

Associated Behaviours for the CFM Coaching Competencies



1. Process

A good coach...

1. Builds and maintains rapport
2. Delivers a programme in accordance clients welfare and success
3. Ensures that interventions are timely with respect to clients progress and stages of development
4. Establishes the clients needs and priorities at the beginning of each session
5. Understands the remits of the role before accepting the contract
6. Establishes the needs and requirements of the sponsor
7. Creates and agrees opportunities for feedback and review during the lifespan of the contract or programme.
8. Monitors the extent to which the client is able to implement their plans successfully
9. Transfers learning to the client to support self management of future development
10. Designs a development plan collaboratively with the client
11. Identifies when the relationship has reached its natural end
12. Evaluates own practice by using a range of valid and reliable methods.

2. Domain Specific

- Leadership

A good coach...

1. Puts the strategic business plan into operation through others
2. Manages Risk
3. Encourages innovation in your team
4. Implements changes within your area of responsibility
5. Develops productive working relationships with colleagues and stakeholders
6. Allocates & monitors the quality of work within your area of responsibly
7. Provides learning opportunities for colleagues
8. Manages the financial restraints in your area through your people
9. Leads by example in areas of environmental good practice and health & safety
10. Develops a customer-focussed environment
11. creates a culture conducive to feedback and growth
12. Enable staff to solve problems for themselves

- Sales

A good coach...

1. Accurately understands customer needs and providing advice on products and services. Actively offering product demonstrations/models
2. Maximises business opportunities in a professional manner. Selling additional products and services relevant to customer needs.
3. Works as part of the team to achieve shared business objectives
4. Resolves face-to-face and telephone customer queries that exceed the customer's expectations.
5. Completes relevant procedures and administration in an accurate and timely manner to the required standards.
6. Promotes and participates in sales and promotional campaigns to achieve business objectives.
7. Is individually responsible for ensuring own compliance, but also has a duty to inform the appropriate management of non-compliance within their working environment.

8. Complies with all applicable legislation at all times, including Employment, Environmental Health, Health and Safety, and domain specific laws eg FSA.
9. Maintains appropriate up to date knowledge, experience & expertise in products & services. Including sharing best practice within team/area/company.
12. Regularly reviews business updates & directives from support centre/head office/area manager.
13. Manages own time & workload effectively to achieve quality standards in own work.

- Health & Wellbeing

A good coach...

1. Is aware of latest developments in the leisure and fitness industry
2. Develops a programme that is suitable, both mentally and physically, for their client
3. Is suitably qualified in Human development including appropriate medical qualifications
4. Develops changes with a life and long-term perspective in their client
5. Is aware of the relationship between diet, exercise and wellbeing and works with that in their client
6. Develops the motivation with their client
7. Makes use of a wide range of tools, techniques, innovative approaches and traditional methods
8. Gathers and interprets relevant information on their client
9. Creates realistic yet challenging interventions to assist in lifestyle change
10. Carries out diligent reviews to ensure clients stay on track

- Learning

A good coach...

1. They have high expectations of all learners; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
2. They treat learners consistently, with respect and consideration, and are concerned for their development as learners.
3. They demonstrate and promote the positive values, attitudes and behaviour that they expect from their learners.
4. They can communicate sensitively and effectively with parents and carers, recognising their roles in learners' learning, and their rights, responsibilities and interests in this.
5. They can contribute to, and share responsibly in, the corporate life of learning environments.
6. They understand the contribution that support staff and other professionals make to teaching and learning.
7. They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.
8. They are aware of, and work within, the statutory frameworks relating to teachers' responsibilities.
9. They understand how learners' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.
10. They know a range of strategies to promote good behaviour and establish a purposeful learning environment.

11. They set challenging teaching and learning objectives which are relevant to all learners in their sessions. They base these on their knowledge of:

- the learners
- evidence of their past and current achievement
- the expected standards for learners of the relevant age range
- the range and content of work relevant to learners in that age range.

12. They make appropriate use of a range of monitoring and assessment strategies to evaluate learners' progress towards planned learning objectives, and use this information to improve their own planning, teaching and coaching.

- Psychotherapy & Counselling

A good coach...

