

# Developing People: Fundamental Workplace Coaching Skills

Iowa Peer 2 Peer Learning  
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## Overview of Coaching

Coaching is a useful approach for developing people's and their performance. It can address challenges before they become major problems.

The International Coaching Federation defines coaching as . . .

*Partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.*

Coaching is a useful way of developing people's skills and abilities, and of boosting performance. It can also help deal with issues and challenges before they become major problems.

Most formal, professional coaching is carried out by qualified people who work with coachees to improve their effectiveness and performance and help them achieve their full potential. Coaches can be hired by the coachee, or by their organizations. Coaching on this basis works best when everyone clearly understands the reason for working with a coach, and when they jointly set the expectations for what they want to achieve through coaching.

### **Workplace Coaching:**

*Identifying other people's potential and developmental needs, engaging in a collaborative relationship with them that bolsters their abilities.*

Managers, leader, and peers in an organization can be effective coaches. These individuals do not have to be trained formally as coaches. As long as, they stay within the scope of their skill set, and maintain a structured approach, they can add value, and help develop their people's skills and abilities.

Regardless, if the coach is an accredited professional, a manager or a peer the coach may or may not have the same direct experience as their coachee's formal occupational role. Additionally, the coach does the following:

- Encourages coachee self-discovery
- Views the coachee as resourceful, creative, and whole
- Elicits coachee -generated solutions and strategies
- Holds the coachee responsible and accountable

When coaching the intent is always *"Deepen the Learning"* by the coachee and support the coachee to *"Forward the Action"*.

### **Opportunities for Workplace Coaching**

Coaching can address performance or development or both. Coaching for performance focuses on specific the "what" people are dealing with, specific challenges, opportunities, or problems. Development coaching focuses on the person, the "who" is faced with the specific challenges, opportunity or problem.

- Catalyzing change
- Appearing unmotivated
- Taking on a new role, responsibility, skill . . .
- Developing high potential employees
- Performance Improvement: (e.g.: excessive errors, missed deadlines, falling below standards)
- Taking on a stretch project

### When to Coach and When to Tell: Rules of Thumb

<b>Time</b> is primary (crisis, short-notice)	Telling, being directive is appropriate and works in the short term; always telling leads to long term dependency
<b>Maximizing learning</b> (new skills, activity) is the key focus	Coaching is the clear option to maximize learning & knowledge retention
<b>Quality of result</b> is the primary criteria (report, Rx)	Coaching for awareness and responsibility
<b>Commitment and buy-in</b> are important (implementing new processes)	Coaching cultivates the possibility more than telling
<b>Engagement and retention</b> (millennials, high potentials...) are important	Coaching is effective in aligning needs, expectations, goals, mission and values of individuals and the organization; creating purpose and meaning in work

Adapted from [The Leader as Coach](#), Herminia Ibarra & Anne Scoular, Harvard Business Review, 2019

### Benefits of Workplace Coaching

For the Individual:	For the Organization:
<ul style="list-style-type: none"> <li>• Clear goals and objectives</li> <li>• Increased motivation and commitment</li> <li>• Greater sense of accountability and responsibility</li> <li>• Enhanced self-awareness</li> <li>• Better decision making</li> <li>• Greater flexibility</li> <li>• Ability to work independently</li> </ul>	<ul style="list-style-type: none"> <li>• Committed, focused and productive workforce that achieves outcomes and improves the bottom-line</li> <li>• More trust and better teamwork</li> <li>• Improved comfort, confidence and effectiveness in leading</li> <li>• Decreased staff-turn over</li> <li>• Development of internal talent to assume greater responsibility and make continuous improvements</li> <li>• Improved accountability and alignment</li> </ul>

### What Coaching is Not

It is helpful to understand coaching by distinguishing it from other personal or organizational support professions- although they may use some of the same skills and tools.

**Mentoring:** Coaching and mentoring use shared skills but are distinct relationships. Mentor may take a coaching approach at times and Coaches may mentor other coaches. However not everyone who mentors also coaches and not everyone who coaches mentors others. “A mentor has terrific answers for your questions. A coach has terrific questions for your answers.” Mentoring is distinguished by imparting expertise and experience to another based on where you would like for that person to be. The primary focus is on the mentee’s career. The mentor is more experienced and/or qualified than the mentee. Mentoring is a long-term relationship that in the workplace, which helps the individual prepare for their current role as well as for future roles. It can be an informal relationship and take place when the mentee wants/needs advice, support or guidance.

**Consulting:** Individuals or organizations retain consultants for their expertise. While consulting approaches vary widely, the assumption is the consultant will diagnose problems and prescribe and, sometimes, implement solutions. With coaching, the assumption is that individuals or teams are capable of generating

their own solutions, with the coach supplying supportive, discovery-based approaches and frameworks.

**Training:** Training programs are based on objectives set out by the trainer or instructor. Though objectives are clarified in the coaching process, they are set by the individual or team being coached, with guidance provided by the coach. Training also assumes a linear learning path that coincides with an established curriculum. Coaching is less linear without a set curriculum.

