

Core Competencies of the Executive Coach

By

Susan Ennis, Robert Goodman, William Hodgetts, James Hunt, Richard Mansfield, Judy Otto, and Lew Stern

Introduction

What are the essential competencies of the effective executive coach? This is a challenging and important question. A number of writers have addressed this question over the past decade.¹ Unfortunately, commercial concerns and a lack of research in the field make it difficult to find a reasonable answer. The danger for consumers is that, given the lack of standards, they may be vulnerable to fads and sales pitches without a clear sense of how to evaluate executive coaches and the coaches' ability to meet the consumers' needs. Our goal in offering this work is to provide an initial framework of executive coaching to define the needs in specific situations and develop criteria for coach selection, not dissimilar to any good human resource selection process. In addition, we also hope to stimulate further research and dialogue on this critically important

Version 2005.1 Copyright © 2005, Susan Ennis, Robert Goodman, William Hodgetts, James M. Hunt, Richard Mansfield, Judy Otto and Lew Stern. All Rights Reserved. It is unlawful to make any copy of this document, or alter the contents of this document, without the express written consent of the authors.

topic. The competencies we will describe here are based on our collective experience and judgment as executive coaches, executives, educators, and consumers of executive coaching services. The competencies must be considered tentative – to be refined as further research becomes available.

Defining Executive Coaching

The Executive Coaching Handbook articulates an underlying theory of executive coaching. That systems-oriented definition of executive coaching isⁱⁱ:

“Executive coaching is an experiential and individualized leader development process that builds a leader’s capability to achieve short- and long-term organizational goals. It is conducted through one-on-one interactions, driven by data from multiple perspectives, and based on mutual trust and respect. The organization, an executive, and the executive coach work in partnership to achieve maximum impact.” (p. 19)

A discussion of competencies has to begin with the question, “competent for what?” In this work we consider those competencies that we believe are necessary to effectively execute the tasks described in this “baseline” definition. Clearly such a set of tasks requires a broad set of competencies.ⁱⁱⁱ Examination of the definition suggests that the competent executive coach will likely possess or display psychological knowledge, business acumen, organizational knowledge, knowledge about coaching, coaching skills needed to perform essential coaching tasks, and a set of personal attributes that serve as a foundation for these competencies and skills.

Construction of this Competency Description

Drawing on our own experiences as executive coaches, managers of coaching in organizations, and/or coaching researchers and educators we began a process of attempting to articulate these competencies, skills and attributes. Ultimately we developed four competency areas including “psychological”, “business”, “organizational” and “coaching” competencies.^{iv} We stress that it is quite likely that few coaches are highly effective across every single one of the competency anchors listed under each of these areas. It is also the case that certain coaching engagements will draw more on one or more competencies or skill sets than other sets. However, in our experience, significant competence in each of the four areas is in all likelihood essential.

While the need for some competencies may vary from situation to situation, we also articulate here a set of personal *attributes* that are likely to be important regardless of context. Similar to the growing awareness on the part of leadership-development researchers and practitioners of the importance of emotional intelligence in that area, our experience suggests that emotional intelligence competencies are important to the effectiveness of executive coaches as well.^v

Finally, the reader will note that we consider each competency or attribute from a basic or foundational level and from a more advanced perspective as well. In doing so we are trying to capture the simple premise that individual coaches will demonstrate a varying level of effectiveness within each competency as a function of both their natural gifts and their current level of development and that competency at the basic level is essential while an advanced level can be helpful in many situations.

We realize that research on this area is continuing apace and that these competency descriptions are subject to further scrutiny and debate. Matching coach, executive and organization still requires a bit of intuition on the part of those involved because of the state of research in the field and because of the ambiguous nature of many coaching assignments. In spite of these limitations, given the growth of executive coaching, we believe it is critically important to assist executives, organizations, coaches and coaching educators and researchers by providing focus and language and by so doing try to help move the dialogue forward.

Potential Uses of this Model

Executive coaching, by its very nature, must manage the expectations of a variety of stakeholders. Consistent with that reality, we believe these competency descriptions should be of assistance to the following audiences:

Version 2005.1 Copyright © 2005, Susan Ennis, Robert Goodman, William Hodgetts, James M. Hunt, Richard Mansfield, Judy Otto and Lew Stern. All Rights Reserved. It is unlawful to make any copy of this document, or alter the contents of this document, without the express written consent of the authors.

