Coach Mastery
Certification

Professional
Coaching
Practice III

ICF-ACCREDITED COACHING EDUCATION
LEVEL 1
ICF

arrow
leadership

engage ⟩ stretch ⟩ release

⬧ Contents

Arrow Coaching+ Coaching Disclaimer

Arrow Coaching+ is passionate about coaching and empowering Christian leaders in their context to coach others. Therefore, we make this material available on the understanding that users exercise their own skill and care and respect in its use. Attendance at coaching training does not qualify you to use the training other than in your own leadership context. Please do not pretend this is your stuff, and please reference Arrow Leadership Australia where appropriate.

Common Courtesies

Everyone is free to participate at the level they desire. Below are some basic "ground rules" or "common courtesies" that we will value during the training.

- Confidentiality – what happens in the room – stays in the room
- Phones off – send/receive messages during breaks
- We are all learners – expect to learn and make mistakes
- Participate fully – be present
- Arrive and leave on time (we will start and stop on time)
- Ok to move around as needed
- Be yourself
- Share your experience
- Embrace confusion and uncertainty
- Have fun!

Before we begin... empty the glass...

You may be familiar with some of the content in this course. But in order to gain the most for yourself – start afresh and look for what you don't know – this will ensure you are learning as much as possible.

Introduction to this unit

This module is designed to equip aspiring coaches with essential tools and perspectives for effectively addressing challenges encountered in the coaching process.

We'll delve into strategies for navigating common obstacles, integrating personality frameworks like MBTI and Enneagram into coaching, and understanding the dynamics of leadership in a coaching context.

Additionally, we'll explore issues related to coach well-being, such as burnout and the utilisation of transformational experience framework (TEF) techniques.

This module culminates in an exploration of team and group coaching dynamics, offering insights into fostering collective growth and success.

3.1 Overcoming Obstacles in Coaching

ICF Core Comptencies

A. Foundation

1. Demonstrates Ethical Practice

2. Embodies a Coaching Mindset

B. Co-Creating the Relationship

3. Establishes and Maintains Agreements

4. Cultivates Trust and Safety

5. Maintains Presence

C. Communicating Effectively

6. Listens Actively

7. Evokes Awareness

D. Cultivating Learning and Growth

8. Facilitates Client Growth

Common Obstacles in Coaching Sessions

1. Failure to get a clear direction for the coaching session

Getting a clear direction in a coaching session is crucial. It acts as a guiding light, ensuring both coach and client understand the session's purpose and goals. Without this clarity, discussions can become unfocused, leading to missed opportunities for growth. A defined direction empowers the client, providing a clear path towards their goals and fostering a sense of purpose. In essence, it sets the stage for a productive and purposeful coaching experience, maximising the potential for positive change.

The COACH Model®

CONNECT · OUTCOME · AWARENESS · COURSE · HIGHLIGHTS

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Sarah's Time Management Dilemma (OUTCOME)

Coach: What would you like to focus on in our conversation today?

Sarah: Recently, I've been grappling with time management. It feels like my to-do list never ends, and I'm constantly juggling tasks. Unfortunately, this has led to moments where important tasks seem to slip through the cracks. The stress levels have been increasing, and I'm starting to feel a sense of inefficiency in my work.

What is clear?

What is missing?

What questions would you ask Sarah to get a clearer Outcome for the coaching session?

Clarifying Objectives

The coach can start by asking Sarah what specific outcomes or changes she hopes to achieve through coaching. This could involve asking questions like, "What would success look like for you in terms of time management?

The 5 Whys Technique

Visualising Success

Setting Priorities

Identifying Pain Points

Exploring Personal Values and Drivers

Testing Assumptions

Then get agreement with the client! Is this THEIR preferred outcome of the conversation?

2. Dificulty holding back on advice

In coaching, it's imperative to resist the urge to interject with personal advice. Instead, it's crucial to recognise that the client's own insights are the most valuable. By refraining from imposing our own perspectives, we allow the client to maintain ownership of their ideas and aspirations. An apt analogy reminds us of this principle: "no one ever washes a rental car." This underscores the notion that individuals naturally take better care of what's truly theirs—including their ideas, hopes, and dreams. When a coach interjects their own insights, it shifts the focus away from the client's own agency and ownership of the conversation, potentially hindering their progress and self-discovery.

Listen Actively

Ask Open-Ended Questions

Use Reflective Statements

Avoid Rushing to Solutions

Eat cake!

Trust the Client's Wisdom

Acknowledge Their Resourcefulness

Embrace Silence

Offer Feedback Thoughtfully

3. Coaching the problem instead of the person

In coaching, it's important to prioritise coaching the person over fixating on the specific problem at hand. While many of us are accustomed to providing solutions, the more effective stance is one of curiosity towards the individual and their inner workings. Rather than solely focusing on the issue, it's imperative to inquire about the client's perspectives, thoughts, and emotions. By embracing this perspective, we create a space for clients to arrive at their own conclusions, ultimately leading to more meaningful and self-driven actions.

Exploring Values and Beliefs

Uncovering Motivations

Understanding Emotions

Focusing on Strengths and Resources

Reflecting on Past Successes

Promoting Self-Discovery

Exploring Perspectives and Mindsets

4. Lack of accountability and action steps

The fourth obstacle in coaching lies in the challenge of establishing clear action steps and accountability. It's essential to incorporate accountability into the coaching relationship, although the coach shouldn't assume the role of the client's sole source of accountability. Instead, coaches should foster curiosity about the client's motivation and commitment to follow through on agreed-upon actions. Simply hearing the client's plans isn't enough; coaches should help them define a concrete system of accountability. This might involve exploring various accountability structures, ensuring that the client takes ownership of their commitments.

Be Specific and Concrete

Encourage Self-Reflection

Celebrate Achievements

Foster Ownership

Creating clearer COURSE: Action Steps

Well-defined action steps or objectives serve as concise vision statements delineating a desired future. They not only inspire but also serve as benchmarks for assessing progress, development, and performance. Coaches assist individuals in crafting plans and objectives by using the SMART framework:

Specific: Precisely defined, leaving no room for ambiguity.

Measurable: Observable or quantifiable, allowing for easy evaluation upon completion.

Attainable, yet a stretch: Realistic yet challenging, within the realm of achievability.

Relevant: Meaningful and pertinent to the individual's aspirations.

Time-bound: Accomplishment is tied to a specific timeline.

Coaching Action Steps:

Coaching actions steps out of a client is easy if the Awareness stage was done well. The client will already have ideas for action steps.

1. Ask for Action Steps

- What action could you take to move forward?

- What else could you do?

- What steps can you take to make progress towards your goal?

- Who in your network can provide support or insights for this endeavour?

- How will you measure your progress in this area?

- What resources or tools do you have available to you in this situation?

- What small action can you take today to move closer to your goal?

- Which of these will you do?

2. Refine for SMARTness

- Guide the client in refining these steps to align with SMART criteria.

- Keep in mind that the timeframe for completion will often align with the next coaching session.

3. Validate and Confirm

- Reiterate and ensure the client has documented the agreed-upon action steps.

- Just to confirm our understanding, could you reiterate your action steps?

- How do you feel about these steps? [Coach around any reservations.]

Exercise

Examine the following action steps. Identify what elements are missing. Write questions that elicit the missing elements. Then rewrite the action step.

Example

"I will improve my leadership skills"

What's Missing?	Specific and Measurable
Questions:	What specific leadership skills do you want to enhance?
	Can you provide examples of situations where you'd like to apply these improved skills?
	How will you measure your progress in developing these skills?
	Are there any particular resources or training opportunities you'll pursue for skill enhancement?

Create clearer Action Steps

1. "I want to improve my communication skills."
What's missing?
Questions:

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2. "I aim to be more organised at work."
What's missing?
Questions:

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3. "I want to lead a healthier lifestyle."
What's missing?
Questions:

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4. "I plan to extend my professional network."
What's missing?
Questions:

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◢ 3.2 Evokes Awareness: Timeline

ICF Core Competencies

7. Evokes Awareness

Definition:

ICF Core Competency 7

Evokes Awareness

Definition: Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy

1. Considers client experience when deciding what might be most useful

2. Challenges the client as a way to evoke awareness or insight

3. Asks questions about the client, such as their way of thinking, values, needs, wants and beliefs

4. Asks questions that help the client explore beyond current thinking

5. Invites the client to share more about their experience in the moment

6. Notices what is working to enhance client progress

7. Adjusts the coaching approach in response to the client's needs

8. Helps the client identify factors that influence current and future patterns of behavior, thinking or emotion

9. Invites the client to generate ideas about how they can move forward and what they are willing or able to do

10. Supports the client in reframing perspectives

11. Shares observations, insights and feelings, without attachment, that have the potential to create new learning for the client

Timeline Exercise

Supplies Needed: Standard Poster/Presentation Board. Small Sticky Notes (1 1/2"x2"—4 different colors – ideally yellow, pink, blue, green)

Step 1: Brainstorming Exercise

People, events, circumstances

People – who influenced you & shaped your life (friends, family, classmates, work colleagues, peers, mentors, pastors, spouse, teachers)

Events – impacted your life (graduation, awards, projects, jobs, move, defining moments)

Significant circumstances – affected life direction (pre-birth, where you lived, job demands of parents, early childhood experiences, schools, ministries, retreats, camps)

Step 2: Painful Moments

Take look at your sticky notes

• Which ones are painful?

• Transfer to a PINK sticky note

Step 3 – Organising your Sticky Notes

Our next step is to organise your sticky notes chronologically.

Step 4 - Identify Chapters

From your timeline try first to clarify and then list the key attitudes, values and behaviours, both positive and negative, that your life has taught you.

1. Key Attitudes

2. Key Values

3. Key Behaviours

Step 5 - Turning Points

Some of the sticky notes on our poster board are "turning points". A turning point is a life changing event of circumstance. It is a defining moment in your journey.

Step 6 – Lessons

The value of the sticky note timeline experience is to discern some key lessons from your past that can help inform your future

Take some time for prayerful reflection.

3.3 Evokes Awareness: 6 Phases

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The Six Phases of Leadership Development

Terry Walling and Bobby Clinton

Sovereign Foundations → Inner-life Growth → Ministry Maturing → Life Maturing → Convergence → Afterglow

Sovereign Foundations

God providentially uses both the good and bad experiences in leaders lives to prepare them for later use under his lordship. The story of David is a good example. Despite having seven older brothers and a father unconvinced of his merits, David felt he was destined for a greater purpose. As he writes in Psalm 139:14, 16, "I praise you because I am fearfully and wonderfully made. ... All the days ordained for me were written in your book before one of them came to be."

Ministry Maturing

God helps leaders foster their spiritual gifts and navigate relationships within the body of Christ. God is working in the leader rather than through the leader, and at times the ministry benefits as a result. In this phase, leaders learn to increase their skills for increasing effectiveness. Though the leaders attempt to maximize their impact during this phase, God is trying to teach them that they minister out of who they are.

Inner – life Growth

Leaders seek to know God more intimately through the use of spiritual disciplines. Formal involvement in ministry often occurs in this phase. God patiently develops discernment and obedience through tests; each successive test building on the previous one. If a leader fails or skirts a test, God graciously provides another opportunity for him or her to succeed.

