

INTRODUCTION

This document was created by a task force of Association of Coach Training Organizations (ACTO) members who own or are senior faculty of training programs accredited by the International Coach Federation (ICF). The intention is to define the competencies a coach trainer and educator should be able to demonstrate. The document will be provided to coach training organizations and schools as a resource to use for hiring, evaluating, and developing faculty.

Part I includes a compilation of competencies identified by expert sources (list of sources on page 5). These competencies have been validated so there is no need to re-create the work. The list serves as a foundation of fundamental skills for trainers. The list is not absolute, but the team felt it was comprehensive after reviewing multiple lists available by the expert sources. This list can be considered the foundation, or even pre-requisite for the specific Coach Training Competencies detailed in Part II.

Part II builds on the previous list identifying additional competencies specific to coach trainers in conjunction with current professional standards. The domains include Personal and Interpersonal Capacities, Coaching Knowledge, and Learning and Instructional Skills specific to coach training. The lists were researched and created by different subgroups of the task force. The Task Force feels it is a good starting point for defining competencies coach training schools can use for hiring and developing their trainer teams.

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NOTE: The term Coach Trainer in this document includes the activities of those who define themselves as Coach Educators. The focus of this document is to define the competencies and behaviors expected by the person delivering both training and education to students seeking to become competent in the use of coaching skills however they choose to use the skills outside of the coach training school, in-house coach training program, or academic institution.

Task Force Members:

Task Force Chair
Marcia Reynolds, PsyD, MCC
Healthcare Coaching Institute,
Director, 2017 ICF Global Board

Dave Buck, MCC, CoachVille Coach Training
Mohamed Bahgat, SeGa Group
Marion Franklin, MCC, Life Coaching Group
Cathy Liska, ACC, Center for Coaching
Certification
Lynn Meinke , PCC, Institute for Life Coach
Training
Linda Page, PhD, Adler Graduate School
Peter J Reding, MBA, MCC, Coach For Life
Juliann Spoth, MCC, Gestalt Institute of
Cleveland
Kathy Harman, MCC, Success Unlimited Network

Part I

Compilation of Expert-defined Trainer Competencies

This segment is a compilation of trainer competencies from various expert sources and serves as a foundation and pre-requisite for coach trainer competencies.

A. Plan and Prepare

1. Identifies and explains the connection between the needs assessment and/or specific behavioral objectives to the training strategies.
2. Reviews the learning objectives that define the specific knowledge, skills, attitudes, or values to be demonstrated upon completion with participants.
 - a. Analyzes curriculum and contrasts with participants' current specific knowledge and skills.
3. Plans content delivery within the time allotted.
 - a. Reviews options for technological support.
 - b. Times exercise activities and debrief meetings to fit or adapt training design.
4. Organizes instructional activities, materials, and resources for content and delivery that sustain learner motivation and engagement.
 - a. Prepares use of various instructional methods and delivery that accommodate different learning styles, capacity, key personality characteristics, diverse backgrounds, demographics, access, and levels of expertise and experience.
5. Plans for the social, emotional, and physical comfort needs of the participants.

B. Instructional Methods and Delivery Skills

1. Identifies and discusses the difference between problems/opportunities the training is intended to address (i.e. knowledge and skill deficiencies) and non-training aspects that impact the training (i.e. system barriers, outside support).
2. Explains links between old and new learning.
3. Creates a safe and engaging learning environment.
 - a. Uses and reinforces confidentiality agreements.
 - b. Utilizes supportive engagement strategies to develop an investment in the training.
 - c. Collaborates and partners with participants to increase engagement.
 - d. Asks questions that expand thinking and create possibilities.
4. Provides clear instructions for all activities verbally, visually, and demonstratively.
5. Assesses and addresses the potential impact of mandated attendance.
 - a. Explains the importance of the investment in training for personal growth.
 - b. Identifies impact of missed classes on requirements i.e. credentialing, licensing, promotions, organizational goal achievement.
6. Identifies negative and potentially damaging transgressions and dynamics and makes use of appropriate interventions promptly.

- a. Employs appropriate strategies and interventions to engage participants who are uninvolved, disengaged, or resistant.
- b. Manages unforeseen situations (e.g. conflict, disruptive participants, embarrassment/shame, extreme emotional states, unanswerable questions).
7. Expresses genuine concern for others' well-being and development.
 - a. Demonstrates open acceptance and respect for all inclusive of gender, race, ethnic, religious, age, disability, socioeconomic status, and/or sexual orientation.
8. Creates a positive group climate that includes beginning the engagement process by using techniques such as name tags/ tents, ice-breaker exercises, introductions, and other activities.
 - a. Creates a comfortable cross-cultural climate that encourages all to participate.
 - b. Models active and reflective listening to facilitate group discussion.
 - c. Acknowledges participants' achievements and successes in the learning process.
9. Utilizes awareness of the impact of personal appearance, physical positioning, hand and body movements, use of a podium or table, and vocal clarity, pace, tone, volume, and inflection to enhance the quality of the presentation and receptivity.
10. Monitors and evaluates the impact of the design, content, flow, presentation, and methodology on the participants' learning and engagement in the moment and adjusts accordingly.
 - a. Uses presentation materials to be clear and on point.
 - b. Enlivens presentations with stories, examples, humor, analogies, metaphors, and interesting facts.
 - c. Uses exercises to reinforce key points.
 - d. Creates opportunities for reflection.
 - e. Utilizes verbal enhancers that more fully communicate and explain essential concepts and information including examples, illustrations, creative phrasing, analogies, quotations, rhetorical questions, and comparing and contrasting concepts.
 - f. Uses summarization, bridging, and segues to preserve continuity when moving between segments of the training.
 - g. Employs strategies to keep the group focused, on task, and within established time frames, while remaining responsive to group needs and concerns.
11. Manages and supports participants in their individual learning needs.
 - a. Ensures that instructional resources are accessible to all learners.
 - b. Evaluates participants' understanding frequently.
 - c. Maintains participants' attention.
 - d. Anticipates learner difficulties and their questions.
12. Manages transitions between the roles of coach, facilitator, and expert.