1. Respecting human rights and dignity
2. Ensuring the integrity of practitioner-client relationships
3. Enhancing the quality of professional knowledge and its application
4. Alleviating personal distress and suffering
5. Fostering a sense of self that is meaningful to the person(s) concerned
6. Increasing personal effectiveness
7. Enhancing the quality of relationships between people
8. Appreciating the variety of human experience and culture
9. Striving for the fair and adequate provision of counselling and psychotherapy services
10. Fidelity: honouring the trust placed in the practitioner
11. Autonomy: respect for the client's right to be self-governing
12. Beneficence: a commitment to promoting the client's well-being
13. Non-maleficence: a commitment to avoiding harm to the client
14. Justice: the fair and impartial treatment of all clients and the provision of adequate services
15. Self-respect: fostering the practitioner's self-knowledge and care for self

3. Professionalism & Building a practice

A good coach...

1. Ensures confidentiality
2. Abides by a code of conduct and ethical practice
3. Acts as a role model for clients as well as other coaches and mentors
4. Ensures that clothing, manner and expression of personal style are appropriate to the context within which the services are delivered
5. Demonstrates accountability for professional practice by carrying an appropriate level of professional indemnity insurance
6. Reviews developments in coaching and mentoring related areas regularly
7. Makes decisions whether practices should change in response to developments in their field
8. Understands different forms of supervision
9. creates an environment of safety and security in which their clients is able to share all sides of themselves eg ambitions, needs, fears.
10. Contributes to the development of the profession

4. Self

A good coach...

1. Accepts own shortcomings
2. Appreciates own strengths
3. Demonstrates a high degree of self awareness
4. Ensures that own beliefs and values do not adversely affect either “client process” or outcomes
5. Deals with conflict/attack/aggression appropriately
6. Deals with sexual attraction appropriately
7. Has an open and responsive presence
8. Manages own energy levels effectively
9. Maintains a positive attitude
10. Demonstrates good time management

5. Skill

A good coach...

1. Encourages client to explore a range of possible solutions to the presenting problem and ensures that potential threats and opportunities of each problem are considered
2. Facilitates client to become more effective in problem solving
3. Creates a range of alternative solutions to problems and challenges
4. Takes anticipatory action to support client in avoiding problems before they occur
5. Makes sense of a situation
6. Understands how core knowledge is applied in a professional practice
7. Has a wide repertoire of different interventions/techniques and knows how and when to use them appropriately.

6 Values & Approach

A good coach...

1. Respects the values attitudes and beliefs of the client
2. Demonstrates belief in the clients potential to develop
3. Sets and example by consistently modelling high standards of integrity and honesty
4. Confronts unethical behaviour demonstrated by others
5. Aware of different social worlds and cultures
6. Values each person for their unique contribution to family, organisation and society
7. Demonstrates a flexible approach to the delivery of coaching/mentoring and are able to adapt their style to one which works best for the client
8. Does not misuse role in any way
9. Demonstrates that their coaching/mentoring practice reflects a genuine commitment to espoused beliefs and values
10. Believes in fairness

7. Communication

A good coach...

1. Gives client undivided attention
2. Demonstrates skill in probing for information
3. Responds to clients unspoken feelings and concerns appropriately
4. Uses reflection and reframing appropriately
5. uses imagery appropriately
6. Asks appropriate questions
7. Uses language and tones that are respectful to the client eg non-sexist, non-racist, non technical, non jargon
8. Communicates easily and comfortably with a wide range of clients
9. Prioritises and summarises information presented in both written and verbal communications
10. Confronts client with unwelcome facts or opinions appropriately
11. Uses feedback to maintain clarity of purpose
12. Provides complete, constructive and useful feedback

8. Facilitating

A good coach...

1. Supports client to either identify or formulate their own goals
2. Promotes self-discipline in the client by holding them responsible and accountable for agreed actions
3. Ensures that coaching/mentoring conversations are around issues/topics that are relevant to achieving the goals set out in the contract and action plan
4. Ensures that the client does not become dependant on the service
5. Understands how prior achievements, experience and learning influence current and future outcomes
6. Enables the client to discover thoughts, feelings and behaviours that will support the achievement of o meaningful outcomes.
7. Facilitates the client from internal “wants” rather than external “shoulds”
8. Responds to clients emotions without becoming personally involved
9. intervenes effectively to facilitate heightened awareness
10. Ensures that the client retains responsibility for solving their own problems
11. Manages the process to achieve the desired outcomes
12. Demonstrates accurate understanding of clients emotions