Association for Coaching

AC Coaching Competency Framework For Leader Coach

Context

The **Association for Coaching's (AC)** definition of a **Leader Coach** is someone who applies a coaching mindset or coach approach to get the best out of their talent, enable growth for future success and to achieve collective business and team performance.

A Leader Coach inspires and enables others to adapt to constantly changing environments in ways that unleash fresh energy, innovation, and commitment. To **strengthen cultures at work** for future **generations to thrive**.

AC Leader Coach membership is for individuals at any level i.e., **C-level, executives, emerging leaders** and **people managers**

Below sets out the criteria for the Association for Coaching's **(AC) Leader Coach Accreditation Scheme:**

1. Meeting ethical and legal guidelines
2. Establishing the coaching agreement and outcomes
3. Establishing a trust-based relationship with the coachee
4. Managing self and maintaining coaching presence
5. Communicating effectively
6. Raising awareness and insight
7. Designing strategies and actions
8. Maintaining forward momentum and evaluation
9. Undertaking continuous coach development
10. Working within the organizational context

1. Meeting ethical and legal guidelines

Indicators of competence:

- Acts in accordance with the Association for Coaching's (AC) Global Code of Ethics for Coaches, Mentors and Supervisors

2. Establishing the coaching agreement and outcomes

Indicators of competence:

- Agrees, formally or informally, to have a coaching conversation
- Maintains a coaching approach throughout the session
- Helps the coachee establish coaching goals and outcomes
- Agrees on an appropriate approach to working with the coachee

3. Establishing a trust-based relationship with the coachee

Indicators of competence:

- Treats the coachee equally and fairly, with respect and dignity
- Is optimistic for and encourages self-belief in the coachee
- Establishes a high level of rapport and trust to build an open dialogue with the coachee
- Accepts the coachee 'as is', respects their values, and believes in the coachee's potential and capability
- Acts openly and honestly, using self and personal reactions to offer coachee feedback, avoiding colluding with the coachee on issues that block progress

4. Managing self and maintaining coaching presence

Indicators of competence:

- Pays close attention to the coachee, staying fully present and engaged
- Remains focused on the agreed coachee agenda and outcomes
- Acts flexibly whilst staying aligned to a personal coaching approach
- Ensures coaching interventions drive progress towards the agreed outcomes

5. Communicating effectively

Indicators of competence:

- Demonstrates effective listening and clarifying skills and differentiates between what is said and what is left unsaid
- Adapts communication style to reflect the coachee's needs, agenda and outcomes
- Provides information and feedback to serve the coachee's learning and goals
- Communicates clearly, confidently, and credibly to support the coachee to moved towards agreed outcomes

6. Raising awareness and insight

Indicators of competence:

- Asks powerful questions to challenge the coachee's assumptions, elicit new insights, raise self-awareness, and gain learning
- Helps broaden the coachee's perception of an issue
- Supports the coachee to generate new possibilities and options to support the coachee to move towards the agreed outcomes
- Provides observational feedback where relevant, leaving coachee free to choose to act upon it or not
- Uses 'self' as a resource for the development of the coachee's self-awareness and learning by offering 'here and now' feedback

7. Designing strategies and actions

Indicators of competence:

- Supports the coachee to build strategies to meet their outcomes
- Inspires the coachee to identify and implement self-directed learning opportunities
- Holds the coachee accountable for their actions while following through on own actions and commitments
- Supports the coachee to identify social and other supports to assist the coaches in achieving their goals and outcomes

8. Maintaining forward momentum and evaluation
Indicators of competence: • Maintains an outcome-focused approach • Checks and acknowledges coachee progress and achievements that move the coachee forwards towards the agreed outcome • Explores what is working, what is getting in the way of moving the coachee forwards towards the agreed outcome • Discourages dependency on the coach and develops the coachee's ability to self-coach
9. Undertaking continuous coach development
Indicators of competence: • Regularly requests coachee feedback regarding the effectiveness of the coaching approach • Participates in ongoing professional reflective practice to improve their effectiveness (see the AC's Professional Reflective Practice Guidelines) • Participates in continuous professional development (CPD) activities
10. Working within the organizational context
Indicators of competence: • Draws on a clear understanding of the organizational context in which coaching takes place (e.g. vision, mission, values, strategic objectives, market/competitive pressures, etc.) • Demonstrates an understanding of the coachee's role, position, and authority within the organization • Aligns coaching goals to support the organization's aims and objectives • Takes a systemic approach to coaching the coachee, encompassing the complexities of multiple stakeholders, different perspectives, and conflicting priorities