C. Transfer of Knowledge and Skills

1. Builds trust and rapport as demonstrated by participants openly engaging in discussion and sharing in class.
2. Identifies opportunities, activities, and experiments to promote both retention and transfer of knowledge and skills before, during, and after the training.
3. Expresses confidence in the abilities of the participant to learn and apply new skills.

Evaluation

1. Provides ongoing opportunities for participant feedback of the training and delivery.

2. Explains and uses a standardized process, guidelines, and related materials for instructors' and participants' assessment of knowledge and skills.
3. Monitors participants' ability to apply relevant concepts, theory, and principles.
 - a. Makes recommendations for participants' improvement.
 - b. Gives more positive feedback than remedial action to participants.
 - c. Gives feedback that makes a difference to participants' learning skills.
 - d. Gives feedback to participants that considers their developmental focus, learning style, and level of vulnerability.

D. Technology Use and Management

1. Integrates technology to augment learning.
2. Explains and answers participant questions on technologies used.
 - a. Provides complete and accurate answers on the technologies used.
 - b. Provides general or basic insights on other technologies.
 - c. Supports accessing information on technologies online.
3. Ensures participants can successfully use the different technologies. Provides an opportunity for participants to practice using the technologies in advance of class.
 - a. Provides participants with information on the technologies used in the program, where to access additional information, and requirements in their systems to use the technologies.
 - b. Invites participants to a practice session prior to the start of the program if appropriate.
 - c. When class starts anticipates and addresses challenges plus provides an overview on the technology.
 - d. Demonstrates patience and flexibility when confronted with technology challenges.
4. Trains and practices using virtual technologies and distance learning techniques for teaching coaching skills before implementation.
 - a. Comfortably utilizes participant engagement options including chat boards, hand raising, shared notes, etc.
 - b. Provides participants with information in advance on the use of technologies and effectively responds to their questions.
 - c. Troubleshoots and manages technology challenges.
5. Ensures training materials for distance learning are designed for use by virtual technologies.
 - a. Practices with slide shows in advance to ensure appropriate view and transitions.
 - b. Ensures access to materials is provided to all participants.
 - c. Reviews and clarifies for participants any information on preparing for and participating in classes.

E. Distance Learning

6. Manages and troubleshoots the technologies being utilized.
7. Supports participants' use of the technology and troubleshoots difficulties they encounter.

Standards for Instructors

1. Documents qualifications to perform their assigned tasks in the delivery and evaluation of learning events.

2. Continually updates knowledge and skills in the subject matter, materials, learning methods, and best practices.
3. Documents continuing education to remain current in subject matter material and learning methods.
4. Reflects professionalism through appearance, language, preparedness, behavioral and coaching standards, and models the application of the content.
5. Adheres to copyright laws.
6. Discloses proprietary/outside business interests and commitments that relate to the components of the training program to the learners prior to the start of the training so there is no conflict of interest by the trainer.

Sources:

- Institute for Human Services/NARCCW 2 Trainer Competencies
- ATD competencies
- ibstpi trainer competencies
- IACET trainer competencies
- ACTO trainer competencies

Part II

Compilation of Additional Competencies Recommended for Coach Trainers

Domain 1. Personal and Interpersonal Capacities for Coach Trainers

To be effective in the classroom, Coach Trainers need a baseline and continual practice of self-development, awareness of cultural bias, ethical practices, and modeling coaching competencies such as establishing trust and intimacy and presence while they are training. The trainer must engage in continuous self-care and self-mastery -- maturity, psychological, emotional, physical, and spiritual. The trainer must also manage his/her interactions with participants to create an environment of trust and acceptance that fosters learning. The Trainer models both an ethical approach and coaching competencies to encourage deeper understanding of what it is to be a coach.

A. Self-Reflection and Self Awareness

The ability to recognize and continually improve the trainer's own strengths and ability to recognize and overcome his/her own limitations and uncovering, managing and transcending biases around all aspects of lifestyle, race, age, gender, status, religion, education, sexual orientation, etc. in order to strongly support in order to model best practice coaching behaviors to participants.

Capacity:

1. Continually develops own self:
 - a. Observable Behaviors:
 - i. Regularly practices self-care to increase the capacity to care for others.
 - ii. Identifies personal strengths and weaknesses in coaching and training and creates development plans for ongoing learning and growth.
 - iii. Participates in continuing education to develop both coaching and training knowledge and skills.
 - b. Contra-indicators:
 - i. Does not recognize or address own strengths and weaknesses
 - ii. Does not take classes nor engage in continual learning activities
2. Is aware of and works with own assumptions, beliefs and limitations:
 - a. Observable Behaviors:
 - i. Displays a level of comfort with ambiguity (not-knowing how things will turn out) to ensure confidence when demonstrating coaching and using an inquiry-based coaching approach to teaching.
 - ii. Notices and manages own emotional triggers that could negatively impact the classroom environment. For example, the trainer's need for attention, recognition, or control could hinder spontaneous and meaningful interactions with the participants.
 - iii. Chooses own reactions and subsequent behaviors when these emotional triggers are activated.
 - iv. Harnesses emotional energy to empower the learning.
 - b. Contra-indicators:
 - i. Does not recognize nor address own assumptions and limitations