**Counseling and Therapy:** Therapy deals with healing pain, dysfunction and conflict within an individual or in relationships. The focus is often on resolving difficulties arising from the past that hamper an individual's emotional functioning in the present, improving overall psychological functioning, and dealing with the present in more emotionally healthy ways. Coaching, on the other hand, supports personal and professional growth based on self-initiated change in pursuit of specific actionable outcomes. These outcomes are linked to personal or professional success. Coaching is future focused. While positive feelings/emotions may be a natural outcome of coaching, the primary focus is on creating actionable strategies for achieving specific goals in one's work or personal life. The emphases in a coaching relationship are on action, accountability, and follow through.

### **Coaching is not the same as feedback.**

#### **Coaching**

- Future focused
- Development
- Inquiry based
- Constructive
- Often used to help the individual and the organization be successful

#### **Feedback**

- Past behavior
- Evaluative
- Telling or Advice Giving
- Corrective
- Often used to help poor performers change behaviors in a prescribed direction designed to support the organization

Feedback is often focused on addressing what is not working, performance gaps, and that is important. What feedback cannot do alone is guide people along a journey towards excellence. Feedback is often couched in terms of what the person giving the feedback would do, say, and not or say.

*"If we turn around and say we'll do it like this, which is what a lot of that sort of feedback looks like, if I were you I would do it like this, or you need to be like this or – what you're asking somebody to do is to be more like you."*

*And when you say to another human being essentially, do it my way, they can't, it's not that they don't want to, or they don't like being told that, they don't know what your way is. They don't know what it feels like, they don't know what connections you make, they don't know what triggers a particular move or a particular pivot that you might make."*

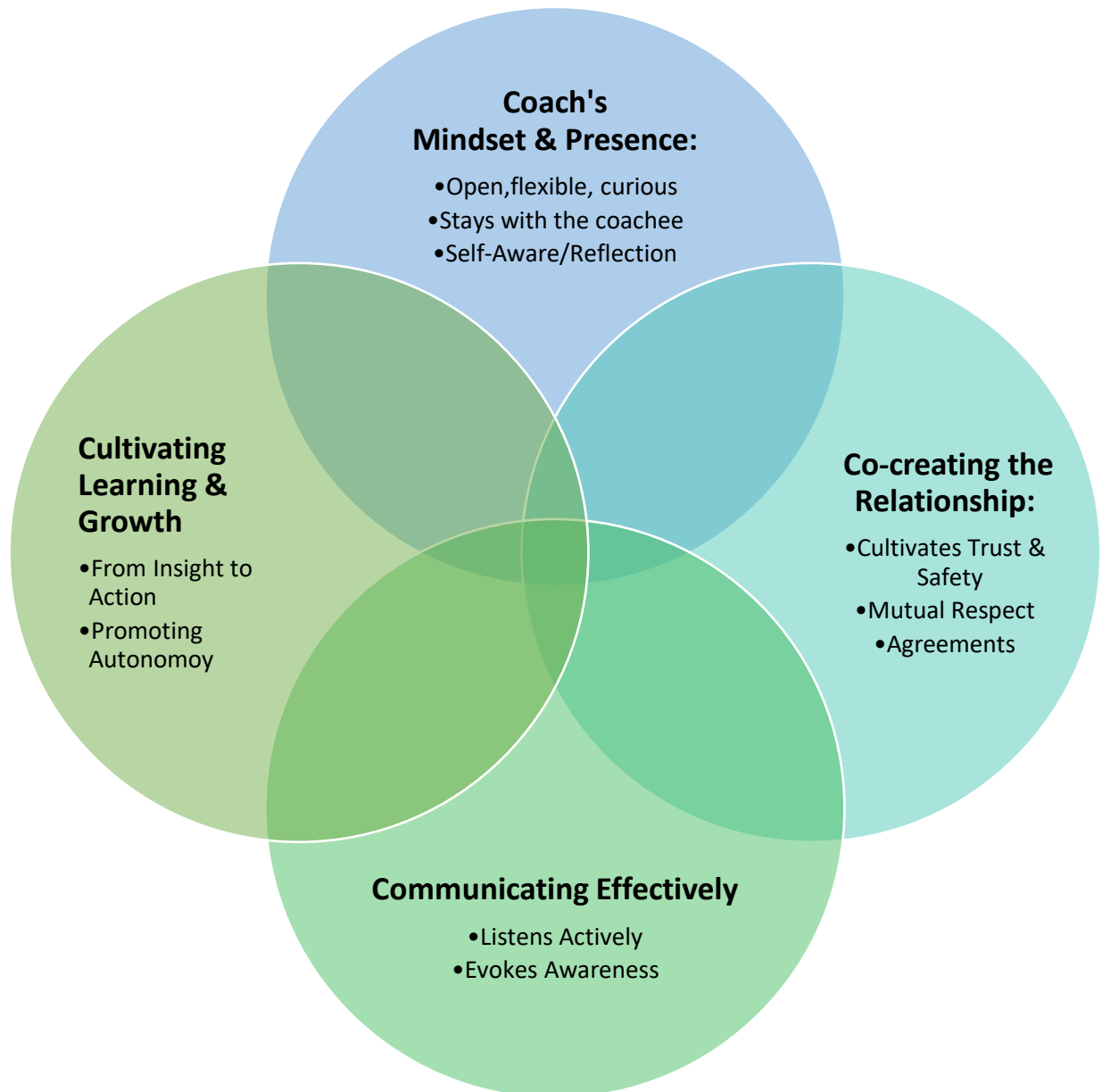
*-Ashelly Goodall, head of Cisco leadership and team intelligence*

