

FEDERAL COACHING NETWORK

GROWING INTERNAL COACHES GOVERNMENTWIDE

Coaching Competencies Measurement Tool (OPTIONAL)

This tool is intended to help agencies select the best candidates for the Federal Internal Coach Training Program. Use is strictly optional.

The critical coaching competencies emphasized in the training are listed below with a brief definition, followed by some observable behaviors for each area. The subsequent boxes can be checked to indicate how often they are seen by a supervisor, in an interview, or by self-rating. To aid in making selections, a score can be tallied by adding the numbers in parentheses. The score will allow for ranking of applicants in the selection process.

1) Meeting Ethical Guidelines & Professional Standards

Understanding coaching ethics and standards and applying them appropriately in all coaching situations.

Consistently (3)	Often (2)	Inconsistently (1)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) Establishing the Coaching Agreement

Understanding what is required in the specific coaching interaction and coming to agreement with the prospective and new client about the coaching process and relationship.

- *Helps identify what person is hoping to accomplish, what they need to address in order to get there, and directs conversation in towards outcome*

Consistently (3)	Often (2)	Inconsistently (1)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Establishing Trust & Intimacy with the Client

Creating a safe, supportive environment that produces ongoing mutual respect and trust.

- *Acknowledges and respects person, expresses support for their goals, encourages them to fully express themselves*

Consistently (3)	Often (2)	Inconsistently (1)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4) Coaching Presence

Being fully conscious and creating spontaneous relationships with clients, employing a style that is open, flexible and confident.

- *Is observant, empathetic, and responsive; intent to learn more, encourages people to make choices*

Consistently (3)	Often (2)	Inconsistently (1)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5) Active Listening

Focusing completely on what the client is saying and is not saying, understanding the meaning of what is said in the context of the client's desires, and supporting client self-expression.

- *Asks questions about the situation; inquires about behaviors and perceptions; is quiet when time is needed to think*

Consistently (3)	Often (2)	Inconsistently (1)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6) Powerful Questioning

Asking questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

- *Asks questions to understand person's way of thinking/assumptions and expand on current perceptions; avoids leading questions*

Consistently (3)	Often (2)	Inconsistently (1)

7) Direct Communication

Communicating effectively during coaching sessions, and using language that has the greatest positive impact on the client.

- *Makes observations without judgement, uses other person's language, allows person to speak without interruptions*

Consistently (3)	Often (2)	Inconsistently (1)

8) Creating Awareness

Integrating and accurately evaluating multiple sources of information, and making interpretations that help the client to gain awareness and thereby achieve agreed-upon results.

- *Helps person explore learning about situation and self; asks person to share how they will use new learning*

Consistently (3)	Often (2)	Inconsistently (1)

9) Designing Actions

Creating with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.

- *Encourages person to recognize progress to goal, helps formulate action steps, encourages use of resources and recognition of potential barriers*

Consistently (3)	Often (2)	Inconsistently (1)

10) Planning & Goal Setting

Developing and maintaining an effective coaching plan with the client.

Consistently (3)	Often (2)	Inconsistently (1)

11) Managing Progress & Accountability

Holding attention on what is important for the client, and leaving responsibility with the client to take action.

- *Checks in with person on progress to goal; when stalled may question why not with person's permission*

Consistently (3)	Often (2)	Inconsistently (1)