Life Maturing

Leaders are now mature enough for God to begin to work through them. They have also gained enough wisdom to prioritize their spiritual gifts and understand where to focus their efforts. Times of isolation, crisis and conflict provide perspective on ministry's role in their lives; that the success of the ministry itself is not as important as their relationship with God. The depth produced in this stage gives the leader the insight into knowing what they should not do.

Convergence

God opens a distinct role for leaders that showcases the best of what they have to offer. There is a clear fit between the needs of the ministry and the gifts of the leader. By this phase, leaders are unencumbered by a need to please everyone at all times. They are not encumbered by having to do things that they simply are not gifted to do. This phase is the culmination of the previous four. Many leaders never reach this phase, because they are unable to move beyond the earlier stages.

Afterglow

Leaders receive recognition for a life well-lived. They enjoy a wide range of existing relationships spanning a long life, and have accrued a great amount of wisdom that benefits younger leaders. Their impact is indirect through the many leaders they influence.

Between each of these stages there is often a boundary, or a time of isolation. There is also a change of influence when transitioning from one stage to another.

What stood out for you?

Where are you in your age and stage?

What else is significant of "ages and stages"" in the coaching process?

3.4 Evokes Awareness: MBTI & Coaching

ICF Core Competencies

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MBTI Introduction

The Myers-Briggs Type Indicator (MBTI) is a widely recognised personality assessment tool that categorises individuals into one of 16 distinct personality types based on their preferences in perceiving and interacting with the world.

It employs four dichotomies: extraversion (E) vs. introversion (I), sensing (S) vs. intuition (N), thinking (T) vs. feeling (F), and judging (J) vs. perceiving (P).

For a coach, the MBTI offers valuable insights into a client's innate preferences and tendencies, aiding in the understanding of their communication style, decision-making approach, and overall behaviour. This knowledge can be instrumental in tailoring coaching strategies, facilitating better self-awareness, and helping clients harness their strengths while addressing areas for growth.

By leveraging the MBTI, a coach can establish a more personalised and effective coaching relationship, ultimately leading to enhanced personal and professional development for the client. However, it's important to note that the MBTI is just one tool among many, and its results should be used in conjunction with other assessments and coaching techniques for a comprehensive understanding of the individual.

MBTI Explained

Where people get their ENERGY from?

Extraversion (E) vs. Introversion (I)

Extraversion (E): Individuals who lean towards extraversion are energised by social interactions and external stimuli. They tend to be outgoing, expressive, and enjoy a breadth of social experiences.

Introversion (I): Introverts draw energy from within themselves and prefer quieter, more reflective environments. They are often more reserved, introspective, and find solitude rejuvenating.

How people PROCESS INFORMATION

Sensing (S) vs. Intuition (N)

Sensing (S): People who prefer sensing rely on concrete, tangible information gathered through their five senses. They are detail-oriented, practical, and tend to focus on the present.

Intuition (N): Those who prefer intuition are more inclined towards abstract thinking and are interested in patterns, possibilities, and future-oriented ideas. They often trust their instincts and are comfortable with ambiguity.

How people MAKE DECISIONS

Thinking (T) vs. Feeling (F)

Thinking (T): Thinkers prioritise making decisions based on logic, analysis, and objective criteria. They often value fairness and strive for consistency in their decision-making process.

Feeling (F): Feelers base their decisions on personal values, empathy, and consideration of the impact on others. They tend to prioritise harmony and take into account the emotions and needs of those involved.

How people like to live - LIFESTYLE

Judging (J) vs. Perceiving (P)

Judging (J): Judgers prefer structure and organisation. They like to plan, set goals, and make decisions promptly. They are often perceived as decisive and prefer closure in various situations.

Perceiving (P): Perceivers are more adaptable and flexible. They prefer to go with the flow, are open to new information, and tend to be spontaneous. They are comfortable with ambiguity and often enjoy exploring multiple options.

EXTRAVERSION		INTROVERSION
Initiating		Receiving
Expressive	Energy	Contained
Gregarious		Intimate
Active		Reflective
Enthusiastic		Quiet

SENSING		INTUITION
Concrete		Abstract
Realistic	Information	Imaginative
Practical		Conceptual
Experiential		Theoretical
Traditional		Original

THINKING		FEELING
Logical		Empathic
Reasonable	Decisions	Compassionate
Critical		Accepting
Questioning		Accommodating
Tough		Tender

JUDGING		PERCEIVING
Systematic		Casual
Planful	Lifestyle	Open-Ended
Scheduled		Spontaneous
Early Starting		Pressure Prompted
Methodical		Emergent

© www.16-personality-types.com

Exploring Type in Coaching

Describe how the following type preferences impact coaching:

Extrovert

How it an extrovert likely to coach?

What are the challenges for an extrovert coach?

How does an extrovert like to be coached?

Introvert

How is an introvert likely to coach?

What are the challenges for an introvert coach?

How does an introvert like to be coached?

Intuitive

How is an intuitive likely to coach?

What are the challenges for an intuitive coach?

How does an intuitive like to be coached?

Sensate

How is a sensate likely to coach?

What are the challenges for a sensate coach?

How does a sensate like to be coached?

Feeling

How is a 'feeling' preference likely to coach?

What are the challenges for a 'feeling' coach?

How does a 'feeling' person like to be coached?

Thinking

How is a person with a 'thinking' preference likely to coach?

What are the challenges for a 'thinking' coach?

How does a 'thinking' person like to be coached?

Perceiving

How is a person with a 'perceiving' preference likely to coach?

What are the challenges for a 'perceiving' coach?

How does a 'perceiving' person like to be coached?

Judging

How is a person with a 'judging' preference likely to coach?

What are the challenges for a 'judging' coach?

How does a 'judging' person like to be coached?

My MBTI Profile

Reflect on your own type from the questionnaire.

From your understanding do you want to add or modify the Exploring Type lists?

What is my type?

E / I _____

S / N _____

T / F _____

J / P _____

- What have you discovered about you and your type?

- What is the impact of my "type" in the coaching process?

3.5 Evokes Awareness: Enneagram & Coaching

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Enneagram Introduction

The Enneagram is a personality system that suggests our type is influenced by nature, nurture, and childhood adaptations. It categorises behaviour and emotions into nine distinct types, organised in a graphic of interrelated points.

These types fall into three emotional triads, indicating a default response of anger, shame, or fear in challenging situations. Each type offers a unique worldview, shedding light on behaviour patterns and responses to stress or support.

It aids in understanding oneself, team dynamics, emotional intelligence, and leadership styles. Embracing imperfections and growth, it fosters compassion and love for others.

Enneagram Types - Summary

Type 8

Protectors

Believe you must be strong and powerful to assure protection and regard in a tough world. Consequently, Protectors seek justice and are direct, strong and action-oriented; they also can be overly impactful, excessive and impulsive.

Focus of attention - Injustice, not being controlled by others, and getting things moving in work or play.

Life lesson - To harness the life force in productive ways, integrating self-assertion with vulnerability.

Speaking style - Eights are direct, authoritative, zestful, firm, and oriented to truth and justice. Others may perceive Eights as confrontational, intimidating, loud and controlling.

What Type Eights tell us about themselves

- I thrive on having lots of energy in my body and enthusiasm for life.

- I am strong and protect the weak.

- I am direct, willing to confront when the need arises, and express my anger immediately.

- People see me as aggressive, intimidating, intense and impulsive.

- I have trouble staying with my own vulnerability and sad feelings.

- I have a strong sense of knowing what is fair or right in my body centre.

Relating to Eights

- Be direct and forthright, yet flexible and open.

- Stay steady and present in the face of confrontation and conflict; hold your ground.

- Call them on destructive or threatening behaviour, while being empathetic to their underlying hurt feelings.

- Express your own feelings, including softer, tender ones.

- Join them in getting things moving in work or play.

Type 9

Mediators

Believe that to be loved and valued, you must blend in and go with the flow. Consequently, Mediators seek harmony and are inclusive, amiable, easy-going, comfortable and steady; they also can be self-forgetting, conflict-avoidant and stubborn.

Focus of attention - Other people's agendas and the external environment.

Life lesson - To reclaim yourself and wake up to personal priorities.

Speaking style - Nines are non-confrontational, friendly, other-focused and inclusive of both feelings and facts. Others may perceive Nines as indecisive, scattered, unclear and overly conciliatory.

What Type Nines tell us about themselves

- As a harmonizer, I can see all sides to every issue.

- I avoid conflict and want a comfortable solution.

- I have difficulty saying "no" and can get resentful later for agreeing to something I don't want to do.

- I am ambivalent or unsure about my own needs and wants.

- It's much easier to go along with others than to rock the boat.

Relating to Nines

- Ask them what they want and need and give them time to discern the answer.

- Avoid coming on too strong, getting impatient or creating pressure.

- If you sense they are reluctant or unsure about something they said "yes" to or agreed to do, let them know that it's ok to say "no."

- Encourage them to determine their priorities and support them to take action

- Stay present to them when they are angry.

- Share body-based activities such as walking, exercising, cooking or eating.

Type 1

Perfectionists

Believe they must be good and right to be worthy. Consequently, Perfectionists are conscientious, responsible, improvement-oriented and self-controlled, but also can be critical, resentful and self-judging.

Focus of attention - What is right or wrong, correct or incorrect.

Life lesson - To change what can be changed, to accept what cannot be changed, and to develop the wisdom to know the difference.

Speaking style - Ones are precise, clear, direct, honest and detail oriented. Others may perceive Ones as judgmental, critical, sermonizing or closed-minded.

What Type Ones tell us about themselves

- I live with a powerful inner critic that monitors my thoughts, words and deeds.

- I strive for perfection and feel responsible for making things right.

- I focus on being good while repressing my impulses and desires for pleasure.

- I get angry when important rules and standards are ignored or violated.

- I seek love and approval from others by being good and right.

Relating to Ones

- Take their concerns seriously.

- Respect their integrity.

- Be responsible and honour your agreements.

- Admit your mistakes.

- Recognise that Ones are especially sensitive to criticism.

Type 2

Givers

Believe you must give fully to others to be loved. Consequently, Givers are caring, helpful, supportive and relationship-oriented; they also can be prideful, intrusive and demanding.

Focus of attention - Others' needs, feelings and desires.

Life lesson - To develop the humility that comes from allowing yourself to be loved without being needed and to have needs of your own.

Speaking style - Twos are friendly, open, expressive, focused on others, and quick to support or give advice. Others may perceive Twos as overly helpful, nagging, controlling or resentful.

What Type Twos tell us about themselves

·   I am preoccupied with the needs of others.

·   I take pride in giving and helping.

·   I sometimes feel that people take advantage of me.

·   I have a hard time expressing my own needs.

·   I can be manipulative and alter how I present myself to others.

Relating to Twos

·   Step forward to make contact; offer approval or appreciation when possible.

·   Stay constant and provide steadiness, paying attention to their needs.

·   Join them in valuing warmth, personal contact and partnership.

·   Avoid being critical or not taking them seriously.

·   Head off outbursts by addressing their dissatisfaction or resentment.

Type 3

Performers

Believe you must accomplish and succeed to be loved. Consequently, Performers are industrious, fast-paced, efficient and goal-oriented; they also can be inattentive to feelings, impatient and image-driven.