Managers and others can point out areas for growth, and when you do that is your perception, which may in fact be dead accurate. But feedback that's prescriptive and does not engage the receiver in thinking it through so that it becomes resonant and subsequently applied, rarely has the impact the giver hopes it will. Lasting change and on-going development happen when you then help the person figure out how to move closer to excellent. Coaching supports that happening.

## Workplace Coaching in Practice

### Fundamental Coaching Skills & Behaviors

The International Coach Federation competencies, identify key skills, behaviors and techniques employed when coaching. In this program we will focus on the following four as you develop your workplace coaching capacity. A full list of ICF Coaching Competencies and definitions is proved at the end of this document.

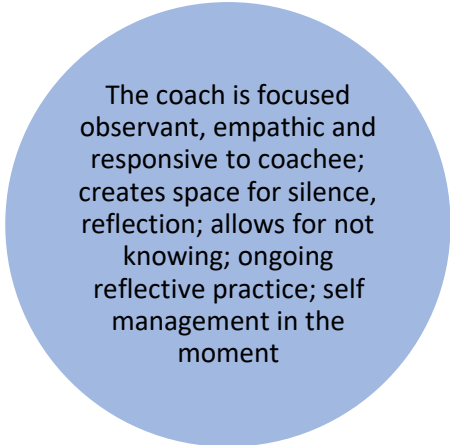


## Mindset & Presence When Coaching

*The art of getting out of your head, not getting hooked, checking your assumptions and out of your own way.*

In coaching clients are seen as whole, resourceful and complete. When coaching put aside your opinions and ego and trust the client will find her/his own answers as a result of the learning and insights gained through your coaching interactions.

An effective coach is skilled in self-management. There are variety of factors that can derail coaching. Even the most experienced professionally trained coaches can find their best intentions getting the better of them. As an experienced professional engaged in workplace coaching and/or mentoring it is easy to fall into the trap of accidentally diminishing someone when you are attempting to help them develop.



The coach is focused observant, empathic and responsive to coachee; creates space for silence, reflection; allows for not knowing; ongoing reflective practice; self management in the moment

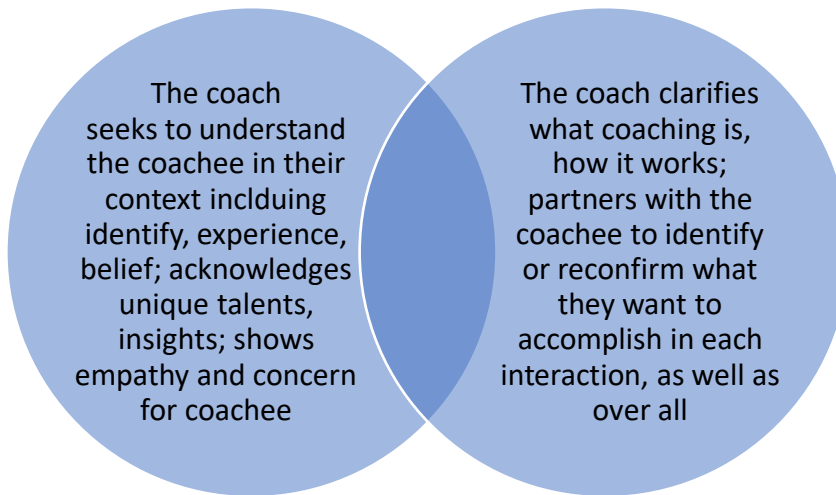
If you find yourself doing any of the following you are not coaching.

- Being unable to tolerate ambiguity. Ambiguity is a natural part of change and learning.
- Thinking the process is about you the coach. It is about the coachee, their agenda and needs.
- Rushing to closure on the goal, take time to explore possibilities and concerns with the client.
- Imposing expert knowledge instead of using it to inform the work you are doing with the client.
- Objectifying or judging the coachee, this destroys or stunts the relationship.
- Avoiding difficult issues, as a coach part of your role is to bring these to light and help the coachee find their own way to address or resolve them.
- Over-identifying with the coachee. In these cases, you will pity or sympathize with the coachee neither will help further their growth.
- Getting hooked by the coachee's issues, emotions, etc.