- ii. Has little control over own emotions and reactions
 - iii. Demonstrates little to no passion about the coaching profession
 - iv. Demonstrates discomfort when confronted with ambiguity
 - v. Demonstrates a lack of confidence in his/her own coaching knowledge or skills, or training ability
3. Uncovers and manages own biases:
- a. Observable behaviors:
 - i. Recognizes how his/her cultural background may affect his/her ability to identify values, attitudes, and beliefs of participants from different cultural groups.
 - ii. Models having an open mind and a willingness to learn from the participants, and encourage constructive dialogue about cross-cultural characteristics.
 - iii. Treats participants as social equals without the need to prove oneself, impress, or be superior.
 - iv. Recognises differences and acknowledges everyone's potential for contribution and creativity.
 - b. Contra-Indicators:
 - i. Demonstrates biases in the classroom
 - ii. Does not recognise, acknowledge nor work on own biases

B. Awareness of Trainer's relationship with others

The ability to recognize and manage trainer's relationship with others, including managing emotions, and uncovering, managing and transcending biases around all aspects of lifestyle, race, age, gender, status, religion, education, sexual orientation, etc. in order to strongly support the learning of all participants.

Capacity:

- 1. Manages other's emotions in the training environment
 - a. Observable Behaviors:
 - i. Facilitates discussion of emotionally-charged topics and issues during the training
 - ii. Manages the emotional level of the group to maintain a safe, objective, and comfortable training environment.
 - iii. Manages extreme emotions in a way that show respect and caring for those involved
 - b. Contra-indicators:
 - i. Avoids emotionally-charged topics
 - ii. Demonstrates an inability to handle strong emotions in the training environment
- 2. Recognizes and discusses participant biases:
 - a. Observable behaviors:
 - i. Differentiates stereotyping from culturally relevant information
 - ii. Facilitates discussions of the negative impact of stereotyping and bias on interactions in the classroom as well as in coaching.
 - b. Contra-Indicators:
 - i. Ignores obvious cultural biases in participants
 - ii. Does not discuss the subject of cultural bias on interactions in the classroom and in coaching
 - iii. Supports cultural biases and/or stereotyping in the classroom

C. Professionalism and Ethics

The ability to apply the ethics and standards of the coaching profession, in order to be a model for coaching behavior for the participants

Capacity:

1. Teaches and models ethical coaching behavior
 - a. Observable behaviors:
 - i. Adheres to and clearly recounts the ethics and standards of practice of the coaching profession,
 - ii. Addresses and reinforces these in all training activities including maintaining appropriate confidentiality, privacy, and self-disclosure.
 - iii. Abstains from teaching any coaching competencies or scenarios in which the trainer lacks sufficient knowledge, skill, and/or first-hand experience.
 - b. Contra-Indicators:
 - i. Cannot clearly recount the ethics and standards of practice of the coaching profession
 - ii. Does not apply the ethics and standards of practice of the coaching profession
 - iii. Does not teach the ethics and standards of practice of the coaching profession
 - iv. Teaches competencies, scenarios, or knowledge in which the trainer lacks sufficient knowledge, skill and/or first-hand experience

D. Model Coaching Presence and Flexibility

The ability to exemplify coaching competencies in training, serving as a model for coaching behavior to participants

Capacity:

1. Applies a coaching approach in training situations:
 - a. Observable Behaviors:
 - i. Partners with participants to create mutual respect by practicing what is taught—i.e. principles of coaching rather than lecturing to.
 - ii. Models empathy by perceiving, reflecting, and inquiring about the feelings and attitudes of the participants during classroom discussions and activities.
 - iii. Demonstrates vulnerability where it serves the group's learning.
 - iv. Adapts—relaxing control of timelines and agendas—by offering definitions, demonstrations, and exercises not defined in the curriculum but necessary to help achieve the desired outcome stated by the participants.
 - v. Senses the needs of participants and invites them to declare what they need to move forward.
 - b. Contra-Indicators
 - i. Approaches coach training with a purely lecturing format, telling the participants what they need to know without inviting them to experience it
 - ii. Ignores the attitudes, ideas or feelings of the participants
 - iii. Cultivates an image of 'wise teacher' with all the answers
 - iv. Does not flex with participant needs or unanticipated changes, demonstrating that the schedule is more important than participant learning
 - v. Tells the participants what they need
2. Handles difficult situations in a coaching manner

- a. Observable behaviors:
 - i. Creates a space of trust and intimacy, demonstrating curiosity and caring in stressful or emotional situations.
 - ii. Acts objectively in difficult situations rather than impulsively or emotionally.
 - iii. Maintains presence by allowing for confusion and disagreements, knowing that discomfort often accompanies high-level learning.
 - iv. Can accomplish the learning objectives in the face of adversity or obstacles.
 - v. Handles all reactions with acceptance or neutrally and turns conflict into problem solving events.
 - b. Contra-Indicators
 - i. Acts impulsively or emotionally in difficult situations
 - ii. Cannot resolve disagreements or clear confusion
 - iii. Avoids or is blocked by conflict
 - iv. Unable to give clear, objective feedback
 - v. Makes obvious judgements in conflict situations.
3. Takes responsibility for the consequences of one's own actions and decisions.
- a. Observable behaviors:
 - i. Differentiate one's own issues from that of the participant.
 - ii. Does not blame mistakes or undesired outcomes on external circumstances or on others.
 - iii. Evaluates future implications of current decisions and action; creates the scenarios and outcomes of situations that could develop from decisions or plans of action.
 - b. Contra-Indicators:
 - i. Blames others or external circumstances for mistakes or undesired outcomes
 - ii. Cannot distinguish one's issues from that of the participants'
 - iii. Unable to foresee and/or accept consequences of ones' own actions and decisions.