Focus of attention - Tasks, goals and recognition for accomplishments.

Life lesson - To reclaim the truth that love comes to you because of who you are, not because of what you do..

Speaking style - Threes are enthusiastic, direct, topic-focused, fast-paced and confident. Others may perceive Threes as impatient, overly efficient and restrictive and overriding of others' views.

What Type Threes tell us about themselves

·   I identify with accomplishment and success.

·   My image drives my need to work hard and look good.

·   I seek approval and acceptance based on performance.

·   I am highly competitive and love winning.

·   I feel constant pressure to perform.

Relating to Threes

·   Let them know that you care regardless of their accomplishments.

·   Encourage them to pay attention to feelings.

·   Show and tell them what is really important to you.

·   Express your appreciation for what they do.

·   Join them in being active, getting results and earning recognition.

Type 4

Romantics

Believe you can regain the lost ideal love or perfect state by finding the love or situation that is unique, special and fulfilling. Consequently, Romantics are idealistic, deeply feeling, empathetic and authentic; they also can be dramatic, moody and sometimes self-absorbed.

Focus of attention - What is missing.

Life lesson - To reclaim wholeness in the present moment by appreciating what is here and now, feeling the experience in their bodies rather than over-indulging in the story of what's happening, and accepting yourself as you are without needing to be special or unique.

Speaking style - Fours are expressive of feelings, personal, self-focused and have a flair for originality. Others may perceive Fours as overly expressive, unsatisfied with responses and emotionally intense.

What Type Fours tell us about themselves

- I long for what's missing, distant or unattainable – the ordinary pales in comparison.

- My deep sense of abandonment translates into a belief that I will never be fulfilled.

- I envy and idealize what others have that I don't.

- Authenticity and meaningful experiences are essential to me.

- My suffering sets me apart from others.

Relating to Fours

- Appreciate their emotional sensitivity, creativity and idealism.

- Reveal your own feelings and reactions; avoid being overly rational.

- When they are upset, don't take everything they say too literally since they may be expressing a momentary feeling.

- Return to the present and be positive while acknowledging their experience of what is missing.

- Seek to understand and empathize without necessarily agreeing.

Type 5

Observers

Believe they must protect themselves from a world that demands too much and gives too little. Consequently, Observers seek self-sufficiency and are non-demanding, analytic, thoughtful and unobtrusive; they also can be withholding, detached and overly private.

Focus of attention - Intellectual understanding, accumulating knowledge, and potential intrusions from others' agendas, needs and feelings.

Life lesson - To reconnect to the vitality of your life force and your heartfelt feelings, realizing that ample energy and resources are available.

Speaking style - Fives are content-focused, clear, analytical and wordy, but not big on "small talk." Others may perceive Fives as emotionally disconnected, aloof, over-analytical and distant.

What Type Fives tell us about themselves

- I have a strong need for privacy.

- I limit intrusion from a world that wants too much from me.

- I hoard time, space, energy, knowledge and myself.

- I detach from feelings and observe rather than participate.

- I am a minimalist.

Relating to Fives

- Respect their need for privacy (understanding this is not rejection).

- Make it safe for them to share themselves, especially their feelings, giving them the space needed to do so.

- Approach them slowly and thoughtfully and avoid pressuring them for immediate contact or fast decisions.

- Join them in talking about ideas and valuing the inner life.

- Don't make assumptions about what's going on with them. Ask them for direct communication.

Type 6

Loyal Sceptics

Believe you must gain certainty and security in a hazardous world that you just can't trust. Consequently, Loyal Skeptics are intuitive, inquisitive, trustworthy, good friends and problem-solvers, but also can be doubtful, accusatory and fearful.

Focus of attention - What could go wrong, worst-case scenarios and how to deal with them.

Life lesson - To reclaim trust in yourself, others and the world, and live comfortably with uncertainty.

Speaking style - Thoughtful, questioning, engaging and information oriented. Others may perceive Sixes as pessimistic, contrary, challenging, doubting or controlling.

What Type Sixes tell us about themselves

- I am preoccupied with safety and security concerns.

- I greet everything with a doubting mind and contrary thinking.

- My vigilance, active imagination and intuition help me anticipate and avoid problems.

- I question authority and people until they gain my trust.

- I procrastinate because I fear making the wrong decision.

Relating to Sixes

- Be consistent and trustworthy.

- Disclose your own personal feelings and thoughts.

- Appreciate their attention to problems; agree on rules and procedures.

- Join them in acknowledging what can go wrong before moving ahead.

- Put your cards on the table as much as possible – don't be ambiguous.

Type 7

Epicures

Believe you must stay upbeat and keep your possibilities open to assure a good life. Consequently, Epicures seek pleasurable options, and are optimistic and adventurous; they also avoid pain, and can be uncommitted and self-serving.

Focus of attention - Multiple options and idealised future plans.

Life lesson - To reclaim and accept all of life, the pleasures and the pains, in the present moment.

Speaking style - Sevens are exuberant, fast-paced, spontaneous, analytical and idea-oriented. Others may perceive Sevens as quickly shifting topics, making excuses, self-absorbed and indifferent to others' input.

What Type Sevens tell us about themselves

- Life is an adventure!

- I seek pleasure and have an insatiable appetite for new experiences.

- I am optimistic, active and energetic.

- I see multiple options, but have difficulty with commitment.

- I do not like limits and avoid boredom.

Relating to Sevens

- Join them in having fun and envisioning new possibilities.

- Appreciate their stories and positive ideas.

- Let them know what you want or need from them.

- Support them to move into painful situations and commitments.

- Listen to their suggestions and avoid insisting on one way of doing things.

My Enneagram Profile

What is my primary Enneagram number?

What is my secondary Enneagram number?

Read through the descriptions of your type

- What are the key descriptors of your type?

- What does and doesn't seem to be who you are?

- What are the strengths of your type?

- What might be some opportunities for growth?

How might understanding the Enneagram assist you in your coaching?

3.6 Leader as Coach

Being a coach in a leadership or managerial position involves a unique set of responsibilities and skills. It's about not only guiding individuals or teams towards achieving their goals but also facilitating growth, fostering a positive work environment, and driving organisational success.

Coaching in a leadership continuum
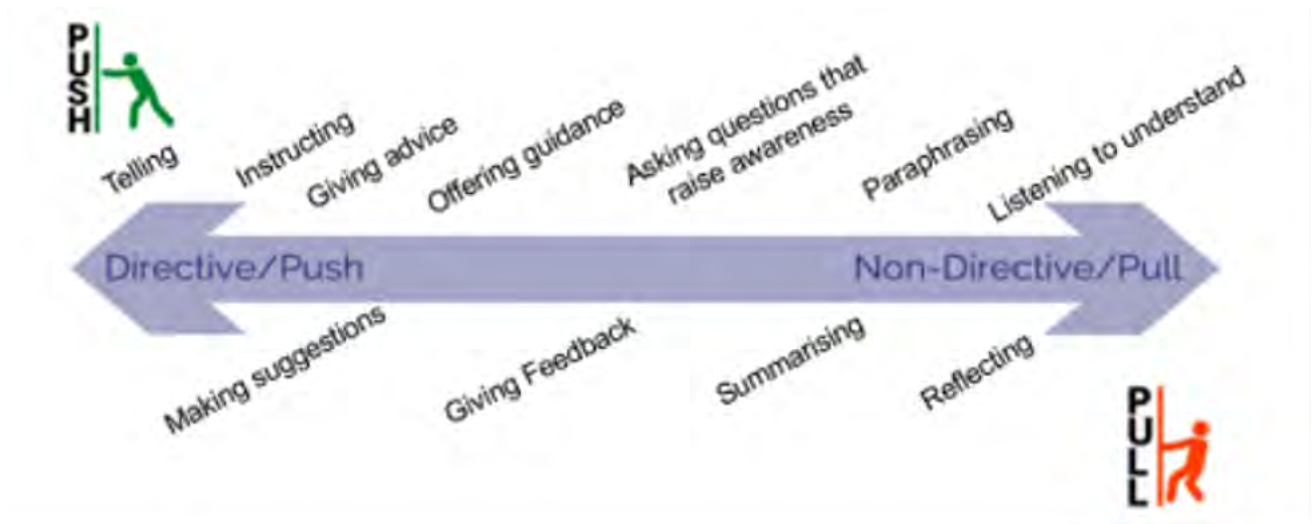
While pure coaching typically excludes elements like mentoring and direct instruction, Managers and Supervisors in organisations often find themselves juggling various roles when addressing day-to-day workplace challenges. As depicted in the diagram above, as a manager there will be occasions when you'll shift along the continuum and employ different approaches, which can be categorised as either 'push' or 'pull' methodologies. This may involve 'pushing' information in a more instructional manner, such as in mentoring, where advice is given, or adopting a 'pull' approach to extract information from employees through effective questioning and reflective techniques. Roles frequently overlap and may be present within a single interaction. While not every situation may lend itself to pure coaching, integrating coaching techniques can significantly enhance engagement, clarity, empowerment, and the sense of ownership in performance development scenarios within our organisation.

From Manager	To Coach
From trying to work out how to manage staff	To asking your staff how they are best managed
From 'You report to me'	To 'Tell me how I can help you'
From telling staff how to behave	To communicating expectations and being an exemplary role model
From controlling staff actions	To enabling them to take better actions
From solving all the problems	To facilitating staff to solve problems
From tip toeing around staff issues	To building relationships where you can have frank and open dialogue about issues
From telling staff what to do	To building initiative & self-directed action
From delegating tasks that simply get the job done	To giving staff challenging assignments that stretch them
From building a compliant culture low in drive and initiative	To building a learning culture where the strengths of employees are optimised, two way feedback and learning is the norm, and commitment to goals is fostered

University of South Australia

Leader as Coach

What are some important aspects/elements/roles of a Leader/Supervisor?

What are important aspects/elements/roles of a Coach?

Benefits to being a Leader as Coach

When might be these be?

Supervising with Coaching Skills

How to be a Coach Supervisor

- Verbalise the shift you are making in your leadership style – moving to a coaching paradigm.

- You could also choose to start the coaching conversation with the outcome already set. Normally in coaching, the coachee would set the agenda, however in a Supervisor/Leader role there are times when the outcome needs to be set by the Leader.

- Have clear key performance indicators.

- Ensure the coachee understands what is expected of them in their role.

- Ensure the coachee understands the vision & goals of the organisation.

Case Study

Scenario 1:

You are supervising Erin who has been pursuing a particular approach (action step) (planning an event, creating a report, writing a budget) for a number of weeks with little results. You are concerned that it will not get done by the deadline next week.

- How could you approach this as a supervisor coach?

- List key questions you could use

Scenario 2:

You are supervising Kate who had an inappropriate emotional outburst at a team meeting last week.

- How could you approach this as a supervisor coach?

- List keyquestions you could use

3.7 Role Overwhelm, Burnout, TEF, Q360 and Referrals

Role Overwhelm

Overwhelm: To be too much to deal with, to also cause someone to feel a sudden strong emotion. (Cambridge Dictionary)

A role encompasses defined behaviours, responsibilities, and expectations associated with a specific position or function within a social, professional, or personal context, providing a framework for individuals to understand their place and function within a larger system or group.