### **Co-creating the Relationship**

*Coaching is a partnership between the coach and the person receiving coaching, 'coachee', where there is mutual trust and respect. There is a shared agreement about the focus of coaching.*

Clarity about what is discussed, topics and goals, in coaching interactions is an essential component of the coaching agreement. A shared understanding about the parameters of the coaching relationship, goals and plans are essential.

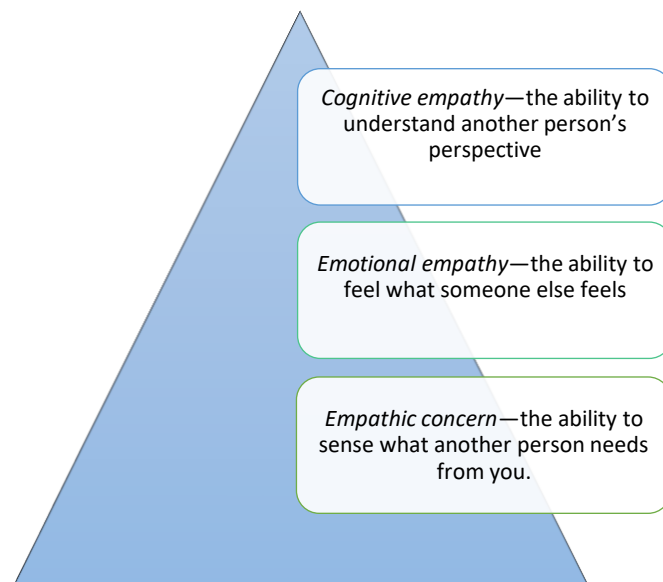


Effective coaching requires the following from the coach and coachee:

- **Candor:** to be honest and genuine with each other
- **Curiosity:** otherwise not thing change nor be learned
- **Security:** to guard again defensiveness and foster risk-taking and experimenting with new ideas, behaviors, and actions

Because coaching is a relationship there is an emphasis on overtly and covertly expressing empathy for your coachee. Conveying empathy fosters respect, trust, safety, and the development of a mutually productive relationship.

Daniel Goleman's research<sup>1</sup> on the role of empathy for leaders is useful conceptualization of empathy.



<sup>1</sup> Daniel Goleman, The Focused Leader, Harvard Business Review, 2013

In the coaching relationship each party has specific roles which are described below.<sup>2</sup>

#### Coaches Role

- Provides **objective assessment and observations** that evokes awareness of self, their way of thinking, needs, values, beliefs wants and ways of thinking
- **Listens closely** to fully understand the individual's or team's circumstances
- Acts as a **sounding board** in exploring possibilities and implementing thoughtful planning and decision making
- **Champions opportunities and potential**, encouraging stretch and challenge commensurate with personal strengths and aspirations
- **Fosters shifts in thinking** that reveal fresh perspectives
- **Challenges blind spots** to illuminate new possibilities and support the creation of alternative scenarios
- **Maintains professional boundaries** in the coaching relationship, including confidentiality, and adheres to the coaching profession's code of ethics

#### Coaching Client's Role

- **Creates the coaching agenda** based on personally meaningful coaching goals
- **Uses observations** to enhance self-awareness and awareness of other people etc.
- **Envisions** personal and/or organizational **success**
- **Assumes full responsibility** for personal decisions and actions
- **Utilizes the coaching process to promote possibility thinking and fresh perspectives**
- **Takes courageous action** in alignment with personal goals and aspirations

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<sup>2</sup> International Coach Federation, 2017 & 2019



## Effective Communication: Listening Actively When Coaching

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

Active listening is more than waiting your turn to talk or making affirmative sounds and gestures. People who are great listeners are focused on the other person, present in the moment not thinking ahead. They can engage in multiple levels of listening. In other words, you are *actually listening*.

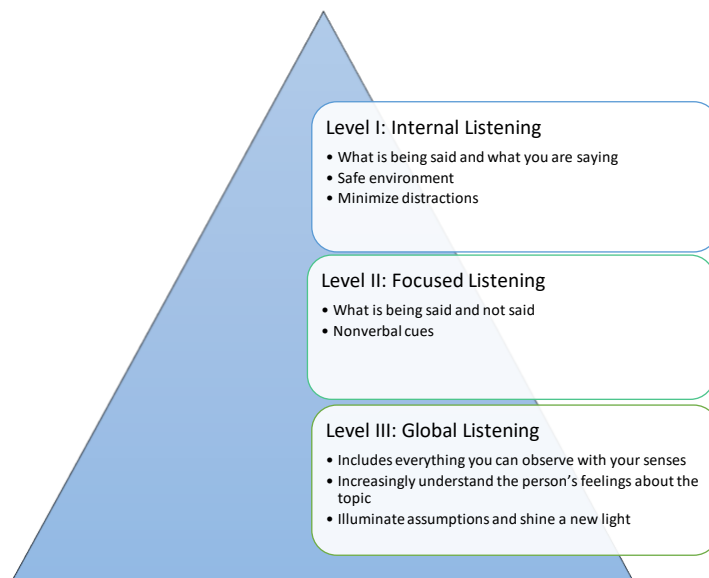
### Good coaches are great listeners.<sup>3</sup>

They talk less and ask questions that provoke thinking. They aim to make coaching interactions positive, self-esteem building experiences. Questions and observations shared are tailored by using what they have learned about who the coachee is and her/his situation. Assuming nothing they inquire about and explore how the coachee perceives his/her world. They give the other person time to think.