E. Positive Learning Outlook

The ability to approach coach training in a positive way that supports the participant's learning, skills, attitude and passion.

Capacity:

1. Demonstrates belief in the potential of the participants
 - a. Observable Behaviors:
 - i. Demonstrates a belief that the participants are creative, resourceful, and capable of learning and growing at varying levels.
 - ii. Demonstrates a heartfelt desire to support the participant in surpassing the trainer's abilities.
 - iii. Demonstrate ease when the participants are confused or anxious about shifting from "advising" and "directing" to a coaching mindset (partnering with the client).
 - b. Contra-indicators:
 - i. Criticizes participants
 - ii. Demonstrates negative judgment towards the participant's ability to learn the coaching mindset
 - iii. Gives the participants the answers without giving the participant time to work it out for him/herself

- iv. Demonstrates a lack of patience with participants who are slower to learn than other participants
- 2. Uses a positive approach in training
 - a. Observable behaviors:
 - i. Recognizes and acknowledges participant progress, good practice, and effort, whether successful or not.
 - ii. Demonstrates trust, encouraging confidence in participants, and gives participants the chance to practice.
 - b. Contra-Indicators:
 - i. Gives negative feedback in a way that might decrease participant's self-confidence
 - ii. Does not demonstrate belief in the participant's capacity to learn and improve
 - iii. Gives more negative feedback than positive feedback
 - iv. Creates an atmosphere of fear in the classroom

Domain 2. Coaching Knowledge for Coach Trainers

In order to create an effective learning experience for potential coaches, the trainer must be very familiar with and apply a coaching mindset, competencies and practice. The trainer models the competencies and coaching mindset in the process of training. The trainer must also be able to explain the definition of coaching and coaching practice in a way that is clearly understood by the participants. Using facilitation skills as a coach models these concepts in a way that promotes sustainable learning.

A. Coach Mindset

The ability to model and reinforce coaching behaviors to exemplify excellent coaching to the participants.

Skills:

1. Models and reinforces excellent coaching behavior
 - a. Observable behaviors:
 - i. Can clearly explain the coaching mindset in a way that the participant understands, for example:
 - Coaching clients have their own best answers.
 - Coaching clients may have already completed/achieved a part of their desired goal.
 - Coaching clients are responsible for their own success.
 - Coaching clients are at choice as to what and when they choose, to act or further reflection.
 - Coaching clients have different learning styles, thresholds
 - Coaching clients don't necessarily share my values or beliefs
 - As the coach – I do not claim to know my client's best learning journey.
 - As the coach – it is not my responsibility to rescue my clients from themselves for any reason. (i.e. morals, playing hero, judgments, etc.)
 - ii. When demonstrating and teaching coaching, the trainer models behaviors that demonstrate they believe in the coaching mindset
 - iii. When assessing participant coaching practice, the trainer explains and reinforces participant behaviors to support learning the coaching mindset
 - b. Contra-Indicators:
 - i. The coach does not explain the coaching mindset
 - ii. When demonstrating and teaching coaching, the trainer does not demonstrate coaching behaviors, for example:
 - Offers answers to the client
 - Does not acknowledge client's progress towards their desired goal.
 - Attempts to take responsibility for client's movement towards success.
 - Removes choice from the client: tells clients what they need to do next, think about, or believe
 - Uses the same approach with all clients, regardless of their learning styles & thresholds
 - Pushes own values or beliefs on clients

- Claims to know the client's best learning journey.
- Tries to rescue the client
- iii. The coach does not recognize and/or reinforces participant behaviors that are counter to the coaching mindset

B. Coach Definition and Practice

The ability to clearly define and demonstrate the underlying framework and practice of professional coaching to enable clear participant understanding of professional coaching.

Knowledge:

1. Clearly explains and demonstrates the underlying framework of professional coaching
2. Observable behaviors:
 - a. Participates in ongoing experience of being a coaching client as well as being a coach
 - b. Provides examples of coaching for deeper learning, for example, watching and interactively discussing live or video demonstrations, inviting people external to the training group to come in and serve as clients, and pairing up class participants to work with each other under the eye of the Coach Trainer providing feedback.
 - c. Articulates the underlying framework of professional coaching, and differences between coaching and:
 - i. Therapy, counseling
 - ii. Consulting, advising
 - iii. Mentoring
 - iv. Teaching
 - v. Leading
 - vi. Managing
 - vii. Parenting
 - d. Provides context for coaching, the coaching engagement and the coaching process.
 - e. Clearly explains coaching presence i.e. partnering, receiving, releasing bias and evaluation, respect for whole person, honoring emotional expression.
 - f. Models coach & client partnering while teaching and demonstrating coaching.
 - g. Ties tools and methods to specific coaching competencies, i.e. demonstrates how metaphor can be used to help articulate the measure of success of the desired outcome or in direct communications, to help the client frame their perceptions.
 - h. Exhibits the capacity to reconstruct the internal thought process and mindset of a master coach. Can answer the question when asked by participants, "What was your thinking or reaction as the master coach?" (For PCC, as the experienced coach)
3. Contra-Indicators:
 - a. Does not demonstrate coaching
 - b. Does not participate in practice as a client
 - c. Does not provide demonstrations of coaching, or does not discuss what the participants observed.
 - d. Does not clearly articulate the difference between coaching and:
 - i. Therapy, counseling
 - ii. Consulting, advising
 - iii. Mentoring

- iv. Teaching
- v. Leading
- vi. Managing
- vii. Parenting
- e. Does not provide context for coaching, the coaching engagement or the coaching process
- f. Does not clearly explain coaching presence i.e. partnering, receiving, releasing bias and evaluation, respect for whole person, honoring emotional expression.
- g. Does not model coach & client partnering while teaching and demonstrating coaching.
- h. Does not tie tools and methods to specific coaching competencies
- i. Cannot clearly explain the internal thought process and mindset of a master coach (if MCC) or experienced coach (if PCC)

C. Expertise in Coaching Competencies

The ability to impart functional understanding and application of coaching competencies to enable participants to have confidence in their own coaching.