Role overwhelm extends beyond the realm of conventional stress, submerging individuals in a deluge of responsibilities and expectations specific to their roles. This inundation can lead to a sense of paralysis and a feeling of being trapped, even when the objectives within that role seem clear. Rational decision-making and emotional regulation become challenging under this immense pressure, often giving rise to apprehensions of falling short and experiencing profound sadness. Role overwhelm might be akin to "pre-emptive failure," as it not only affects one's mental state but can also manifest physically. This type of overwhelm can arise from a multitude of sources, be it an overwhelming workload within a specific role, the amalgamation of various roles, or when the demands of a role outstrip an individual's capacity to manage them effectively. It is particularly pronounced when confronted with an exhaustive list of role-related tasks and a plethora of expectations to fulfil.

1. What is the difference between roles (positions) and responsibilities (duties, tasks, functions, etc.)?

Each of us has many different roles or positions.

Some examples of job roles

- Father / mother; wife / husband; son / daughter

- Board member, sports team coach

- Sunday school teacher, Elder, committee member

- Community or professional roles

2. What are some examples of roles or positions we have?

Exercise

Coaching to Reduce Role Overwhelm

The first step is to get a picture of your various roles and positions:

1. Think of your own roles and positions.
2. As you think of other roles add them to the round bubble in the worksheet below or use a blank piece of paper.
3. Now choose (one) of these roles – start to brainstorm all the associated duties, tasks, or responsibilities and branch out from the bubble with the duties, tasks or responsibilities.

Duties, tasks and responsibilities
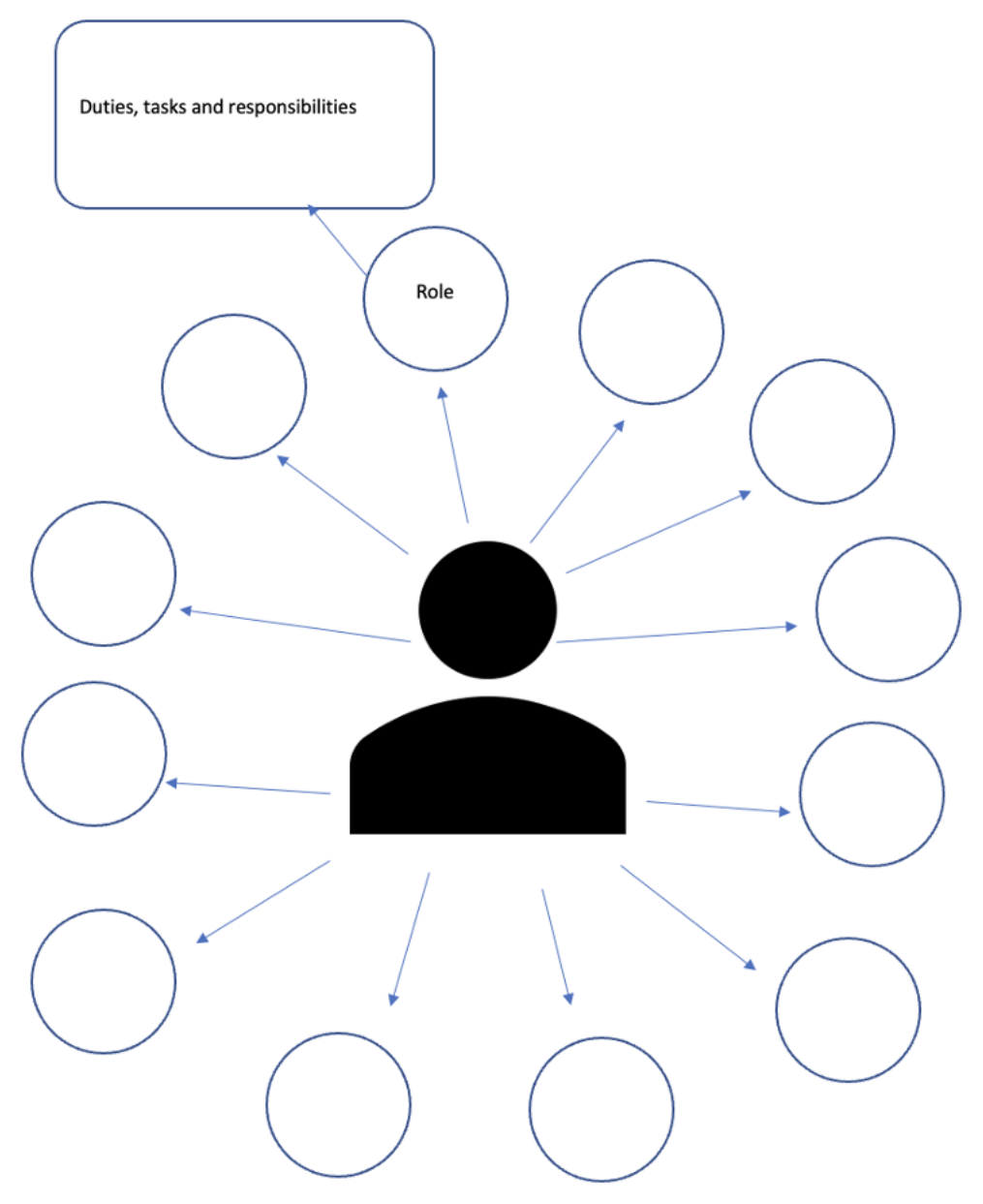
Role

360 Approach

Then sort the roles and responsibilities according to the needs of the coachee. Coach role overwhelm using the Q360 approach and sort from different angles (in bold).

Review your completed worksheet and answer the questions below?

- Take a look over your list of roles and responsibilities. Roughly how many do you have listed?

- What's missing?

- As you look at the list, what emotions do you feel?

- Are those emotions associated with any particular roles or responsibilities?

Q360 Questions

- Which areas cause you the most stress or are urgent?
- Which areas are the most important to your objectives?
- Which areas use most of your time?
- Which areas would you like to give most of your time to?
- Which most closely align with calling and giftedness?
- Which are most outside your calling and giftedness?
- Which areas need to be eliminated?
- Which need more attention?
- What other ways might you sort this list?

When there's some insight or awareness, work toward action steps. Get a couple actions steps and stop.
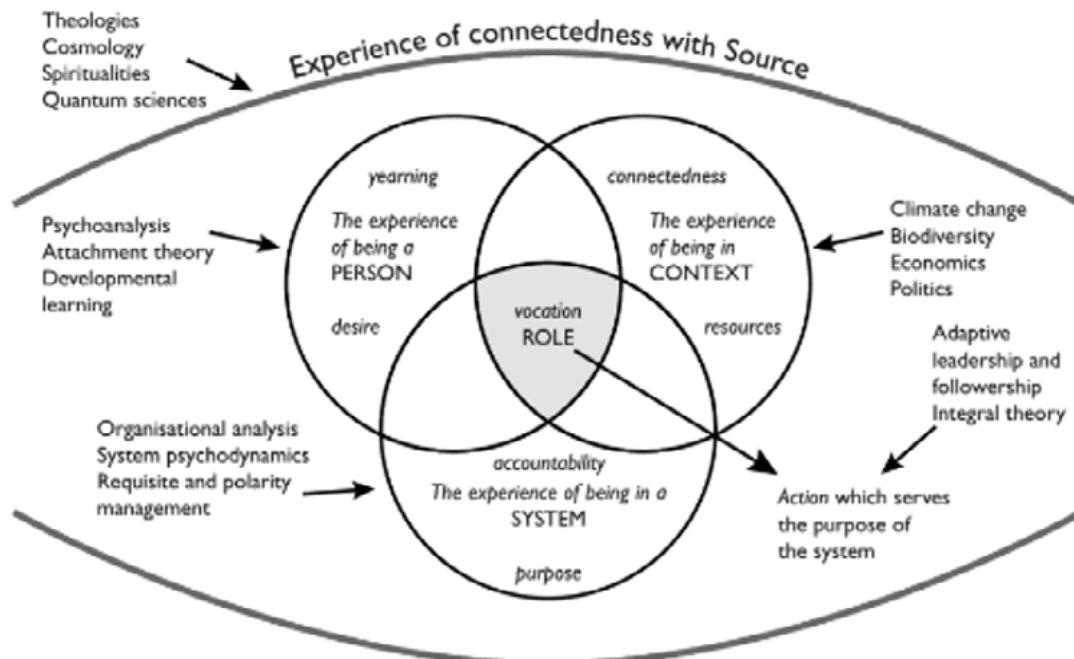
Transforming Experience Framework (TEF)

Figure 1.1. Transforming experience into authentic action through role (TEF).

"The transforming experience framework (TEF) explores how people can take authentic action through taking up role. Roles taken up at work, at home or in social contexts are situated at the intersection of four domains of experience: the experience of being a person (psychological), the experience of being in a system (e.g. the organisation, institution), the experience of being in a context (social, economic, political, global) and the experience of connectedness to source, that is the spiritual domain.

As a framework, rather than a theory, the TEF offers a dynamic facilitative tool. Workplace situations can be seen through systemic lens and dilemmas and problems can be approached in ways that avoid "personalisation" of issues. The framework focus on experiences, with the idea that experiences are filtered through different lenses." Susan Long

Burnout in Clients

Recognising potential burnout is a crucial skill in coaching. Timely intervention provides clients with the necessary tools to re-establish equilibrium in their personal and professional lives. Burnout can manifest in various ways, encompassing feelings of exhaustion, detachment, and difficulty in decision-making.

Supporting Clients with Burnout:

When you notice any of these signs in your clients, providing validation and acknowledgment is crucial. Assist them in pinpointing and prioritising their goals and values, and encourage the establishment of practical expectations and boundaries. Additionally, be prepared to refer them to other professionals or resources if necessary.

Preventing Burnout in Yourself:

As a coach, safeguarding your own well-being is vital in preventing burnout. Pay heed to any indications or symptoms, effectively manage your workload and schedule, seek constructive feedback and supervision, and cultivate a supportive network of peers and mentors. Engage in self-care practices, including ensuring adequate rest, nutrition, and hydration, and incorporate activities like meditation, therapy, and personal and professional development for sustained success in your coaching journey.

Burnout Self-Test
Maslach Burnout Inventory (MBI)

The Maslach Burnout Inventory (MBI) is the most commonly used tool to self-assess whether you might be at risk of burnout. To determine the risk of burnout, the MBI explores three components: exhaustion, depersonalization and personal achievement. While this tool may be useful, it must not be used as a scientific diagnostic technique, regardless of the results. The objective is simply to make you aware that anyone may be at risk of burnout. *(Thank you to the Association des médecins vétérinaires (AMVQ) en pratique des petits animaux for providing us with a copy of this tool).*

For each question, indicate the score that corresponds to your response. Add up your score for each section and compare your results with the scoring results interpretation at the bottom of this document.