The coach considers the coachees' context, values, identity, environment, experiences; reflects or summarizes what's shared to ensure clarity and understanding; notice and inquire about trends in topics, behaviors; pick up on emotions, tone and other non-verbals; notices when and then draws out more from the person

### Levels of Listening

When you are a great listener you listen at multiple levels, not only to the what the other person is saying and what you are saying. These three levels describe active listening. Notice how the levels of listen map with Daniel Goleman's empathy triad. Coaching requires a minimum of level I listening. Coaching interactions are more powerful at level II and level III.



(ICF 2017; Moore & Tschannen-Moran, 2010; Whitworth et al, 1998 & 2007; Zenger and Folkman, 2016)

<sup>3</sup> Zenger and Folkman, *What Great Listeners Do*, Harvard Business Review, 2016

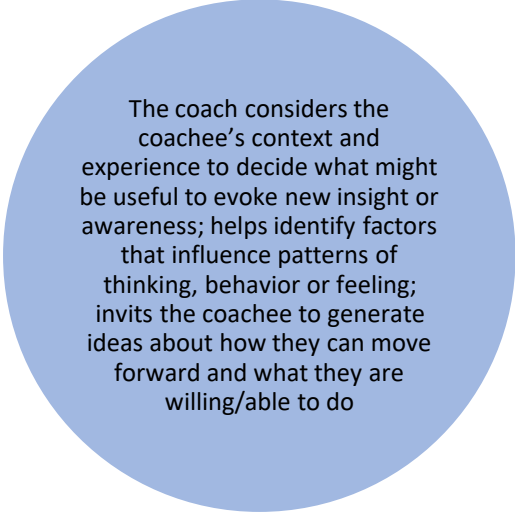
## Evoking Awareness When Coaching

*Facilitating insight and learning by using tools and techniques such as powerful questions, metaphor, analogy, and silence.*

Good coaches are curious and engaged.

To be effective as a coach requires a strong desire to know or learn about someone and to help them develop new insight and awareness.

Effective coaches assume nothing, ask question and are succinct, clear, and direct when communicating.



The coach considers the coachee's context and experience to decide what might be useful to evoke new insight or awareness; helps identify factors that influence patterns of thinking, behavior or feeling; invites the coachee to generate ideas about how they can move forward and what they are willing/able to do

Coaches pose well timed, thought provoking questions that help the coachee develop insights and create awareness.

*Powerful Questions reveal the information needed for maximum benefit to the coachee and the coaching relationship.*

To guard against an “interrogation” make your questions few and powerful. Ask open-ended questions. Aim for at least 50% of your questions to be open-ended, begging for descriptive, narrative answers especially when coaching. Powerful questions are often quite simple but stop people in their tracks. Expect to a moment or two of silence and allow this time for people to respond. Then reflect back what you hear. As a general rule of thumb, alternate questions with reflections and limit your questions to not more than 2 or 3 related questions in a row.

As the coach you:

- Ask questions about the coachee; his/her way of thinking, assumptions, beliefs, values, perspectives, needs, wants, etc.
- Ask questions help the coachee explore beyond his/her current thinking to new or expanded ways of thinking about himself/herself. This includes asking different types of questions for veterans than for rookies.
- Questions help the coachee explore beyond his/her current thinking to new or expanded ways of thinking about his/her situation.
- Questions help the coachee explore beyond current thinking towards the outcome s/he desires.
- Ask clear, direct, primarily open-ended questions, one at a time, at a pace that allows for thinking and reflection by the coachee.
- Questions use the coachee's language and elements of the coachee's learning style and frame of reference.
- Questions are not leading, i.e. do not contain a conclusion or direction.

## Powerful Questions Examples

These are my go-to fool-proof questions to ask in any coaching conversation. These questions create focus, prompt additional thinking beyond the first response, elicit what is being learned and help the coachee decide on what course of action to take or not take. These questions are template starting questions that generally lead to additional questions as the coaching conversation unfolds.

- What's on your mind?
- What else?
- What's the real challenge for you?
- What do you really want here?
- How can I help?
- What's coming together for you?
- What are you saying no to, to say yes to this?
- What are you taking away?

See the Appendix for additional examples of powerful questions.