Knowledge:

- 1) Clearly communicates and explains coaching competencies
 - a) Observable behaviors:
 - i) Easily defines, discusses, and explains each competency.
 - ii) Recognizes and acknowledges coaching competencies when demonstrated
 - iii) Demonstrates masterful coaching presence while training:
 - Listening 100%
 - Pays full, undistracted attention to sharer
 - Gives attention to all raised points
 - Fully present with sharer
 - iv) Customizes coaching exercises or examples, being flexible in the moment
 - v) Provides clear coaching examples for all coaching competencies
 - vi) Supports participants with common beginner coach struggles. This includes:
 - Demonstrates the ability to get into the participant's shoes, adjusting expectations and acknowledgment to the level of experience of the participant.
 - Recognizes when participants do not understand and finds new ways of explaining and demonstrating.
 - Shares coaching wisdom and coaching knowledge so it's understood and applicable.
 - Avoids jargon.
 - vii) Provides examples (honoring anonymity or confidentiality) from coaching clients, other participants, and own experiences as a coaching client.
 - viii) Shares with participants that his/her school's coaching model is NOT the only coach model; and that other coach models have value and may serve different coach scenarios or coaching styles.
 - ix) When demonstrating coaching, shows the value and significance of coaching as well as the importance of the demonstration.
 - b) Contra-Indicators:
 - i) Does not clearly explain coaching competencies.

- ii) Does not point out coaching competencies or a lack thereof when coaching is demonstrated
- iii) Does not demonstrate masterful coaching presence
 - Gets distracted
 - Glosses over raised points
- iv) Cannot flex with the moment, and uses standard coach training examples that may not foster understanding in the participants
- v) Does not clarify when participants don't understand
- vi) Is confusing or hard to understand when sharing coaching knowledge
- vii) Uses jargon often
- viii) States or infers that his/her school's coaching model is the only viable one
- ix) In demonstrating coaching does not address the value and significance of coaching nor the importance and point of the demonstration

D. Standards for Coach Trainers

Coach trainers are expected to model the skills, competencies, ethics, and behaviors that are asked and/or required of participants.

Knowledge:

1. Demonstrates comprehensive knowledge of coaching competencies and ethics as evidenced by ICF specifications and/or other professional coaching associations i.e. EMCC, AC, CCE, IAC, WABC, APECS.
 - a. Observable Behaviors:
 - i. Reviews and explains the competencies for participants.
 - ii. Confidently and accurately answers questions.
 - iii. Provides pertinent examples.
 - b. Contra-Indicators:
 - i. Cannot immediately access applicable documents.
 - ii. Provides inaccurate explanations.
 - iii. Demonstrates a limited depth of knowledge by simplistic and/or short answers.
2. Provides updated documentation of coaching credentials and/or other professional coach certifications and coaching experience.
 - a. Observable Behaviors:
 - i. Submits log of their training and coaching hours to their school as required.
 - ii. Submits credential renewal verification to their school when completed.
 - iii. Completes and submits a self-evaluation of their training and coaching skill to their school annually.
 - b. Contra-Indicators:
 - i. Fails to participant in training offered internally and/or by professional organizations.
 - ii. Does not discuss current challenges and trends.
 - iii. Demonstrates a lack of awareness of changes in the coaching profession by a lack of adding to discussions and surprise at pertinent information.

3. Clearly describes pathways to certification by professional associations.
 - a. Observable Behaviors:
 - i. Lists and explains the requirements.
 - ii. Describes the progression for earning the credential.
 - iii. Shares anecdotal information from experience.
 - b. Contra-Indicators:
 - i. Cannot list current requirements.
 - ii. Dismisses the significance of certification or credentialing.
 - iii. Advises against coach training, coaching certification, or the earning of a credential.
4. Adheres to coaching ethics.
 - a. Observable Behaviors:
 - i. Discusses and establishes agreements with participants and coachees regarding ethics.
 - ii. Protects participant information by ensuring access to participant records is limited to authorized personnel.
 - iii. Models the ethics throughout training and in all participant or coachee interactions.
 - b. Contra-Indicators:
 - i. Uses or allows others to use company owned computers and emails for maintaining or sending private information without addressing the risk.
 - ii. Gives information that makes examples identifiable.
 - iii. Fails to clarify different roles and applications.
5. Continually updates knowledge and skills by reading coaching research and best practices, participating in continuing education, and incorporating new learning into teaching and class discussions.
 - a. Observable Behaviors:
 - i. Attends webinars, meetings, conferences, and additional training consistently.
 - ii. Completes required continuing education to maintain trainer's own certifications and credentials.
 - iii. Actively participates in discussion of new information.
 - b. Contra-Indicators:
 - i. Does not show interest in new information.
 - ii. Summarily dismisses different viewpoints.
 - iii. Fails to discuss the possible addition of new content.

E. Group Development

Knowledge of how to manage group processes and development to help the class form and stay a cohesive group.