Questions	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
SECTION A	**0**	**1**	**2**	**3**	**4**	**5**	**6**
I feel emotionally drained by my work.							
Working with people all day long requires a great deal of effort.							
I feel like my work is breaking me down.							
I feel frustrated by my work.							
I feel I work too hard at my job.							
It stresses me too much to work in direct contact with people.							
I feel like I'm at the end of my rope.							
Total score – SECTION A							

Questions	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
SECTION B	**0**	**1**	**2**	**3**	**4**	**5**	**6**
I feel I look after certain patients/clients impersonally, as if they are objects.							
I feel tired when I get up in the morning and have to face another day at work.							
I have the impression that my patients/clients make me responsible for some of their problems.							
I am at the end of my patience at the end of my work day.							
I really don't care about what happens to some of my patients/clients.							
I have become more insensitive to people since I've been working.							
I'm afraid that this job is making me uncaring.							
Total score – SECTION B							

Questions	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
SECTION C	**0**	**1**	**2**	**3**	**4**	**5**	**6**
I accomplish many worthwhile things in this job.							
I feel full of energy.							
I am easily able to understand what my patients/clients feel.							
I look after my patients'/clients' problems very effectively.							
In my work, I handle emotional problems very calmly.							
Through my work, I feel that I have a positive influence on people.							
I am easily able to create a relaxed atmosphere with my patients/clients.							
I feel refreshed when I have been close to my patients/clients at work.							
Total score – SECTION C							

SCORING RESULTS - INTERPRETATION

Section A: Burnout
Burnout (or depressive anxiety syndrome): Testifies to fatigue at the very idea of work, chronic fatigue, trouble sleeping, physical problems. For the MBI, as well as for most authors, "exhaustion would be the key component of the syndrome." Unlike depression, the problems disappear outside work.
- Total 17 or less: Low-level burnout
- Total between 18 and 29 inclusive: Moderate burnout
- Total over 30: High-level burnout

Section B: Depersonalization
"Depersonalization" (or loss of empathy): Rather a "dehumanization" in interpersonal relations. The notion of detachment is excessive, leading to cynicism with negative attitudes with regard to patients or colleagues, feeling of guilt, avoidance of social contacts and withdrawing into oneself. The professional blocks the empathy he can show to his patients and/or colleagues.
- Total 5 or less: Low-level burnout
- Total between 6 and 11 inclusive: Moderate burnout
- Total of 12 and greater: High-level burnout

Section C: Personal Achievement
The reduction of personal achievement: The individual assesses himself negatively, feels he is unable to move the situation forward. This component represents the demotivating effects of a difficult, repetitive situation leading to failure despite efforts. The person begins to doubt his genuine abilities to accomplish things. This aspect is a consequence of the first two.
- Total 33 or less: High-level burnout
- Total between 34 and 39 inclusive: Moderate burnout
- Total greater than 40: Low-level burnout

A high score in the first two sections and a low score in the last section may indicate burnout.

Note: Different people react to stress and burnout differently. This test is not intended to be a scientific analysis or assessment. The information is not designed to diagnose or treat your stress or symptoms of burnout. Consult your medical doctor, counselor or mental health professional if you feel that you need help regarding stress management or dealing with burnout.

3.8 Team and Group Coaching

Group Coaching

Group coaching refers to a collaborative coaching approach where a coach works with a small group of individuals who share common goals or objectives. The coach facilitates discussions, provides guidance, and supports the group members in achieving their individual and collective aspirations.

Team Coaching

Team coaching involves working with an intact team within an organisation. The focus is on improving the team's collective performance, collaboration, and achieving specific organisational objectives. The coach assists team members in developing their collective strengths and addressing any challenges they may face as a unit.

Key distinctions between the two

The main distinction between group coaching and team coaching lies in the composition of the participants. In group coaching, individuals may have different goals and come from various backgrounds, while team coaching centres around a specific, pre-existing team within an organisation. Group coaching often involves a more diverse mix of participants, whereas team coaching targets a specific, established group working toward a common organisational goal.

Benefits of Team Coaching

Enhanced Communication and Collaboration: Team coaching fosters open communication and strengthens collaboration among team members, leading to more effective and efficient work processes.

Clearer Roles and Responsibilities: It helps clarify individual roles and responsibilities within the team, reducing confusion and ensuring that each member knows what is expected of them.

Improved Problem-Solving Skills: Team coaching cultivates critical thinking and problem-solving abilities, enabling teams to tackle challenges more effectively and develop innovative solutions.

Increased Accountability and Ownership: Team members become more accountable for their actions, leading to higher performance standards and a greater sense of ownership over the team's outcomes.

Positive Organisational Impact: Strong, well-functioning teams contribute significantly to the overall success and performance of the organisation, driving positive outcomes and results.

Examples of Team Coaching:

Example 1: New Project Integration for Cross-Functional Teams

Description: Coaching sessions to help cross-functional teams integrate and align efforts on a new project, ensuring smooth collaboration and achievement of project goals.

Example 2: Leadership Transition Coaching for New Managers

Description: Coaching program designed to support new managers in understanding their team dynamics, setting clear expectations, and building strong leadership skills.

Example 3: Conflict Resolution and Collaboration for Interdepartmental Teams

Description: Tailored coaching sessions for interdepartmental teams to address conflicts constructively and promote a culture of mutual respect and cooperation.

Example 4: Strategic Planning and Goal Setting for Executive Teams

Description: Team coaching sessions focused on defining purpose, setting strategic goals, and establishing key performance indicators to guide the executive team's decision-making process.

Example 5: Culture and Values Alignment for Merged Teams.

Description: Coaching program aimed at aligning the cultures and values of teams following a merger or organisational change, ensuring a cohesive and productive work environment.

Exercise

Team Meeting Coaching

Team Coach:

Working through the Coach model:

- What might be some connect questions with this team?

- What could be some good outcome questions for this team?

- What might be some good awareness questions to ask in the team environment to help the team understand the awareness of all parties involved?

- How might the team move forward if there is no common ground within the group because of the friction of the crisis?

Role Play Case Study

"Revitalising Hope Community Project"

You are a team coach working with a Christian youth group embarking on the "Revitalising Hope Community Project." This ambitious endeavour involves revitalising a struggling local community centre. The team is composed of eight passionate members, each bringing their own expertise, personality, and spiritual journey to the table. They face the challenge of transforming the centre with limited resources and a tight timeline.

Team Members:

- Sophia (Domineering): An articulate communicator with a background in public relations. She tends to be assertive and outspoken, often taking charge in discussions.
- Elijah (Experienced): A skilled carpenter with prior experience in community projects. He's confident in his abilities but can sometimes be reserved in expressing his ideas.
- Olivia (Strategic Planner): A strategic thinker and planner, experienced in project management and logistics. She prefers methodical planning and considers all angles before making decisions.
- Isaac (Compassionate Counsellor): A compassionate counsellor committed to creating a safe and welcoming environment for the community. He's a good listener and tends to be empathetic and patient.
- Grace (Creative Visionary): A talented artist who envisions using visual arts to inspire and uplift those who visit the centre. She's passionate about her ideas and expresses them with enthusiasm.
- Nathan (Tech Enthusiast): A tech-savvy member eager to implement innovative technology solutions for the centres programs. He's confident in his technological expertise and often proposes tech-driven solutions.
- Abigail (Quiet Reflective): A gifted musician and worship leader. Abigail tends to be more introspective and reflective, preferring to think deeply before offering her insights.
- David (Experienced Chef): An experienced chef and nutritionist, dedicated to establishing a healthy eating program for visitors. He brings practical culinary knowledge and tends to be down-to-earth

Objectives:

- Transform the community centre into a vibrant, welcoming space that meets the diverse needs of the local residents.
- Establish programs and activities that promote personal growth, community building, and spiritual nourishment.
- Create a sustainable model for the centre's operations, ensuring long-term impact and outreach.

Roleplay Guidelines:

- Encourage team members to draw on their unique skills, experiences, and spiritual gifts to contribute to the project.
- Foster open dialogue, active listening, and collaborative decision-making throughout the planning and execution process.
- Keep Christ at the centre of all discussions and actions, seeking His guidance and wisdom in every step.

Additional Information:

- The community centre has limited existing resources, requiring creativity and resourcefulness in the renovation process.
- The local community is diverse, comprising families, young adults, and seniors, each with their own unique needs and preferences.
- The project is a testament to the youth group's commitment to embodying Christ's love and serving as a beacon of hope in the community.

Benefits of Group Coaching

Clients participating in group coaching not only gain from the coaching process itself but also from the collective wisdom shared among peers.

This collaborative learning experience is often just as valuable as the direct interaction with the coach. Many clients find that being part of a group coaching setting allows them to feel less pressured, offering more time for introspection and the assimilation of insights. Skilled group coaches create a robust framework for the coaching process to organically unfold.

Coaches may discover that group coaching is an efficient way to optimise their time and resources. It allows them to assist more clients within a shorter timeframe, potentially at a more accessible price point per person. Consequently, group coaching can serve as a step in a coach's sales funnel, guiding group participants towards higher-priced individual coaching sessions.

Organisations can reap the benefits of the scalable nature of group coaching, fostering communication across corporate divisions or among members in different areas of the organisation. Over time, these connections form a valuable network spanning the entire organisation.

Group coaching can also serve as a post-training support, aiding learners in applying and integrating their newfound knowledge, thereby establishing a sustained accountability structure.

Examples of Group Coaching:

Example 1: Female Leaders' Work-Life Exploration

Description: Ongoing in-person sessions for female leaders, addressing work-life balance and leadership challenges.

Example 2: Virtual Coaching for New Leaders

Description: Monthly virtual sessions for new leaders following leadership training.

Example 3: Business Owners' Three-Month Program

Description: Bi-weekly virtual sessions for business owners, combining group and individual coaching.

Example 4: Confidence Building for Graduates

Description: Six-week intensive in-person coaching for graduates, focusing on confidence.

Example 5: Parent's Faith and Parenting Journey

Description: Bi-weekly virtual sessions for parents, integrating faith and parenting discussions.

Example 6: Creative Professionals' Program

Description: In-person sessions for creatives, exploring personal and professional growth.

Example 7: Book Club:

Description: Group coaching program entered around reading and discussing literature.

ICF Team Coaching Competencies: Moving Beyond One-to-One Coaching

Introduction

Due to the desire for teams to perform well, consistently and over a long period of time, ongoing team development is necessary. As a result, team coaching is growing rapidly. Team coaching is an experience that allows a team to work towards sustainable results and ongoing development. It is becoming an increasingly important intervention in corporate environments as high team performance requires aligning toward goals, remaining innovative, and adapting quickly to internal and external changes. Team coaching exists under this umbrella of team development, along with the following modalities: team building, team training, team consulting, team mentoring, team facilitation, and team coaching. These modalities are further compared in Figure 1.

To develop a set of team coaching competencies, ICF designed a rigorous, evidence-based research project. The aim of this study was to determine which Knowledge, Skills, Abilities, and Other characteristics (KSAO) team coaches use in addition to the ICF Core Competencies. The following activities were undertaken:

- A comprehensive literature review,
- Development of team coaching critical incidents,
- Task, and KSAO virtual workshops to garner an understanding of the experience of team coaching and how it differs from one-to-one coaching,
- Semi-structured interviews to understand how team coaches experience coaching engagements and what team coaching means to them as a profession,
- A global survey to determine the importance of specific team coaching tasks and KSAOs and their relationship to facilitation, and
- Competency model workshops to review all of the job analysis data.

