

Applicant Briefing Document

Evaluation Overview

What: Applicants will be assessed in a 40 minute coaching session, observed by two evaluators.

Applicants will be evaluated on the following as defined in the COMENSA Coaching Behavioral Standards Framework:

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| 1. Contracting | 6. Self-awareness and self-management |
| 2. Effective communication – listening and use of questions | 7. Managing diversity |
| 3. Building Trust and Rapport | 8. Maintaining a Coaching Presence |
| 4. Creating awareness and opportunities for learning | 9.. Personal Growth and development |
| 5. Designing actions and managing accountability | 10. Meeting ethical standards will be discussed with the coach |

Applicants will be evaluated as having demonstrated (yes), or not demonstrated (no), the Behavioural Standards, and the expectation is that the applicant will demonstrate proficiency in at least 7 of the 10.

When: Live With Impact prefers Live Zoom Sessions. Live With Impact is flexible on booking Evaluations as this is based solely on the Evaluators diary. You are required to provide your Main Evaluator with 3 potential dates. The Main Evaluator will book with the second evaluator and confirm your Evaluation appointment with a Zoom link and meeting request. It is the coaches responsibility to arrange with their Client and forward the zoom link to their client. In the event of the client not pitching up, the second evaluator can assist by being the client.

Who: The Main Evaluator will facilitate and both evaluator's will observe the coaching conversation. This ensures fairness and rules out potential bias. This session will be 1-1.5 hours. 40 minutes for coaching and then 20 – 45 minutes for feedback from the evaluators to the Coach. Your client only needs to be present for the actual coaching and will then be excused.

Preparation: The applicant is requested to ensure that the Behavioural Standards Framework is fully understood prior to the evaluation. If you need help, you can arrange a mentoring session with Amanda to prepare you for the Evaluation. There will be an additional fee for Mentoring.

Feedback: The Evaluators openly discuss the 9 behaviours in front of the Coach. Coaches therefore receive immediate feedback in the Zoom evaluation meeting. By the end of the zoom meeting, the Coach will know if they were found proficient or not yet proficient.

How the assessment works: During the evaluation, the evaluators' primary focus will be on looking for coach to demonstrate the COMENSA Behavioural Standards. Their

secondary focus will be on looking to see how confident the coach is in facilitating the coaching conversation and using their own language in the conversation.

Evaluation framework: Applicants are assessed against the COMENSA Behavioural Standards Framework, both through observation during the session as well as through post evaluation discussion.

The applicant is to demonstrate an ability to create insights and set actions. Exact adherence to a set structure/coaching model is not necessary provided the applicant is able to show the relevant behaviours. The structure can be seen as the format for the assessment rather than the criteria for assessment.

In assessing the applicant against the core Behavioural Standards, evaluators will be looking for evidence that the applicant is speaking in their own, unique voice. So applicants are encouraged to develop their own language while sticking to the structure of the session and using the language of the coaching client where relevant.

Behavioural Standards:

Below is an outline of each Behavioural Standard, and what the evaluators will look for during the evaluation in order to assess whether the applicant has met the proficiency requirement. Please read the Behavioural Standards Framework to ensure that you feel confident in applying each of these behaviours.

1. Meeting ethical guidelines and professional standards:

The applicant is to show that they have a clear understanding of the nature of coaching and manage their own behaviour accordingly. Examples of this are:

- Clearly understanding what coaching is and be able to distinguish it from other modalities like counseling or mentoring;
- Managing time by keeping session on track and being on time to appointments;
- Being honest and genuine with the coaching client.

2. Establishing the coaching agreement:

Evaluation is against a demonstrated knowledge of the structure of ongoing coaching sessions. In particular, the applicant's ability to describe what can be expected from the session, how long it will take and the role for both coach and coaching client. The evaluator will look for clear use of placement, making sure the coaching client is at ease at all times. We are particularly looking for the applicant's ability to:

- Deliver strong placement around expectations of both coaching client and coach;
- Do what they say they will do (e.g. covering everything mentioned in how the session will go).

