Coaching Professionals Suitability Checker

This exercise is designed to check out which level of qualification is appropriate for you. Simply answer the questions using the descriptors here.

 I don’t do this at all - 0

I do this occasionally - 1

 I do this regularly - 2

 This is my responsibility - 3

**Occupational Profile:** 

This occupation is found in private, public and third sector national and multinational organisations and employers. It is found in every sector across the country including, for example; the health sector, finance sector, engineering and manufacturing sectors, business and professional services, education sector, retail sector, leisure sector, technology sector and construction.

There has been a growing demand for the professionalisation of coaching to include one-to-one coaching, team coaching, leadership coaching and for coaching skills to be embedded within culture and governance infrastructures to support future ways of working.

The broad purpose of the occupation is to work with a wide range of individuals and teams across organisations, to empower and engage with them to enhance their professional performance. Coaching is a way of leading in a non-directive manner, helping people to learn through deep listening and reflective, open questions rather than instructing, giving advice or making suggestions.

**Enter your score here**

|  |  |
| --- | --- |
| Required skills |  |
| Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and ensure sufficient time for record keeping and other role activities |  |
| Working with those receiving coaching to set clear goals, including visualisation techniques, setting timescales, validating their achievability, recording outcome-focused, prioritised action plans and monitoring progress towards goals |  |
| Communication, including (but not limited to) descriptions of the coaching process and roles and responsibilities (including those related to boundaries and confidentiality), and the benefits of coaching in relation to the context of those receiving coaching |  |
| Contracting with all relevant stakeholders, including logistics, preferences of the coach and those receiving coaching, considerations of the system within which the coaching relationship sits, goal setting, outcome realisation and contract conclusion. This includes holding oneself to high ethical standards, particularly in the areas of confidentiality (including when maintaining coaching records) and management of boundaries (including their own competence and values, relevant codes of ethics, and relevant legislation, policies and procedures) |  |
| Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout |  |
| Rapport/trust building and maintenance, including recognition of the personal values, emotional state(s) and response of those receiving coaching, validating their understanding of themselves and their circumstances, dealing with difficult coaching relationships and ensuring non-dependence on the coach |  |
| Deliver feedback in a style that is useful, acceptable, non-judgmental and meaningful to those receiving coaching |  |
| Identification of patterns of thinking and limiting/enabling beliefs and actions |  |
| Questioning techniques to raise the self-awareness of those receiving coaching, including asking open questions, broaching challenging subject areas (e.g. emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions |  |
| Uses several established tools and techniques to develop their own coherent model of coaching to help those receiving coaching work towards outcomes. Uses models and approaches from the context of those receiving coaching |  |
| Demonstrates emotional intelligence, including demonstrating empathy and genuine support for those receiving coaching ("unconditional positive regard"), and adapting language and behaviour in response to the whole person of those receiving coaching |  |
| Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning |  |
| Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed |  |
| Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice |  |
| Demonstrates awareness of own values, beliefs and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the objectives of those receiving coaching and, where relevant, the sponsor |  |

**Totals:**

|  |  |  |  |
| --- | --- | --- | --- |
| **3s** | **2s** | **1s** | **0s** |
|  |  |  |  |

Where you have tended to score mainly twos and threes, then this is most likely to be the correct qualification for you.

Where you have scored a one you will need to ensure you have enough exposure to this task to demonstrate the skills during the qualification to allow you to evidence this in your portfolio of evidence and talk about it confidently in a professional discussion or Q&A session.

Where your score is zero for any of the above skills you will require assurances that you will be given responsibilities or tasks that will allow you to demonstrate these skills by your employer. It’s essential that this is agreed prior to commencement of your qualification.