Caution should be applied when considering integrating team coaching with team training, consulting, or mentoring. These three modalities are quite directive and therefore distinct from team coaching. Some team coaches feel that these three modalities should not be undertaken by the team coach, since doing so may cause confusion with the team and inhibit the coach's ability to function well as a coach. Nevertheless, from the data, it is clear that team coaches frequently wander into facilitation mode in order to promote dialogue amongst the team members. Facilitation is about enhancing communication and achieving clarity; the work remains on the surface and does not delve into an analysis of the team dynamics. Team coaching goes deeper than facilitation—exploring the subsurface dynamics of individual team member personalities, sub-groups, and how they might affect team performance. There may not be a crisp distinction between team coaching and facilitation. Rather, there may be a continuum between facilitation and coaching, and a good team coach may work seamlessly anywhere along this continuum.

Because team coaching is multi-faceted, team coaches must also have a significantly broader knowledge base when working with teams than with individuals. They need to have an understanding of how to identify and resolve conflict, recognize power dynamics within the team, understand what is required for high performing teams, know how to build team cohesion, develop rules and norms, encourage participation and contribution by all, and promote team autonomy and sustainability. In individual, one-to-one coaching, coaches are frequently careful when shifting to a modality other than coaching. In team coaching, that distinction between the various modalities may not be so apparent. It is up to the individual coach to decide how much information to share regarding the different modalities with the client. Due to the complexity of team dynamics and factors that affect their performance, team coaches often must be more directive than when working with clients one-to-one. Supervision is also more important for team coaches due to the complexity of the work and ease with which a team coach can get mired in internal team dynamics.

Figure 1. Team development modalities

	Team Development					
	Longer term, involves many modalities, many topics					
	Team Building	**Team Training**	**Team Consulting**	**Team Mentoring**	**Team Facilitation**	**Team Coaching**
Time Frame	Short, 1-5 days	Short, 1-5 days	Widely variable	Staccato, hours over a long period of time	Short, 1-5 days	Longer term, months
Process	Exercises	Work with the team through a curriculum of material	Consultant shares expertise	Mentor shares	Facilitate dialog	Team and coach partner
Growth Area	Enhanced relationships	New knowledge or skill	Additional insights	New knowledge	Clarity	Achieved goals; Team sustainability
Team Dynamics; Conflict Resolution	Minimal	Minimal	Minimal, advisory	Minimal	Minimal	Integral
Expert; Ownership	Instructor	Trainer	Consultant	Mentor	Facilitator and team	Team

Team coaches may use additional modalities beyond coaching when necessary. This may be done overtly or discreetly.

ICF Team Coaching Competencies: Extending the
Core Competencies Framework

This document provides the additional knowledge and skills a professional coach must have to effectively engage in team coaching practice, which ICF defines as partnering in a co-creative and reflective process with a team and its dynamics and relationships in a way that inspires them to maximize their abilities and potential in order to reach their common purpose and shared goals.

The ICF Team Coaching Competencies support a team coach practitioner in understanding the distinct knowledge, skills, and tasks required for working with teams. At the core of this practice, however, remains the ICF Core Competencies, which provide the foundation for all coaching practice.

Each element of the ICF Team Coaching Competency model is organized in alignment with the structure of the ICF Core Competencies. Reference is made to the ICF Core Competency or sub-competency, along with guidance on any contextual nuances, dynamics, or additions necessary for team coaching practice. While no new competencies are required for team coaching beyond the eight ICF Core Competencies, several new sub-competencies are necessary to be effective team coach practitioners. The following table provides the additions for team coaching, those required beyond the ICF Core Competency Model.

A critical distinction between the ICF Core Competencies and the ICF Team Coaching Competencies is the nature of the client. While the use of the term "client" in the ICF Core Competencies often represents an individual, the client in a team coaching context is a team as a single entity, comprising multiple individuals. When applied alongside the Team Coaching Competencies in a team coaching context, however, the term "client" in the Core Competencies represents the team, rather than an individual.

The following pages will break down each of the Team Coaching Competencies as they relate to the ICF Core Competencies—first by sharing the background of each competency, and second by showing a visual representation of how the two competency models work together.
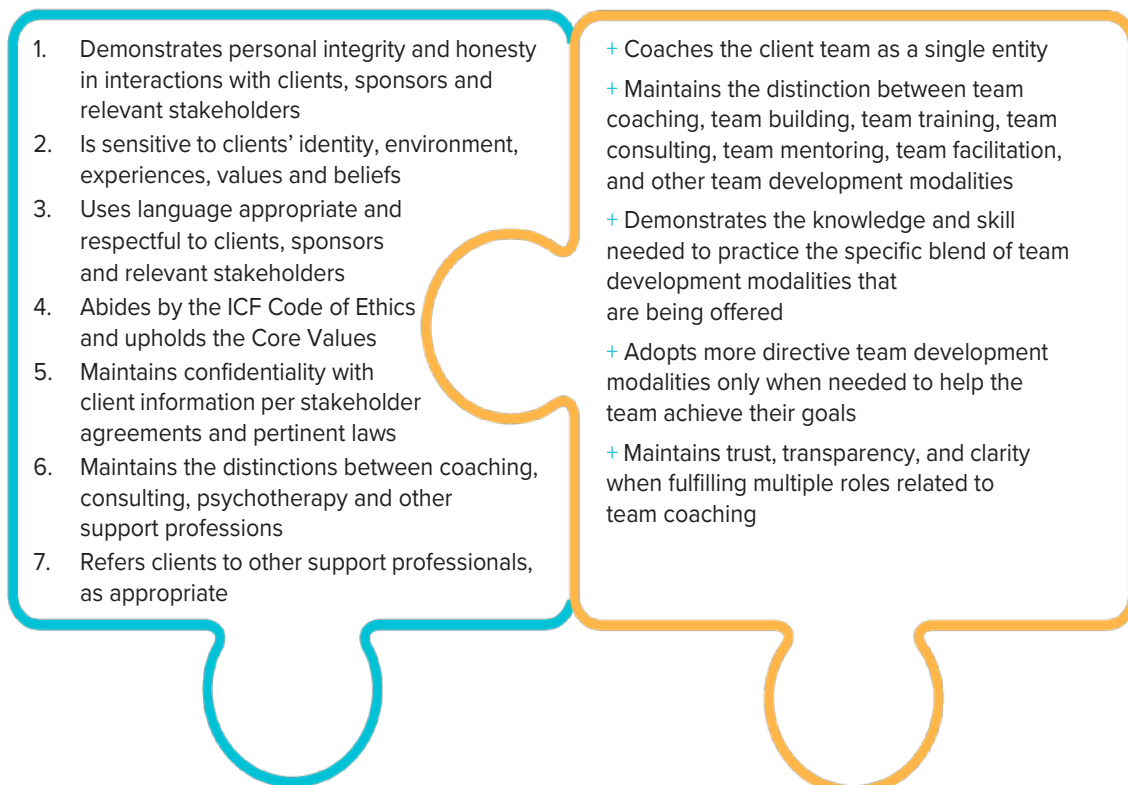
Competency 1: Demonstrates Ethical Practice

Definition: Understands and consistently applies coaching ethics and standards of coaching.

ICF Team Coaching Competency Supplements to the ICF Core Competencies	Background
+ Coaches the client team as a single entity	The client for a team coach is the team as a single entity. A team is made up of individual team members and each one must be heard and play an integral role in team discussions. Further, the team coach must remain objective in all interactions with team members, sponsors, and relevant stakeholders. The team coach should not be perceived as taking sides with any subgroups or individual members of the team, should remain open to what is emerging in the sessions, and should be completely honest in all dealings with the team. Discussions with individual team members will need to remain confidential to the team coach and team member unless the team member allows disclosure of information to others and as per the team coaching agreement.
+ Maintains the distinction between team coaching, team building, team training, team consulting, team mentoring, team facilitation, and other team development modalities	Team development can involve many modalities, including team coaching, team building, team training, team consulting, team mentoring, and team facilitation. The team coach should partner with other experts when the demands of a specific team coaching engagement warrant or when specific knowledge and skill levels are required. While the distinction between these modalities may not always need to be highlighted, caution must be applied if interventions beyond coaching are undertaken. Team coaches may need to refer clients to many types of professionals and also receive assistance from a co-coach, a supervisor, or other team development professionals.
+ Demonstrates the knowledge and skill needed to practice the specific blend of team development modalities that are being offered	A team coach is sufficiently skilled to competently practice all of the team development modalities that the team coach is offering as part of a team coaching engagement.

ICF Team Coaching Competency Supplements to the ICF Core Competencies	Background
+ Adopts more directive team development modalities only when needed to help the team achieve their goals	In general, there are more times when a team coach will need to be directive than when working with a client on a one-to-one basis. These instances, however, should remain limited to those opportunities that require a directive approach to bring awareness to growth areas for the team and to help them understand the team coaching process. They may be critical moments in team coaching sessions, pointing out positive and negative team dynamics, and introducing ways to move forward. These moments of being directive should broaden, rather than narrow, the team's perspective on their current situation.
+ Maintains trust, transparency, and clarity when fulfilling multiple roles related to team coaching	In the event that a team coach offers multiple team development modalities, the coach must be clear about these different roles and how one role may affect another.

Integrating the ICF Core and Team Coaching Competencies: Demonstrates Ethical Practice

1. Demonstrates personal integrity and honesty in interactions with clients, sponsors and relevant stakeholders
2. Is sensitive to clients' identity, environment, experiences, values and beliefs
3. Uses language appropriate and respectful to clients, sponsors and relevant stakeholders
4. Abides by the ICF Code of Ethics and upholds the Core Values
5. Maintains confidentiality with client information per stakeholder agreements and pertinent laws
6. Maintains the distinctions between coaching, consulting, psychotherapy and other support professions
7. Refers clients to other support professionals, as appropriate

+ Coaches the client team as a single entity

+ Maintains the distinction between team coaching, team building, team training, team consulting, team mentoring, team facilitation, and other team development modalities

+ Demonstrates the knowledge and skill needed to practice the specific blend of team development modalities that are being offered

+ Adopts more directive team development modalities only when needed to help the team achieve their goals

+ Maintains trust, transparency, and clarity when fulfilling multiple roles related to team coaching

Competency 2: Embodies a Coaching Mindset

Definition: Develops and maintains a mindset that is open, curious, flexible and client-centered.

ICF Team Coaching Competency Supplements to the ICF Core Competencies	Background
+ Engages in coaching supervision for support, development, and accountability when needed	It could be easy for a team coach to become entangled in the team dynamics and become unaware of issues that should be addressed. Because of this, team coaches should be working with a coaching supervisor. Team coaching can be much more intense than one-to-one coaching given the input from many team members at once. Supervision uses reflection on past events, awareness of the coach's part in those past moments or the present moment, and the effect it has on the coach's behavior. A supervisor is an excellent resource for a team coach as an impartial observer and aid to the reflective practice and its part in the team coaching process.
+ Remains objective and aware of team dynamics and patterns	Teams are made up of individuals who have unique personalities, knowledge, skills, and motivations. The combination of these individuals working together will bring about many dynamics of power, control, expertise, and disparate goals. The team coach must be aware of and alert to how these dynamics might play out in team interactions, the team's agenda, internal disputes, beliefs, alliances, and must remain objective at all times.