1. Organizations that contract with executive coaches to provide services to their employees. Typically, within an organization that utilizes the services of executive coaches, one or more individuals are responsible for sourcing coaches. This description of competencies should be useful as part of the application process, in the interviewing of potential coaches and as a strategy for organizing a data base of coaching capabilities. The list should be useful in assessing coaches' references as well. Finally, those responsible for matching executives and coaches can use this model as an initial screening tool to assess the kind of issues with which the executive needs help and the skills and attributes required to offer that help.
2. Executives who are choosing a coach. The executive who is considering coaching can be operating at something of a disadvantage without some sense of the universe of competencies from which he or she can draw. The executive using this list of competencies should consider her or his issues and needs and make sure that in the interview process she or he checks to see whether or not the coach appears to have the right competencies.
3. Executive coaches planning their own development. Most executive coaches are life-long learners, or should be. Those wishing to guide their development intentionally can consider their strengths and weaknesses by considering each of these competencies. Likewise, the executive coach

can also use the competencies to consider the kinds of coaching cases to which he or she is best suited.

4. Designers of training programs and curricula for future executive. There are now a number of executive coaching training institutes and academic programs and more are likely to start up over the next decade. Too often, training and education for coaches offers little more than a few days of workshops with some follow up coaching. As this list of competencies implies, it makes little sense to expect that an individual can become an effective executive coach in one week, or one month for that matter. Those teaching executive coaches or running institutes or programs should grapple with the serious challenge of helping their clients develop a broad and deep set of organizational, psychological, business and coaching competencies.

Please Provide Feedback on this Document

Thank you for your interest in Core Competencies of the Executive Coach. As you will read, this effort to articulate the competencies of effective executive coaches was based on an on-going dialogue involving individuals with significant experience as executive coaches, coaching practice managers, educators and supervisors of coaches, and researchers and authors on the topic. It was undertaken as part of our effort to support quality practices in the field. We ask that in return for this service, you provide us your feedback. Please e-mail Huntj@babson.edu, and let us know your role, how you have made use of this document, and your own perspective on the competencies of an effective executive coach. We thank you in advance for your help.

The Executive Coaching Forum

The Core Competencies

Psychological Knowledge

In laying out the competencies and knowledge essential for the effective executive coach, it is important to differentiate between *formal* psychological knowledge – that is, knowledge of psychological theories and concepts relevant to the practice of executive coaching – and *tacit* psychological knowledge, sometimes also referred to as social intelligence or emotional intelligence. This section describes the formal psychological knowledge necessary for effective executive coaching.

Basic	Advanced
<p>Understanding of:</p> <ul style="list-style-type: none"> • Personality theories • Models of human motivation • Adult development theories, including moral, intellectual, emotional, relational, and spiritual development • Models of adult learning • Models of career development • Models of personal and behavioral change • Work/life balance • Stress management techniques • Social psychology and how social factors impact individual and group behavior • How to identify individuals in need of psychological or medical referral • Models of emotional intelligence • The role of gender differences in adulthood • Models and methods of 360 degree feedback • Models of personal and leadership style (e.g., MBTI, DISC) 	<p>Understanding of:</p> <ul style="list-style-type: none"> • The psychology of transitions between developmental stages • Models of substance abuse • Clinical diagnoses and how they play out in workplace (e.g., narcissism) • Conflict resolution and mediation • Family systems theory • Abnormal psychology/psychopathology • Psychological assessment methods and tools (e.g., 16PF, Strong Interest Inventory, Firo B)

Business Acumen

Executive coaches need business acumen in order to understand the goals and work context of their coachees. Business knowledge also gives executive coaches credibility with their coachees and others in the coachees' organization. In addition to general business knowledge, coaches need to acquire knowledge of the specific businesses of their coachees.

Basic	Advanced
<p>Understanding of:</p> <ul style="list-style-type: none"> • Business practices and concepts • Basic financial concepts (e.g., income and balance sheets) • Business functions and their interdependencies • The strategic planning process and its relationship with team and individual goal setting • Current information technologies • The role of information technology in business (e.g. E.R.P., enterprise management) • Process improvement technologies • Global capitalism and global firms • The differences between regulated and non-regulated businesses • The differences between for-profit and not-for-profit businesses • The key leadership roles of organizations (e.g. COO, CFO, CTO, CEO, Executive Director, Board Chair, etc.) • Knowledge of current business events, issues and trends • Management principles and processes • Human resource management 	<p>Understanding of:</p> <ul style="list-style-type: none"> • Merger and acquisition issues • Several specific industries and their technologies • The use and abuse of technology • Leading edge business practices • Governance structures and practices and how they interface with business operations • Management of the supply chain/network • Product lifecycles • Government regulations (e.g. compliance, approval, and other governmental regulations and processes) • How boards operate in relationship to senior management • Re-engineering and downsizing

Organizational Knowledge

Executive coaches work with coachees who must accomplish their work goals and advance their careers within the context of their organization(s). Therefore, it is important for executive coaches to understand organizational structures, systems, processes and how to assess all of these elements of the organization in which the coachee works.