*Coaches use language that has the greatest positive impact on the coachee.*

Effective coaches are succinct, clear, and direct when communicating. If you are doing most of talking you are not coaching. Guarding against slipping into a monologue is critical, so that you can support the other person developing awareness and consider what actions to take, or not take. A useful rule of thumb when coaching is to have the coachee talking at least twice as much as you.

When coaching you:

- Share observations, intuitions, comments, thoughts, and feelings to serve the coachee's learning or forward movement and without attachment to being right.
- Use the coachee's language or language that reflects the coachee's way of speaking.
- Offer metaphors or analogies to help the person explore beyond their current way of thinking
- Do not interrupt the coachee unless there is a coaching purpose to do so.

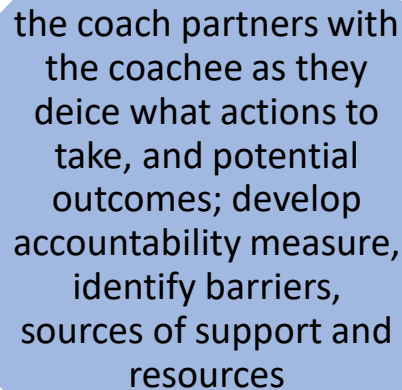
Additional language techniques used by coaches may include:

- *Asking Permission:* Enable the coachee to grant coaching relationship to explore sensitive areas of focus including blindspots.
  - "Can I tell you a hard truth?", "Is it alright to coach you on this issue?", "May I tell you what I see?"
- *Reframe:* Taking a real piece of the client's experience and shifting the perspective in such a way that highlights a different or new possibility.
- *Requesting:* Asking for the person to take a specific action
  - Encourage a calculated risk, experimenting with new behavior etc., then wait in silence until the coachee responds. Coach through alternatives, if needed as you support the coachee developing an action plan
- *Acknowledging:* Recognizing the coachee a whole human being. Seeing who the coachee had to be to take action or have some new awareness.
- *Intruding/Blurring:* if you must get to bottom line more quickly with your coachee, or to capture an intuitive hit or a hard truth. Often it is your intuition that urges you to intrude.
  - "I'm going to interrupt you ", "We are off track from the issue..." "There are lot of details what at the heart of this story?"

### **Cultivating Learning & Growth: Facilitates Coachee's Growth**

*Partners with person to transform learning into insight and promotes the person's autonomy in the process.*

This aspect of coaching is where things come together for the coachee. The coach works with the coachee to integrate insights, new awareness or learning in their behaviors, and world view.



the coach partners with the coachee as they decide what actions to take, and potential outcomes; develop accountability measure, identify barriers, sources of support and resources

As the coach it is essential to hone your ability to integrate and accurately evaluate multiple sources of information and make interpretations that help the coachee gain awareness and thereby agreed-upon results.

- Invite coachee to state and/or explore his/her learning about their situation (the WHAT).
- Invite coachee to state and/or explore his/her learning in themselves (the WHO).
- Share what you notice about the coachee and or the situation and seek the coachee's input or exploration.
- Invite coachee to consider how s/he will use new learning from the coaching.
- Your questions, intuitions and observations have the potential to create new learning for the coachee.
- Celebrate progress and successes the client makes in the moment and throughout the coaching relationship.

## Appendix A: Selected Bibliography and Resources

- *International Coaching Federation*: <https://coachingfederation.org/>
- *Inner Game of Tennis*, Tim Galloway
- *The Coaching Habit: Say Less, Ask More & Change the Way You Lead*, Michael Bungay Stanier
- *Coaching for Performance 5<sup>th</sup> Ed.*, Sir John Whitmore
- *Co-Active Coaching 4<sup>th</sup> ed.*, Henry Kimsey-House, Karen Kimsey-House, Phillip Sandahl, Laura Whitworth
- *Humble Inquiry: Gentle Art of Asking instead of Telling*, Edgar H. Schein
- *Multipliers: How the Best Leaders Make Everyone Smarter, 2<sup>nd</sup> Edition*, Liz Wiseman
- *Radical Candor: Be A Kick Ass Boss Without Losing Your Humanity 2<sup>nd</sup> Ed.*, Kim Scott
- *Mindset: The New Psychology of Success*, Carol Dweck
- HBR Ideacast: [Creating Psychological Safety in the Workplace](#)
- [The Leader as Coach](#), Herminia Ibarra & Anne Scoular, Harvard Business Review, 2019
- *Coaching for Change: How to help employees reach their potential*, Richard Boyatzis, Melvin Smith & Ellen Van Oosten, Harvard Business Review, 2019
- *What Great Listeners Do*, Zenger and Folkman, Harvard Business Review, 2016
- *The Difference Between Coaching Rookies and Veterans*, Liz Wiseman, Harvard Business Review, 2015
- *Overcoming the toughest common coaching challenges*, Amy Gallo, Harvard Business Review, 2015
- [20 Top Coaching Podcasts Coaches Should Listen To](#), as compiled by Positive Psychology.com
- Videos on Coaching Competencies and Demonstrations from the [International Coaching Federation](#), [inviteChange](#)