Integrating the ICF Core and Team Coaching Competencies: Embodies a Coaching Mindset

1. Acknowledges that clients are responsible for their own choices
2. Engages in ongoing learning and development as a coach
3. Develops an ongoing reflective practice to enhance one's coaching
4. Remains aware of and open to the influence of context and culture on self and others
5. Uses awareness of self and one's intuition to benefit clients
6. Develops and maintains the ability to regulate one's emotions
7. Mentally and emotionally prepares for sessions
8. Seeks help from outside sources when necessary

+ Engages in coaching supervision for support, development, and accountability when needed

+ Remains objective and aware of team dynamics and patterns

Competency 3: Establishes and Maintains Agreements

Definition: Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans and goals. Establishes agreements for the overall coaching engagement as well as those for each coaching session.

ICF Team Coaching Competency Supplements to the ICF Core Competencies	Background
+ Explains what team coaching is and is not, including how it differs from other team development modalities	It is important for the team coach to highlight the difference between team coaching and other team development modalities. Given the unique nature of individuals' personalities, teams may need to be very intentional about the process to determine team and team coach compatibility.
+ Partners with all relevant parties, including the team leader, team members, stakeholders, and any co-coaches to collaboratively create clear agreements about the coaching relationship, processes, plans, development modalities, and goals	The team coaching agreement must be agreeable to all parties, including the individual team members and the co-coach, when working with one, as well as sponsors, as appropriate. Confidentiality regarding what takes place in team coaching sessions should be addressed, as well as private discussions between the team coach and individual team members. It is also important to consider the role and extent to which the organization's culture, mission, and overall context influences the team coaching engagement.
+ Partners with the team leader to determine how ownership of the coaching process will be shared among the coach, leader, and team	One of the purposes of team coaching is to help build a sustainable team that does not require the presence of the coach to maintain forward momentum. While the team coaching process may initially be directed by the coach, agreement should be reached as to how the ownership is gradually turned over to the team leader and the team as a collective.

Integrating the ICF Core and Team Coaching Competencies: Establishes and Maintains Agreements

1. Explains what coaching is and is not and describes the process to the client and relevant stakeholders
2. Reaches agreement about what is and is not appropriate in the relationship, what is and is not being offered, and the responsibilities of the client and relevant stakeholders
3. Reaches agreement about the guidelines and specific parameters of the coaching relationship such as logistics, fees, scheduling, duration, termination, confidentiality and inclusion of others
4. Partners with the client and relevant stakeholders to establish an overall coaching plan and goals
5. Partners with the client to determine client-coach compatibility
6. Partners with the client to identify or reconfirm what they want to accomplish in the session
7. Partners with the client to define what the client believes they need to address or resolve to achieve what they want to accomplish in the session
8. Partners with the client to define or reconfirm measures of success for what the client wants to accomplish in the coaching engagement or individual session
9. Partners with the client to manage the time and focus of the session
10. Continues coaching in the direction of the client's desired outcome unless the client indicates otherwise
11. Partners with the client to end the coaching relationship in a way that honors the experience

+ Explains what team coaching is and is not, including how it differs from other team development modalities

+ Partners with all relevant parties, including the team leader, team members, stakeholders, and any co-coaches to collaboratively create clear agreements about the coaching relationship, processes, plans, development modalities, and goals

+ Partners with the team leader to determine how ownership of the coaching process will be shared among the coach, leader, and team
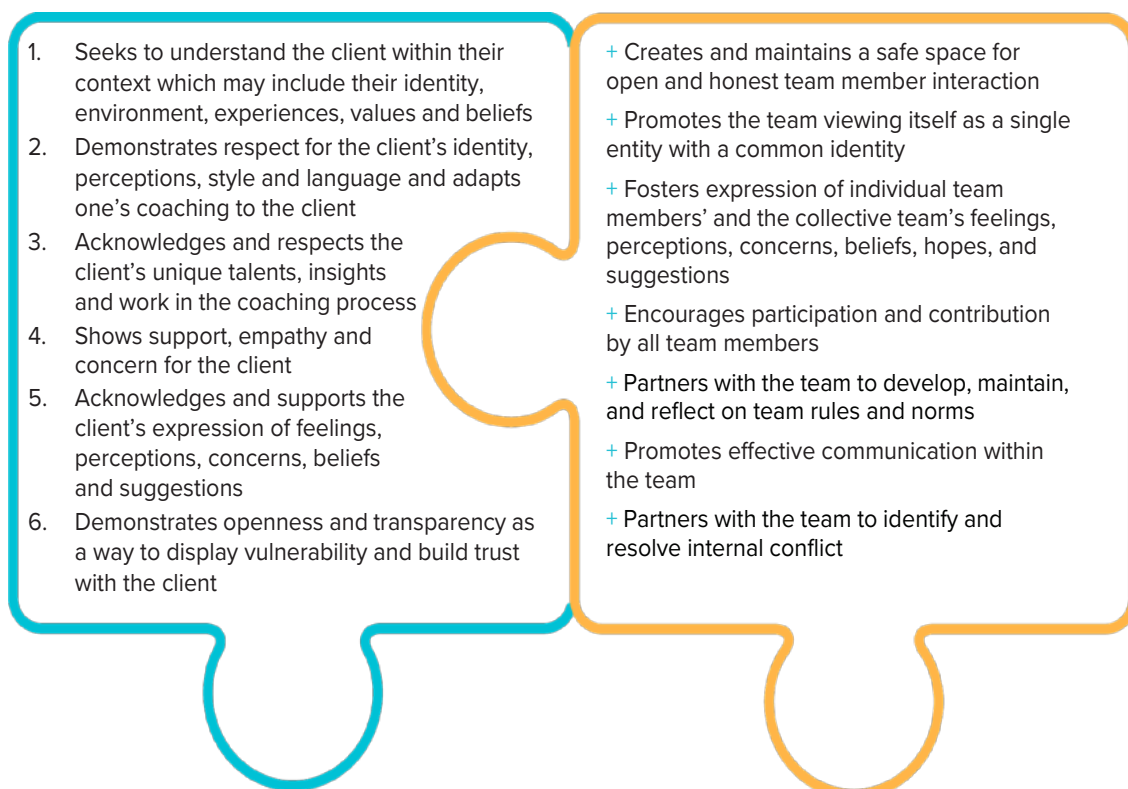
Competency 4: Cultivates Trust and Safety

Definition: Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust.

ICF Team Coaching Competency Supplements to the ICF Core Competencies	Background
+ Creates and maintains a safe space for open and honest team member interaction	In order for each team member to participate freely and meaningfully, the team coach must build a safe space within which each team member feels free to disagree with teammates or raise sensitive topics. When working with an individual client, the coach is aware and respectful of the client's cultural context. In team coaching the team may have its own culture, which is a variant of the organization's culture and may add an additional layer of complexity to the engagement.
+ Promotes the team viewing itself as a single entity with a common identity	An element of team sustainability is the perspective of each member that the team is a single, high-performing unit. The team coach should consistently promote team identity and self-sufficiency.
+ Fosters expression of individual team members' and the collective team's feelings, perceptions, concerns, beliefs, hopes, and suggestions	The team coach may need to encourage team members to speak freely in team meetings to share their individual feelings, perceptions, concerns, beliefs, hopes, and suggestions. It is also important for the coach to understand and clarify the collective feelings, perceptions, concerns, beliefs, and hopes of the team.
+ Encourages participation and contribution by all team members	It is important to get the full benefit from the knowledge and skill of each team member.
+ Partners with the team to develop, maintain, and reflect on team rules and norms	Rules and norms can help teams to be more productive and perform at a higher level. Clarification and codification of these rules and norms can also help a team to be more self-sustainable.

ICF Team Coaching Competency Supplements to the ICF Core Competencies	Background
+ Promotes effective communication within the team	Good communication amongst team members can often be challenging, however, a good flow of information is vital to team success. The team coach should ensure that communication from individual members of the team is directed to the team and consistently redirects communication within the team when it is directed to the coach.
+ Partners with the team to identify and resolve internal conflict	It is inevitable that there will be some conflict within every team. It is important to bring all conflict to the surface and deal with it in a constructive manner that promotes learning and growth.

Integrating the ICF Core and Team Coaching Competencies: Cultivates Trust and Safety

1. Seeks to understand the client within their context which may include their identity, environment, experiences, values and beliefs
2. Demonstrates respect for the client's identity, perceptions, style and language and adapts one's coaching to the client
3. Acknowledges and respects the client's unique talents, insights and work in the coaching process
4. Shows support, empathy and concern for the client
5. Acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs and suggestions
6. Demonstrates openness and transparency as a way to display vulnerability and build trust with the client

+ Creates and maintains a safe space for open and honest team member interaction

+ Promotes the team viewing itself as a single entity with a common identity

+ Fosters expression of individual team members' and the collective team's feelings, perceptions, concerns, beliefs, hopes, and suggestions

+ Encourages participation and contribution by all team members

+ Partners with the team to develop, maintain, and reflect on team rules and norms

+ Promotes effective communication within the team

+ Partners with the team to identify and resolve internal conflict

Competency 5: Maintains Presence

Definition: Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident.

ICF Team Coaching Competency Supplements to the ICF Core Competencies	Background
+ Uses one's full range of sensory and perceptual abilities to focus on what is important to the coaching process	The team coach will often be overloaded with information, necessitating full sensory awareness and perception of what is happening in the room throughout the coaching engagement.
+ Uses a co-coach when agreed to by the team and sponsors and when doing so will allow the team coach to be more present in the team coaching session	Working with a co-coach can take pressure off the singular team coach, given the significant amount of information emerging during team coaching sessions. A co-coach can help to observe team dynamics, team and individual behavior patterns, provide alternative perspectives, and model team behavior.
+ Encourages team members to pause and reflect how they are interacting in team coaching sessions	Encouraging team members to pause and reflect begins the reflective practice work for a team. The team coach can then follow through with raising awareness of their own actions, subsequent behaviors, and potential improvements in the moment or in future team interactions.
+ Moves in and out of the team dialogue as appropriate	Since one of the objectives of team coaching is for the team to become self-sufficient, the team coach should enter into the dialogue only as necessary to enhance the team process and performance. The team coach should be present for the team as a whole and at the same time for each individual. This can be a challenge at moments of high intensity and when many team members are involved.

Integrating the ICF Core and Team Coaching Competencies: Maintains Presence

1. Remains focused, observant, empathetic and responsive to the client
2. Demonstrates curiosity during the coaching process
3. Manages one's emotions to stay present with the client
4. Demonstrates confidence in working with strong client emotions during the coaching process
5. Is comfortable working in a space of not knowing
6. Creates or allows space for silence, pause or reflection

+ Uses one's full range of sensory and perceptual abilities to focus on what is important to the coaching process

+ Uses a co-coach when agreed to by the team and sponsors and when doing so will allow the team coach to be more present in the team coaching session

+ Encourages team members to pause and reflect how they are interacting in team coaching sessions

+ Moves in and out of the team dialogue as appropriate

Competency 6: Listens Actively

Definition: Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression.