Knowledge:

1. Facilitating group bonding in the class
 - a. Observable behaviors:
 - i. Creates an environment of trust so that the class bonds and forms a cohesive group.
 - ii. Partners with the group to create a contract that governs group interactions
 - iii. Integrates new participants in a way that supports the group bonds

- iv. Identifies the indicators of group dynamics, names what is happening and quickly adapts to the situation. For example:
 - Forming: Uses “ice-breakers” and other techniques to encourage building relationship within the class/group
 - Storming: Establishes methods of handling interactive disturbances while also creating space for different perspectives
 - Norming: Actively supports participants in their cooperation and continuing growth and learning together (i.e. highlights and supports positive interactions)
 - Performing: Encourages autonomy, unity and productivity by creating opportunities for sharing observations and challenging each other in a growth enhancing environment while the educator steps back and monitors the interaction and progress
 - Adjourning: Proposes a process of ending to the class and gives room for processing the numerous emotions that are activated
- b. Contra-Indicators:
 - i. Allows discord in the group to escalate
 - ii. Discourages discussion and idea sharing between class members
 - iii. Does not introduce new members, or does not support their integration into the group
 - iv. Does not start up the group in a way that supports interaction, mutual respect and/or cooperation
 - v. Adjourns the class without acknowledging the emotions involved, or encouraging the group to work out continued interaction

F. Group Functioning Phenomenon

Knowledge of how to integrate group dynamics when facilitating the class to support the cohesiveness of the group.

Knowledge:

1. Applies group dynamics when facilitating the class
 - a. Observable behaviors:
 - i. Demonstrates understanding of specific group dynamics that affect the process of learning, including:
 - Group Cohesiveness: the bond that connects the individuals in a group, consisting of group identity, pride in the group, mutual attraction, commitment to the group.
 - Group Think: occurs when a group makes faulty decisions because group pressures lead to a deterioration of “mental efficiency, reality testing, and moral judgment” (Janis, I.L. (1972). *Victims of groupthink: A psychological study of foreign policy decisions and fiascoes*. Boston: Houghton Mifflin Company.)
 - ii. Integrates these group dynamics into the class facilitation:
 - Group Cohesiveness: Promotes a sense of unity and connection, which enhances the smooth running of the group/class.
 - Group Think: Identifies when the consensus of the group/class is so strong that alternative perspectives, ideas and opinions are not tolerated and then encourages disparate views and different possibilities.

- iii. Manages difficult group situations in a coaching manner using reflection, inquiry, and encourages the class to find their own solutions.
- b. Contra-Indicators:
 - i. Does not promote group cohesiveness, leading to divisiveness and discord
 - ii. Allows one strong voice to dominate the group
 - iii. Discourages group discussions contrary to what the trainer has shared
 - iv. Does not recognize nor address the situation when the group's desire for harmony results in a loss of sharing of alternative perspectives, ideas or opinions.
 - v. Cannot manage difficult situations without damaging the trust of the group
 - vi. Manages difficult situations by giving the group a solution, instead of allowing them to find their own.

Domain 3. Learning and Instructional Skills for Coach Trainers

It is incumbent upon Coach Trainers to identify how adults learn and to effectively deliver training so that it is clear for all learning styles and personalities plus ensures trainees have the information on how to implement the learning.

A. Planning and Preparing

The trainer reads, studies, asks questions, observes training, and practices training with the coach training curriculum in advance.

Skills:

1. Reviews curriculum and identifies how it develops coaching-specific knowledge and skills.
 - a. Observable Behaviors:
 - i. Discusses content and training methodologies with the coach trainer's trainer.
 - ii. Asks questions to ensure their own clarity.
 - iii. Identifies and discusses insights and awareness from their reading, study, observation, and practice.
 - b. Contra-Indicators:
 - i. Does not observe a full training or certification class.
 - ii. Does not train with an observer for the full training or certification class.
 - iii. Fails to actively discuss the content and methodologies with their trainer.
2. Reviews with the class the learning objectives that define the coaching competencies to be demonstrated upon completion.
 - a. Observable Behaviors:
 - i. Explains the connection between the learning objectives and activities or assignments during coach training.
 - ii. Engages participants in discussions about the techniques, activities, and competencies.
 - b. Contra-Indicators:
 - i. Does not list the learning objectives.
 - ii. Does not draw the connection between the learning objectives and the course content.
 - iii. Failure to invite questions and discussion from participants.
3. Explains and makes available resources for use in coaching and in coaching programs or a coaching business.
 - a. Observable Behaviors:
 - i. Enables participant access to the program materials and resources.
 - ii. Encourages discussion and questions about the program materials and resources.
 - iii. Explains program materials and resources to participants.
 - b. Contra-Indicators:
 - i. Fails to provide the available resources to participants.
 - ii. Fails to identify the applicable resource in response to participant inquiry.
 - iii. Does not discuss available resources and content.

4. Ensures there are opportunities to practice each coaching competency individually as well as multiple coaching competencies.
 - a. Observable Behaviors:
 - i. Clearly explains class activities and assignments including identifying how it ties to the learning objectives and / or the coaching competencies.
 - ii. Provides positive and constructive feedback to each participant.
 - iii. Effectively answers participant questions and as appropriate models the coaching competency.
 - b. Contra-Indicators:
 - i. Fails to use planned activities and assignments for maximizing the learning.
 - ii. Does not positively and proactively discuss application of the coaching competencies.
 - iii. Fails to include all participants in the process.

B. Instructional Methods and Delivery Skills

Uses training methodologies and actively engages participants in the learning process with positivity, support, encouragement, and affirmation.