## Appendix B: Additional Open-ended questions for Coaching

**Anticipation:** What might happen? What if it doesn't work out in the way you wish?

**Assessment/Evaluation:** What do you make of it? In what way? How does this fit with your plans?

**Clarification:** What do you mean?; Can you say more?

**Exploration:** Would you like to brainstorm this? May we explore this a bit more?

**Example:** For instance? What would it look like?

**Elaboration:** What else? What other ideas do you have about it?

**History:** What have you tried so far? What do you make of it all?

**Implementation:** What will you have to do to get the job done? What support do you need to accomplish . . .?

**Integration:** How do make sense of this for yourself? What do you take away from this?

**Learning:** If the same thing came up, what would you do?; If you had free choice in the matter, what would you do?

**Options:** What are the possibilities? What if you do and what if you don't?

**Outcomes:** What is your desired outcome? If you got it what would you have?

**Perspective:** What would you think about this in 12 months? So what? How does this relate to . . .?

**Planning:** What's your game plan? What type of plan do you need to create?

**Predictions:** What will that get you? How do you suppose it will work out?

**Resources:** What do you know about it? How do you suppose you could find out more about it?

**Starting the Session:** What's happened since we last met? How was your week/day?

**Substance:** What seems to be the trouble? What concerns you most about . . .?

**Summary:** How is this working? What's \ your conclusion?

**Taking Action:** Is it time for action? What action?, Where do you go from here?

## **Appendix C :**

### **Self-Reflection for Enhancing Your Coaching**

Self-awareness is as important for the coach as it is for the coachee. Developing a practice of assessing how you approached each coaching dialog is a best practice. Below are some questions for you to use when doing so. You can pose these to yourself, or better yet explore them with a mentor.

If you answer yes to any of the below questions, then ask how do I know that is the case?

#### **Build the Relationship**

- Identified what the coachee wants to accomplish and what's important about this topic
- Safe, supportive space created for client to be vulnerable?
- Displayed empathy for coachee?
- Level of trust, partnership and connection created with the coachee?
- Genuine curiosity displayed?
- Challenged coachee beliefs?

#### **Core Coaching Skills**

- Listened to the client at level 2?
- Mirrored back the energy and essence of what they heard and did NOT hear (level 3 listening)?]
- Self-managed when at listening at level 1?
- Asked open-ended, powerful and resonant questions?
- Coach was succinct, clear and direct?
- Used coachee's language with reflections, metaphors, analogies, etc.?

#### **Creating Awareness**

- Remained curious and explored deeper meaning or other perspectives with the coachee?
- Helped coachee evoke new awareness and discovery (not focused on the details of the story)?
- Allowed space for awareness to emerge and didn't step in/over or tell the coachee their awareness?

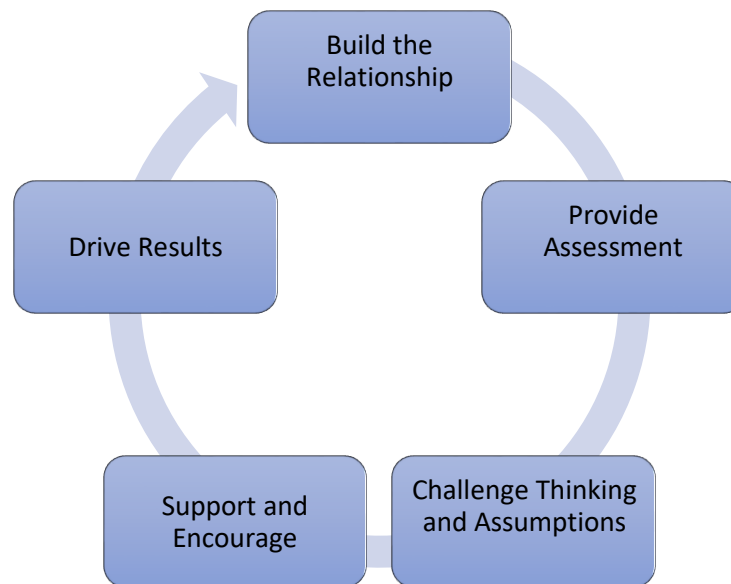
#### **Support and Encourage**

- Open to perspective of coachee?
- Highlight progress made?
- Recognize coachee success?

#### **Driving Results**

- Co-created the actions with the coachee instead of "assigning" homework?
- Drew on cumulative knowledge of the coachee?
- Asked how the coachee wants to commit to and be accountable for their actions?
- Clarified what support/resources were needed to follow through (from what/whom)?
- Explored what could get in way of taking actions?

