE FROM THE CTE 1.0 PROGRAM FOCUSES ON EXPLORING CLIENT SETBACKS, WHAT HAS WORKED WELL FROM THE COACHING AND HOW THEY WOULD LIKE TO CONTINUE MOVING FORWARD USING THAT LEARNING.

ACKNOWLEDGEMENT

Training Session: 7

- ACKNOWLEDGEMENT IS WHEN A COACH ADDRESSES THE CHARACTER QUALITIES THAT A CLIENT HAS DEMONSTRATED AS PART OF THEIR JOURNEY.

ACKNOWLEDGEMENTS ARE NOT FOCUSED ON WHAT THE CLIENT IS DOING OR HAS DONE (CHAMPIONING) BUT WHO THE CLIENT IS.

ACKNOWLEDGEMENT IS BEST USED SPARINGLY AND AUTHENTICALLY.

CHAMPIONING

Training Session: 7

- “CHAMPIONING” REFERS TO WHEN A COACH TAKES A MOMENT TO RECOGNIZE THEIR CLIENT’S GREATNESS DEMONSTRATED IN AN ACTION THEY HAVE TAKEN.

CHAMPIONING SHOULD NOT BECOME CHEERLEADING AS A COACH OFFERS IT TO A CLIENT SPARINGLY AND STRATEGICALLY.

BOTTOM-LINING

Training Session: 8

- BOTTOM-LINING IS DEMONSTRATE WHEN A COACH INTERRUPTS THEIR CLIENT TO HELP THEIR CLIENT GET THE MOST OUT OF THEIR SESSION.

WHILE IT MIGHT FEEL RUDE, A COACH’S WILLINGNESS TO INTERRUPT A LONG STORY OR EXPLANATION SHOWS THAT THE COACH CARES ABOUT THE CLIENT’S INVESTMENT IN COACHING.

BOTTOM-LINING IS BEST DONE WHEN A COACH INTERRUPTS USING THE CLIENT’S NAME, EXPLAINS THE PURPOSE OF THE INTERRUPTION AND ASKS A POWERFUL QUESTION.

CLEARING

Training Session: 3

- CLEARING IS A TOOL A COACH OFFERS TO A CLIENT SO THAT THE CLIENT CAN TAKE TIME ADDRESSING A DISTRACTING EXPERIENCE OR CONCERN WITH THE PERMISSION TO FULLY EXPRESS HIM OR HERSELF.

CLEARING SHOULD HAVE A CLEAR, AGREED UPON TIME LIMIT (1-2 MINUTES), AND THE COACH SHOULD KEEP THIS TIME SO THAT THE CLIENT CAN KNOW WHEN THE CLEARING IS COMPLETE.

INQUIRY

Training Session: 5

- “INQUIRY” REFERS TO WHEN A COACH OFFERS TO DESIGN A QUESTION WITH THE CLIENT THAT WILL HELP HIM OR HER TO FURTHER EXPLORE A TOPIC BROUGHT UP IN THE COACHING TO BE ANSWERED AFTER THE SESSION.

INQUIRIES ARE ESPECIALLY HELPFUL IF THERE IS NOT ENOUGH TIME IN A COACHING SESSION TO FULLY ADDRESS THE CLIENT’S AGENDA ALLOWING THEM TO CONTINUE TO EXPERIENCE THE BENEFITS OF COACHING BEYOND THEIR SESSION.

BRAINSTORMING

Training Session: 6

- AS A COACH, IT IS IMPORTANT TO OFFER BRAINSTORMING AS A QUICK TOOL THAT THE COACH AND CLIENT COULD USE TO MOVE THE SESSION FORWARD.

IT IS HELPFUL TO IDENTIFY A TARGET NUMBER OF IDEAS TO BRAINSTORM (THOUGH IT CAN ALSO BE HELPFUL TO PUSH FOR MORE THAN THIS NUMBER).

IT IS IMPORTANT THAT THE COACH CLARIFIES THE BOUNDARY THAT THE COACH AND THE CLIENT ARE GOING TO HOLD OFF ON PASSING JUDGEMENT ON THE IDEAS AS THEY COME UP.

ACADEMIC THINKING STYLES

ALC Training Session: 7

- THIS IS “WHAT, WHY AND HOW” WHILE “AUDIO, VISUAL KINESTHETIC” ARE LEARNING STYLES.

WITH BOTH THINKING AND LEARNING STYLES, IT’S BEST FOR THE COACH TO EXPLORE WHAT IT IS LIKE FOR THE CLIENT TO LEARN FROM EACH PERSPECTIVE SINCE EDUCATIONAL PSYCHOLOGY HAS DEMONSTRATED THE VALUE OF A COMBINED APPROACH TO LEARNING INSTEAD OF ONLY FOCUSING ON ONE PART OF THE THINKING STYLES OR LEARNING STYLES.

COACHES CAN OFFER EXPERIMENTS FOR A STUDENT TO TRY SUCH AS: TAKING WHAT, WHY, HOW NOTES. WRITING PARAGRAPHS AND ESSAYS THAT FOCUS ON EACH QUESTION. TAKING NOTES ON EACH OF THEIR TEACHERS’ THINKING STYLES.