Skills:

1. Instructs participants on coach-specific knowledge that includes coaching competencies (including ethics).
 - a. Observable Behaviors:
 - i. Provides the information on the competencies and ethics plus actively engages participants in a discussion with examples and by responding effectively to questions.
 - ii. Demonstrates the application of coaching competencies both during training and when demonstrating coaching.
 - iii. Invites and provides feedback on practice coaching meetings.
 - b. Contra-Indicators:
 - i. Fails to abide by the Code of Ethics.
 - ii. Does not model nor discuss competencies or ethics.
 - iii. Disregards feedback or questions.
2. Provides opportunities for participants to apply coaching knowledge and practice coaching skills.
 - a. Observable Behaviors:
 - i. Ensures class time for experiencing coaching, being coached, and observing coaching.
 - ii. Actively engages participants in exploring scenarios or examples from coaching meetings.
 - iii. Invites input and insights on learning from participants.
 - b. Contra-Indicators:
 - i. Provides primarily negative or nonconstructive feedback about participants' coaching.
 - ii. Summarily discounts participant input.
 - iii. Fails to invite participant feedback or to explain feedback.

3. Provides live or taped demonstrations of coaching competencies for participants to observe, followed by an opportunity to discuss and ask questions.
 - a. Observable Behaviors:
 - i. Actively switches into the coaching role during class and demonstrates the application of coaching competencies.
 - ii. Easily accesses and plays available recordings of coaching.
 - iii. Invites questions and engages participants in discussion on the coaching demonstrations.
 - b. Contra-Indicators:
 - i. Limits instruction to only one or their own perspective on coaching and coaching competencies.
 - ii. Does not discuss different approaches or ideas around application of the coaching competencies.
 - iii. Provides only low quality demonstrations of the competencies.
4. Engages participants in coaching discussions.
 - a. Observable Behaviors:
 - i. Asks questions of participants to start or expand discussion.
 - ii. Invites questions and then invites others to participate in responding to the questions.
 - iii. Accepts different opinions and explores pros and cons neutrally.
 - b. Contra-Indicators:
 - i. Limits discussions to scripted examples or scenarios.
 - ii. Fails to invite participants to share their examples and ideas or questions.
 - iii. Avoids or limits discussion around sensitive topics.
5. Invites questions and provides answers or coaches participants to think through possible answers.
 - a. Observable Behaviors:
 - i. Uses open-ended questions to invite questions.
 - ii. Thanks participants for their questions.
 - iii. Invites input on responses and clearly provides answers.
 - iv. Encourages participants to develop their own answers.
 - v. If the trainer does not know the answer, assures the participants the trainer will find the answer and get back to them.
 - b. Contra-Indicators:
 - i. Asks, "Any questions?"
 - ii. Fails to address or answer questions.
 - iii. Limits answers to one perspective or approach without indicating there are different possibilities.
6. Encourages participants to interact with one another on content, coaching situations, and learning or questions arising from their coaching work.
 - a. Observable Behaviors:
 - i. Actively creates opportunities for participants to engage in discussion in small groups and/or online using social media.
 - ii. Invites sharing of learning from homework assignments.

- iii. Encourages and thanks participants for sharing thoughts on class content.
 - b. Contra-Indicators:
 - i. Limits class time to primarily a lecture format.
 - ii. Fails to pause and ask for input or questions.
 - iii. Limits participant's conversations with each other.
 - iv. Does not offer a forum for class discussions.
7. Models coaching competencies throughout the training program.
- a. Observable Behaviors:
 - i. Effectively models the competencies in different ways.
 - ii. Explains the reasons for modeling the competencies.
 - b. Contra-Indicators:
 - i. Fails to model coaching competencies while training.
 - ii. Often reverts to the opposite of a particular coaching competency, for example judging a student or interrupting a speaker.

C. Transfer of Knowledge and Skills

Coach trainers ensure participants acquire, retain, and have the ability to apply the program content to their coaching and other work outside of the classroom.

Skills:

1. Creates opportunities for participants to practice coaching competencies.
 - a. Observable Behaviors:
 - i. Clearly explains assignments for research and practice on competencies.
 - ii. Actively discusses the impact of the coaching competencies.
 - iii. Ensures practice coaching meetings include feedback from fellow participants as well as the trainer.
 - iv. Explains how coaching competencies can be practiced and applied in non-coaching interactions.
 - b. Contra-Indicators:
 - i. Limits the program hours to lecture and testing.
 - ii. Fails to encourage participants to start coaching.
 - iii. Fails to explain how coaching competencies can be practiced and applied in non-coaching interactions.
2. Emphasizes the value of regularly practicing their coaching knowledge and competencies immediately after the training is completed.
 - a. Observable Behaviors:
 - i. Discusses the value of researching or practicing each component of the program content as it is addressed in assignments and in other environments.
 - ii. Explains the importance of reviewing and planning implementation of the learning to ensure retention and application.
 - iii. Encourages participants to start coaching or at a minimum to use their coaching skills in other interactions.
 - b. Contra-Indicators:

- i. Indicates that only experienced coaches are effective and thereby discourages new coaches.
 - ii. Does not encourage participants to practice coaching after training is completed.
3. Holds the participants accountable and helps them hold themselves accountable for meeting the program's standards and requirements.
 - a. Observable Behaviors:
 - i. Explains the standards and the reasons for the standards.
 - ii. If participants fail to meet standards respectfully explains the deficiency and how or what to change to meet standards.
 - iii. Acknowledges all efforts and respectfully supports participants in making changes to meet the standards.
 - b. Contra-Indicators:
 - i. Accepts work that does not meet the standards.
 - ii. Fails to clarify standards, reasons for the standards, and how to meet the standards.
 - iii. Expresses frustration or contempt for participant efforts.

D. Evaluation

Coach Trainers will provide feedback respectfully, ensuring that it is constructive and primarily positive plus create a process or format for participants to also provide feedback to one another.