## Appendix D: When Leaders Coach: Center for Creative Leadership



Research from the Center for Creative Leadership has identified five things leaders need to do when coaching.<sup>4</sup>

- 1) **Building the relationship.** It's easier to learn from someone you trust. Coaches must effectively establish boundaries and build trust by being clear about the learning and development objectives they set, showing good judgment, being patient and following through on any promises and agreements they make.
- 2) **Providing assessment.** Where are you now and where do you want to go? Helping others to gain self-awareness and insight is a key job for a coach. You provide timely feedback and help clarify the behaviors that an employee would like to change. Assessment often focuses on gaps or inconsistencies, on current performance vs. desired performance, words vs. actions and intention vs. impact.
- 3) **Challenging thinking and assumptions.** Thinking about thinking is an important part of the coaching process. Coaches ask open-ended questions, push for alternative solutions to problems and encourage reasonable risk-taking.
- 4) **Supporting and encouraging.** As partners in learning, coaches listen carefully, are open to the perspectives of others and allow employees to vent emotions without judgment. They encourage employees to make progress toward their goals, and they recognize their successes.
- 5) **Driving results.** What can you show for it? Effective coaching is about achieving goals. The coach helps the employee set meaningful ones and identify specific behaviors or steps for meeting them. The coach helps to clarify milestones or measures of success and holds the employee accountable for them.

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<sup>4</sup> <https://www.ccl.org/articles/leading-effectively-articles/coaching-1-idea-3-facts-5-tips/>



## Appendix E: ICF Core Competencies

These competencies “include a paramount emphasis on ethical behavior and confidentiality, the importance of a coaching mindset and ongoing reflective practice, the critical distinctions between various levels of coaching agreements, the criticality of partnership between coach and client, and the importance of culture, systemic and contextual awareness.”

ICF Core Competencies released 2019

### A. Foundation

#### 1. *Demonstrates Ethical Practice*

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

#### 2. *Embodies a Coaching Mindset*

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

### B. Co-Creating the Relationship

#### 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.

#### 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.

#### 5. *Maintains Presence*

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

### C. Communicating Effectively

#### 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

#### 7. *Evokes Awareness*

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

### D. Cultivating Learning and Growth

#### 8. *Facilitates Client Growth*

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

Explore the specific skills and behaviors for each competency on the ICF Website [here](#) and watch a series of videos on the ICF Core Competencies [here](#).

You can see the ICF Code of Ethics [here](#) and watch a series of videos about the ICF Code of Ethics [here](#).



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*Leadership & Executive Coach, OD Consultant*

Deirdre Danahar is the owner and principle of InMotion Consulting & Coaching. She is a trusted thinking partner for leaders in business, government, higher-education, and non-profit organizations. Since 2001, she's delivered guidance, training, and coaching to her clients that is grounded in research and coupled with candid observations about their performance, presence, and their organization. She draws on her expertise in leadership, human development, workplace culture, and group dynamics to tailor programs to clients' needs. Her coaching and consulting services are designed to:

- Develop the capacities, skills, and mindsets for effective leadership
- Make successful transitions into new roles, responsibilities, and phases of growth
- Cultivate high performing and healthy teams

Additionally, she's worked with hundreds of people to develop their emotional intelligence, and to incorporate coaching skills in their repertoire of management approaches.

In 2016, Deirdre launched the coaching program for the Millsaps College Executive MBA program. Making it the first Executive MBA Program in the area to provide coaching to students. The success of that program contributed to the development of the Advanced Applied Leadership Program launched in 2018, which she co-designed and continues to co-lead. These programs engage leaders from an array of organizations including Sanderson Farms, Entergy Corporation, Hope Enterprises Corporation, Southern Farm Bureau Life and Causality Insurance Companies, HORNE, University of Mississippi Medical Center, Yates Industries and The Alliance for Nonprofits and Philanthropy.

In her practice Deirdre works with individuals and organizations across the United States and as far north as Ontario Canada, including AIS HealthCare, C Spire, CF Industries, Iowa Department of Public Health, Mississippi State Department of Health and Department of Human Services, Jackson Municipal Airport Authority, Mangia Bene Restaurant Group, Women's Foundation of Mississippi.

Committed to ongoing development and learning Deirdre has a B.A. in psychology from the University of Massachusetts, Amherst, as well as, both a M.S.W. and M.P.H. from Tulane University. Deirdre is a Licensed Clinical Social Worker, and a Professional Certified Coach (PCC) by the International Coaching Federation. Recently she has studied Adult Development with Chris Wahl, MA Ed, MCC and Barbara Braham, PhD, MCC, and completed postgraduate studies in business through the Else School of Management, Millsaps College. She is certified in The Leadership Circle Profile™, Collective Leadership Profile™ and the Social + Emotional Intelligence Profile®. She is the 2021 International Coaching Federation Gulf Coast Chapter President and was named one of Mississippi's 50 Leading Business Women.

A transplanted New Englander she's based in Jackson, MS, where she lives with her college professor husband and sweet yellow dog. When not working you might find her covered in dirt from gardening, cooking or practicing her Argentine Tango skills.

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