INTUITION

Training Session: 2

- EVERY COACH WILL HAVE THOUGHTS BASED ON THEIR OWN INTUITION, BUT NOT EVERY QUESTION OR DIRECT COMMUNICATION SHOULD BE BASED ON COACH INTUITION. OFTENTIMES, IT IS BEST FOR A COACH TO SET ASIDE THEIR THOUGHTS OF INTUITION IN FAVOR OF STAYING CURIOUS FOR THE CLIENT'S SAKE.

INTUITION IS OFTEN BEST SHARED DIRECTLY INSTEAD OF THROUGH A SERIES OF QUESTIONS. THIS HELPS PREVENT A COACH STAYING ATTACHED TO THEIR INTUITION.

CHALLENGE

Training Session: 9

- A COACH WILL OFFER A CHALLENGE TO A CLIENT IN ORDER TO HELP HIM OR HER CONSIDER TAKING ACTION THAT IS MUCH BROADER OR CHALLENGING.

TO DO THIS, A COACH CHALLENGES THE CLIENT TO CONSIDER AN ACTION THAT IS 4 TO 5 TIMES BIGGER.

AS A GENERAL RULE: COACHES DO NOT ACCEPT A CLIENT'S AGENDA OR ACTION AT FACE VALUE. INSTEAD, A COACH WILL OFTEN DIG DEEPER AND HELP A CLIENT EXPAND THEIR VIEW FOR AGENDAS AND ACTION STEPS.

SYSTEMS

Training Session: 10

- WHEN A COACH A CLIENT'S SYSTEM, THEY HELP HIM OR HER REALIZE THE PROCESS THEY CURRENTLY HAVE IN PLACE FOR MAKING DECISIONS AND TAKING ACTION.

THIS DEEPER AWARENESS HELPS THE CLIENT AND COACH MAKE MORE EFFECTIVE WELL-DESIGNED ACTIONS THAT ADDRESS WEAKER AREAS IN THE CLIENT'S SYSTEM.

IT IS IMPORTANT FOR A COACH TO KNOW THAT SYSTEMS ARE EVERYWHERE SURROUNDING ACTIONS A CLIENT TAKES AS WELL AS THEIR EMOTIONAL RESPONSES THEY MAKE.

MOTIVATION STYLES

Training Session: 11

- THERE IS NOT ONE FORM OF MOTIVATION THAT IS NECESSARILY BETTER IN EVERY SITUATION. THIS MAKES IT IMPORTANT FOR THE COACH TO EXPLORE THE NEGATIVE AND POSITIVE ELEMENTS OF A CLIENT'S MOTIVATION AS WELL AS THE INTRINSIC AND EXTRINSIC ELEMENTS.

ONCE A COACH AND CLIENT HAVE EXPLORED THE VARIOUS STYLES OF MOTIVATION A CLIENT HAS, THE COACHING CAN FOCUS ON WHICH MOTIVATION IS STRONGEST FOR THE CLIENT, AND WHAT ACTION THEY WOULD LIKE TO TAKE BASED ON THAT MOTIVATION.

MOTIVATION STYLES IS DISTINCT FROM CORE MOTIVATION. CORE MOTIVATION EXPLORES THE CLIENT'S BEING, WHILE MOTIVATION STYLES IS A TOOL THAT EXPLORES WHAT DRIVES A CLIENT TOWARDS A PARTICULAR ACTION OR EVENT.

PARAPHRASING

Training Session: 12

- GENERALLY, IT IS BEST IF A COACH DOES NOT OFFER MUCH PARAPHRASING. IT SHOULD BE USED STRATEGICALLY AND SPARINGLY.

PARAPHRASING CAN BE OFFERED FOR THE COACH'S SAKE OR THE CLIENT'S SAKE. IF FOR THE COACH'S SAKE, THE PARAPHRASE WILL TRY TO CONFIRM SOMETHING THE CLIENT HAS SAID. IF FOR THE CLIENT'S SAKE, THE PARAPHRASING WILL HELP A CLIENT REFLECT ON WHAT THEY HAVE JUST SAID.

PARAPHRASING IS USEFUL AS PART OF CONFIRMING AN AGENDA OUTCOME FOR A SESSION.

REFRAMING

Training Session: 12

- REFRAMING IS A SIMPLE PERSPECTIVE SHIFT A COACH OFFERS A CLIENT THROUGH DIRECT COMMUNICATION OR THROUGH A POWERFUL QUESTION.

SETTING REMINDERS

Training Session: 12

- “SETTING REMINDERS” REFERS TO THE TOOL A COACH USES WITH A CLIENT TO BUILD A WAY OF RECALLING A HELPFUL PERSPECTIVE AND EMOTIONAL STATE.

REMINDERS ARE GENERALLY MADE AROUND A HAND MOTION, COLOR, OR PHRASE, ETC.

VALUES

Training Session: 15

- VALUES, LIKE PERSPECTIVES, ARE A CATEGORY OF QUESTION A COACH OFFERS A CLIENT. HOWEVER, THERE IS A TOOL IN THE TRAINING THAT FOCUS JUST ON BUILDING CLARITY AROUND A CLIENT’S PRIMARY VALUES.

COACHING DIGS DEEPER INTO VALUES THAT ARE PRESENTED IN A COACHING SESSION KNOWING THAT IDENTIFYING THE VALUE IN ACTION AND NAMING THE VALUE HAVE A MUCH MORE POWERFUL IMPACT FOR THEIR CLIENT.