3. Establishing trust and intimacy with the coaching client:

The evaluator will look for a connection between the applicant and the coaching client right from the start of their relationship (in this observed coaching session). Specifically, evaluators will look for the applicant to demonstrate:

- Show genuine interest in the coaching client;
- Ask permission when appropriate;
- Provide clear placement throughout the session;
- Acknowledge and support the coaching client;
- Be respectful of the coaching client's personal learning style'
- Have a real conversation with the coaching client i.e. doesn't follow a script.

4. Coaching presence:

The key here is to be totally present during the assessment and be totally focused on the coaching client. We are looking for the applicant to demonstrate this particularly:

- Totally focused and responds to what is happening in the moment;
- Able to express own inner knowing in a way that is valuable to the coaching client;
- Takes a risk to share something or challenge the coaching client;
- Able to use humour and create lightness in the session;
- Confidently and easily thinks of new perspectives and ideas;
- Able to stay focused when coaching client is expressing strong emotions;
- Easily chooses which way to work with a coaching client;
- Able to clarify accurately what the coaching client is saying.

5. Active listening:

A key here is showing skill in how to listen as a coach as well as how to speak as a coach and to focus on the needs of the coaching client, rather than where you think the session should be going. Some examples include:

- Focusing conversation on coaching client's agenda;
- Summarising, mirroring and paraphrasing accurately what the coaching client has said in order to ensure clarity;
- Questions are formed based on the interactions, not on a formula;
- Interpreting what the coaching client is saying through their tone of voice and body language;
- Building on the coaching client's ideas and suggestions;
- Demonstrating an ability to clarify the essence of what the coaching client is saying;
- Listening without judgment when a coaching client needs to clear and can then move the conversation forward;
- Encouraging the coaching client to express themselves.

6. Powerful questioning:

The evaluator will look at the applicant's ability to ask clear, succinct questions that move the coaching process forward. This includes asking:

- Questions that move the conversation forward;
- Questions that come from the conversation rather than based on a formula or pre thinking;
- Questions that reflect active listening and being present with the coaching client;
- Questions that are open ended and encourage exploration;
- Questions that require the coaching client to think in new ways;
- Questions that are delivered one at a time;
- Questions that are solution and outcome focused.

7. Direct communication:

The applicant is to demonstrate that they are comfortable and well-spoken throughout the session. This includes the use of:

- Confident, clear, articulate and direct communication;
- Metaphors and analogies to effectively support the coaching client's agenda;
- Language that is respectful;
- Clear placement throughout the session;
- Effective use of the voice in order to maintain energy and pace the session.

8. Creating awareness:

Evaluators look for the applicant to demonstrate a willingness to take risks in stretching and challenging the coaching client. This involves:

- Effectively clarifying what the coaching client is saying by going beyond what is being said;
- Supporting the coaching client to generate new awareness and then take action based on this new awareness;
- Maintaining focus on the broader perspective i.e. doesn't get lost in detail;
- Bringing awareness to patterns and areas of focus that support the coaching client's agenda;
- Expressing insights to the coaching client in a new way.

9. Designing actions:

The applicant is to set stretching actions with the coaching client that meet requirements. Specifically, the evaluators will be looking for:

- The applicant (Coach) helping the coaching client to be creative in ways to approach a particular action;
- The applicant (Coach) ensuring that the actions are based on the coaching client's ideas and not on what the applicant thinks they should do;
- The applicant (Coach) encouraging the coaching client to take responsibility for outcomes;
- The applicant (Coach) ensuring the actions will achieve the desired results;
- The applicant (Coach) keeping the coaching client focused on the learning or outcome;
- The applicant (Coach) being willing to stretch the coaching client and acknowledge them for doing so.

10. Planning and goal setting:

Evaluators will look for the applicant's ability to set stretching goals for the coaching client, which meet requirements for primary goals. We will be looking for the applicant's ability to:

- Support the coaching client in identifying the most effective areas for setting outcomes;
- Encourage outcomes that are specific, measurable, achievable, and have a target date.

Should you need a Mentoring session for preparing for your Evaluation, please feel free to contact Amanda at Live With Impact: amanda@withimpact.co.za

Alternatively, you may contact COMENSA Administration, regarding the required Behavioural Standards framework, using this email address: credential@comensa.org.za