Skills:

1. Provides the coaching evaluation document for participants to evaluate their own and others' coaching and for trainers to evaluate each participant on their demonstrated coaching competencies.
 - a. Observable Behaviors:
 - i. Reviews the evaluation document and its use in advance and then with participants prior to use.
 - ii. Explains the value of providing feedback to self and others in support of growth.
 - iii. Explains to participants that missed opportunities and a demonstration of ineffective understanding of the competencies and coaching are a good way to learn and that the training environment is a safe place for recognizing and adjusting behavior through learning opportunities.
 - b. Contra-Indicators:
 - i. Fails to explain and follow the process for collecting evaluation forms.
 - ii. Fails to provide participants with evaluations on their coaching.
 - iii. Offers feedback in a negative manner that implies the participant did something wrong or bad.
2. Observes participants' coaching meetings and provides feedback on strengths and developmental opportunities throughout the training.
 - a. Observable Behaviors:

- i. Provides feedback on assignments and coaching meetings that is constructive, respectful, and supports skill development.
 - ii. Explains the reasons for specific feedback and effectively responds to additional questions or thoughts.
 - iii. Easily steps into demonstration of the change recommended.
 - b. Contra-Indicators:
 - i. Fails to set-up feedback as a valuable element of the learning throughout the program.
 - ii. Primarily negative and/or discouraging in providing feedback.
 - iii. Fails to give information on the recommended change and outcome.
3. Acknowledges and celebrates participants' learning and coaching successes.
 - a. Observable Behaviors:
 - i. Acknowledges and affirms effective demonstrations of coaching competencies by participants.
 - ii. Provides positive feedback throughout and encourages participants on their progress.
 - iii. Commends participants on insightful questions or comments.
 - b. Contra-Indicators:
 - i. Only addresses mistakes.
 - ii. Takes credit for the progress of others.
 - iii. Gives more negative than positive feedback.
4. Provides opportunities for participant feedback on the coach training and delivery during and upon completion of the program.
 - a. Observable Behaviors:
 - i. Invites participants to share their insights throughout the program.
 - ii. Ensures participants know they are welcome to call or email for an off-line conversation.
 - iii. Invites questions and comments at the completion of each class and of the program.
 - b. Contra-Indicators:
 - i. Becomes defensive about participant criticisms.
 - ii. Attacks participants that provide constructive feedback.
 - iii. Becomes impatient with participants.
5. Provides the evaluation document for written feedback on the coach training program.
 - a. Observable Behaviors:
 - i. Distributes programs evaluations.
 - ii. Collects the completed forms.
 - iii. Reviews and adjusts according to improve program.
 - b. Contra-Indicators:
 - i. Forgets or otherwise fails to provide participants with options for submitting their feedback.
 - ii. Retaliates in any way for negative input.
 - iii. Forgets or otherwise fails to submit completed evaluations to the head of training.

E. Distance Learning

In addition to teaching online or on the telephone, coaching often occurs online or on the telephone so coach trainers are expected to confidently adapt to the differences between distance learning and face-to-face learning both to enhance the learning experience and to model effective techniques for participant coaches to apply when they do distance coaching.

1. Skills:

2. Identifies the pros and cons of using distance and face-to-face learning when teaching different aspects of coaching i.e. competency development, ethics and professional standards, self-care for the coach.
 - a. Observable Behaviors:
 - i. Discusses the pros and cons with participants including the implications of having or not having visual cues for the trainer, the participant coach, the coach, and the coachee.
 - ii. Discusses the business implications of distance coaching with coach participants.
 - iii. Plans for and prepares to enhance engagement using silence, polls, questions, requests for thoughts, etc.
 - b. Contra-Indicators:
 - i. Demonstrates discomfort with distance teaching by interjecting filler words, awkward coughing, or hesitation with progressing through content or activities.
 - ii. Reads PowerPoint word-for-word.
 - iii. Speaks in a monotone or stilted voice.
3. Identifies the difference in skills needed for distance learning instruction compared to face-to-face instruction in coach training.
 - a. Observable Behaviors:
 - i. Prepares for the experience of teaching to a faceless classroom by discussing it with their trainer and practicing delivery with the absence of visual cues.
 - ii. Anticipates opportunities to invite questions, insights, and discussion.
 - iii. Prepares with examples and stories, naturally incorporating both silence and laughter.
 - b. Contra-Indicators:
 - i. Fails to pause and invite participation.
 - ii. Fails to work with time delays in hearing.
 - iii. Frequently interrupts participants due to discomfort with waiting for participation.

F. Technology Use

Coach Trainers are expected to be proficient in all technologies used in the programs they teach plus comfortable learning new technologies or changing technologies as appropriate to ensure the smoothest possible experience for participants.

Skills:

1. Learns about and practices using technologies for coaching delivery (for example: Skype, telephone, Zoom, etc.) prior to implementation in the training program.
 - a. Observable Behaviors:

- i. Participates in classes using applicable technologies with other trainers prior to teaching it.
 - ii. Ensures access to account and knowledge of features by asking questions and logging in.
 - iii. If group training, invites multiple people to their technology practice session.
 - b. Contra-Indicators:
 - i. If group training, still limits their technology practice sessions to one person.
 - ii. Lacks awareness of basic technology features.
 - iii. Inability to identify the pros and cons of different options.
2. Objectively describes the pros and cons of coaching using virtual technologies as compared to face-to-face for coaching.
 - a. Observable Behaviors:
 - i. Discusses logistical pros and cons with participants.
 - ii. Discusses the pros and cons of having versus not having visual input.
 - iii. Discusses the pros and cons of anonymity, misinterpretation of visual cues, energy, and proximity.
 - b. Contra-Indicators:
 - i. Adheres to the idea that one option is better than the other in all situations.
 - ii. Fails to consider the client experience.
 - iii. Limits discussion to the difference between face-to-face and distance without including differences with various technologies.