ICF Team Coaching Competency Supplements to the ICF Core Competencies	Background
+ Notices how the perspectives shared by each team member relate to other team members' views and the team dialogue	It is important for team members to listen and communicate well for shared understanding and subsequent high performance. Exploring below the surface of what is being said often allows a deeper meaning and understanding to emerge. This can help to resolve conflict and enhance innovation and problem-solving sessions.
+ Notices how each team member impacts the collective team energy, engagement, and focus	A team coach can greatly enhance team performance by bringing to light individual team member behaviors that add to and take away from team momentum, engagement, creativity, and focus.
+ Notices verbal and non-verbal communication patterns among team members to identify potential alliances, conflicts, and growth opportunities	Observing, understanding, and enhancing team dynamics may be significant factors in improving team performance. Team coaches must be able to observe the subtlety of team dynamics evident from verbal and non-verbal communication.
+ Models confident, effective communication and collaboration when working with a co-coach or other experts	Fluid communication amongst team members is essential for high performance. Team coaches can model this behavior when working with a co-coach and other experts.
+ Encourages the team to own the dialogue	Team members may tend to direct communication to the team coach, especially at the beginning of team coaching engagements. In order to enhance sustainability, team coaches should consistently turn the dialogue inward, back to the team. Making choices as a team can be complex. Data may need to come from many team members, bringing the elements of trust and expertise into play. The team must decide how to process data and how to make decisions. Although helping a team to work through such issues may be more aligned with team facilitation, the process of getting the team to become self-sufficient is a team coaching function.

Integrating the ICF Core and Team Coaching Competencies: Listens Actively

1. Considers the client's context, identity, environment, experiences, values and beliefs to enhance understanding of what the client is communicating
2. Reflects or summarizes what the client communicated to ensure clarity and understanding
3. Recognizes and inquires when there is more to what the client is communicating
4. Notices, acknowledges and explores the client's emotions, energy shifts, non-verbal cues or other behaviors
5. Integrates the client's words, tone of voice and body language to determine the full meaning of what is being communicated
6. Notices trends in the client's behaviors and emotions across sessions to discern themes and patterns

+ Notices how the perspectives shared by each team member relate to other team members' views and the team dialogue

+ Notices how each team member impacts the collective team energy, engagement, and focus

+ Notices verbal and non-verbal communication patterns among team members to identify potential alliances, conflicts, and growth opportunities

+ Models confident, effective communication and collaboration when working with a co-coach or other experts

+ Encourages the team to own the dialogue

Competency 7: Evokes Awareness

Definition: Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy.

ICF Team Coaching Competency Supplements to the ICF Core Competencies	Background
+ Challenges the team's assumptions, behaviors, and meaning-making processes to enhance their collective awareness or insight	A team composed of many individuals brings a multitude of assumptions, experiences, behaviors, and meaning-making processes to the collective effort. The diversity in these factors, if left unchecked, can lead to team dysfunction, but if harnessed properly, they can greatly enhance team performance.
+ Uses questions and other techniques to foster team development and facilitate the team's ownership of their collective dialogue	Just as in one-to-one coaching, questions and other techniques should be used to enhance team development, but in team coaching the work should also foster internal team dialogue and processing.

Integrating the ICF Core and Team Coaching Competencies: Evokes Awareness

1. Considers client experience when deciding what might be most useful
2. Challenges the client as a way to evoke awareness or insight
3. Asks questions about the client, such as their way of thinking, values, needs, wants and beliefs
4. Asks questions that help the client explore beyond current thinking
5. Invites the client to share more about their experience in the moment
6. Notices what is working to enhance client progress
7. Adjusts the coaching approach in response to the client's needs
8. Helps the client identify factors that influence current and future patterns of behavior, thinking or emotion
9. Invites the client to generate ideas about how they can move forward and what they are willing or able to do
10. Supports the client in reframing perspectives
11. Shares observations, insights and feelings, without attachment, that have the potential to create new learning for the client
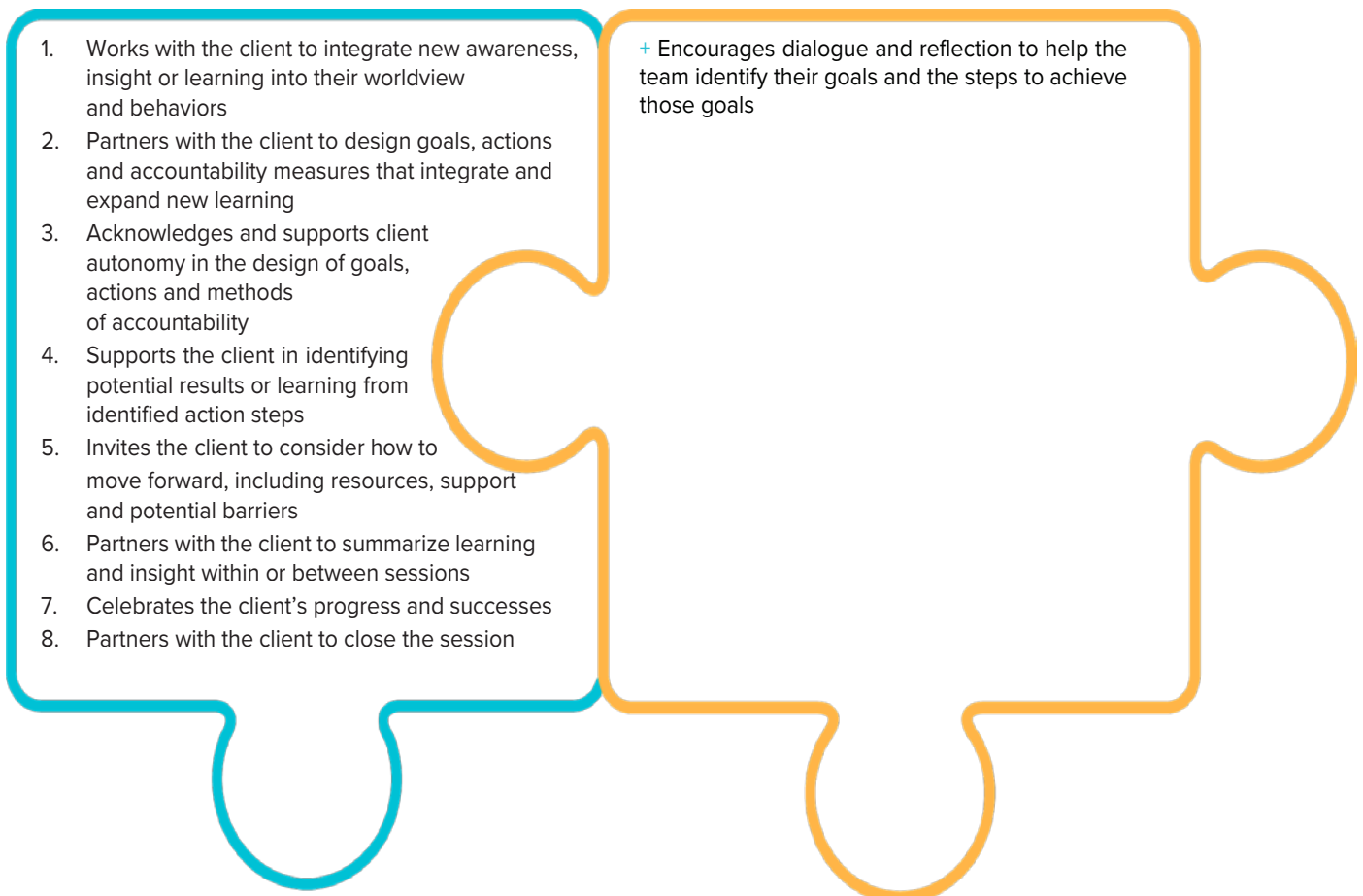
+ Challenges the team's assumptions, behaviors, and meaning-making processes to enhance their collective awareness or insight

+ Uses questions and other techniques to foster team development and facilitate the team's ownership of their collective dialogue

Competency 8: Facilitates Client Growth

Definition: Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.

ICF Team Coaching Competency Supplements to the ICF Core Competencies	Background
+ Encourages dialogue and reflection to help the team identify their goals and the steps to achieve those goals	Team dialogue and reflection is essential in order to take full advantage of all team members' knowledge and skills. Encouraging full participation helps to identify appropriate goals to maximize team performance.

Integrating the ICF Core and Team Coaching Competencies: Facilitates Client Growth

1. Works with the client to integrate new awareness, insight or learning into their worldview and behaviors
2. Partners with the client to design goals, actions and accountability measures that integrate and expand new learning
3. Acknowledges and supports client autonomy in the design of goals, actions and methods of accountability
4. Supports the client in identifying potential results or learning from identified action steps
5. Invites the client to consider how to move forward, including resources, support and potential barriers
6. Partners with the client to summarize learning and insight within or between sessions
7. Celebrates the client's progress and successes
8. Partners with the client to close the session

+ Encourages dialogue and reflection to help the team identify their goals and the steps to achieve those goals

ICF Team Coaching Competencies: Moving Beyond One-to-One Coaching

Competency 1: Demonstrates Ethical Practice

+ Coaches the client team as a single entity
+ Maintains the distinction between team coaching, team building, team training, team consulting, team mentoring, team facilitation, and other team development modalities
+ Demonstrates the knowledge and skill needed to practice the specific blend of team development modalities that are being offered
+ Adopts more directive team development modalities only when needed to help the team achieve their goals
+ Maintains trust, transparency, and clarity when fulfilling multiple roles related to team coaching

Competency 2: Embodies a Coaching Mindset

+ Engages in coaching supervision for support, development, and accountability when needed
+ Remains objective and aware of team dynamics and patterns

Competency 3: Establishes and Maintains Agreements

+ Explains what team coaching is and is not, including how it differs from other team development modalities
+ Partners with all relevant parties, including the team leader, team members, stakeholders, and any co-coaches to collaboratively create clear agreements about the coaching relationship, processes, plans, development modalities, and goals
+ Partners with the team leader to determine how ownership of the coaching process will be shared among the coach, leader, and team

Competency 4: Cultivates Trust and Safety

+ Creates and maintains a safe space for open and honest team member interaction
+ Promotes the team viewing itself as a single entity with a common identity
+ Fosters expression of individual team members' and the collective team's feelings, perceptions, concerns, beliefs, hopes, and suggestions
+ Encourages participation and contribution by all team members
+ Partners with the team to develop, maintain, and reflect on team rules and norms
+ Promotes effective communication within the team
+ Partners with the team to identify and resolve internal conflict

Competency 5: Maintains Presence

+ Uses one's full range of sensory and perceptual abilities to focus on what is important to the coaching process
+ Uses a co-coach when agreed to by the team and sponsors and when doing so will allow the team coach to be more present in the team coaching session
+ Encourages team members to pause and reflect how they are interacting in team coaching sessions
+ Moves in and out of the team dialogue as appropriate

Competency 6: Listens Actively

+ Notices how the perspectives shared by each team member relate to other team members' views and the team dialogue
+ Notices how each team member impacts the collective team energy, engagement, and focus
+ Notices verbal and non-verbal communication patterns among team members to identify potential alliances, conflicts, and growth opportunities
+ Models confident, effective communication and collaboration when working with a co-coach or other experts
+ Encourages the team to own the dialogue

Competency 7: Evokes Awareness

+ Challenges the team's assumptions, behaviors, and meaning-making processes to enhance their collective awareness or insight
+ Uses questions and other techniques to foster team development and facilitate the team's ownership of their collective dialogue

Competency 8: Facilitates Client Growth

+ Encourages dialogue and reflection to help the team identify their goals and the steps to achieve those goals

engage > stretch > release