Basic	Advanced
<p>Understanding of:</p> <ul style="list-style-type: none"> • Basic organizational structures, systems and processes including functional, divisional and matrix organizational forms as well as the behavioral patterns associated with each • Organizational assessment and diagnosis • Organizational design and development principles and practices • The impact and role of organizational cultures and subcultures • The phases of team development and the characteristics of effective team leadership • Models of leadership • Leadership development programs and processes • Organization development methodologies • Organizational systems theory • The nature and role of organizational politics, power and influence • Organizational change management theories and practices • Consulting theory and practices • The role of ethics in business and in organizational consulting • Models of the learning organization • Models of succession and leadership transition 	<p>Understanding of:</p> <ul style="list-style-type: none"> • The processes of executive talent management and succession planning • The tasks, challenges, and success factors associated with executives coming into new roles or assignments (“on-boarding”) • The nature of and processes associated with organizational learning (e.g. knowledge transfer, knowledge management, information sharing, etc.) • The distinctive characteristics of family- owned and family-operated enterprises • The processes associated with organizational design principles • The practices associated with changes in organizational designs • Diversity management issues

Coaching Knowledge

Executive Coaches need to have specific knowledge of theory, research and practice in the developing field of executive coaching.

Basic	Advanced
<p>Understanding of:</p> <ul style="list-style-type: none"> ▪ The history of executive coaching ▪ Executive coaching models and theories ▪ The definitions of coaching and executive coaching as a specialty practice ▪ Seven overarching principles for executive coaching: systems perspective, results orientation, business focus, partnership, competence, integrity, and judgment ⁱⁱ ▪ Seven guidelines for practicing the different phases of executive coaching by the coach, the executive, and the executive's organization: managing confidentiality, pre-coaching activities, contracting, assessment, goal setting, coaching, and transitioning to long-term development ⁱⁱ ▪ The underlying principles and approaches of the different types of coaching and how they differ from and/or can be incorporated into executive coaching ▪ The distinction between executive coaching and other models of coaching 	<p>Understanding of:</p> <ul style="list-style-type: none"> ▪ Evolving trends in the practice of executive coaching ▪ How coaching models can be developed and customized to emerging needs and trends

Coaching Knowledge (Continued)

Basic	Advanced
<p>Understanding of:</p> <ul style="list-style-type: none"> ▪ The role of manager as coach and the impact of executive coaching on the development of that capability ▪ The roles coaches can play and when and how to effectively apply them (e.g. trainer, mentor, advisor, etc.) ▪ The differences between executive coaching and other helping methods for executives (e.g. counseling, consulting, therapy, mentoring, etc.) ▪ How coaching theories and methods apply to various situations of individual coaching clients ▪ How to tailor the coaching process to adapt it to the unique needs and circumstances of the coachee and the organization ▪ Measurement of coaching outcomes and process ▪ Research findings on executive coaching (past and emerging) ▪ The core competencies of executive coaches ▪ The wide variety of available coaching resources (books, articles, internet sites, tools, etc.) ▪ How to maintain and implement a continuous plan for one's own professional development 	

Coaching Tasks and Skills

The executive coaching process can be divided into six phases: **Building and Maintaining Coaching Relationships, Contracting; Assessment; Development Planning; Facilitating Development and Change; and Ending Formal Coaching and Transitioning to Long-term Development.** Each of these phases, as outlined below, has a set of tasks to be performed. Many of these tasks can also be viewed as specific skills that an executive coach can develop and hone.

Building and Maintaining Coaching Relationships	
<p>Basic</p> <ul style="list-style-type: none"> ▪ Build and sustain trust ▪ Hold the coachee, his/her boss, and HR accountable ▪ Identify and manage resistance and conflict ▪ Influence with and without authority ▪ Maintain confidentiality on sensitive organizational and individual issues ▪ Hold multiple perspectives ▪ Solicit feedback on one's own performance as the coach ▪ Utilize the coaching relationship as a tool to help the coachee ▪ Maintain the balance of the close coaching relationship and professional boundaries ▪ Make and explain observations about what goes on in the coaching relationship and its similarities and differences to the coachee's other relationships ▪ Appropriately challenge the coachee and deal with the his/her defensiveness without impairing the coaching relationship 	<p>Advanced</p> <ul style="list-style-type: none"> ▪ Provide guidance on diverse cultures and cross-cultural issues ▪ Use earned trust to challenge values, assumptions, and business practices ▪ Work with a diverse group of clients and stakeholders (cultures, races, genders, styles, ethnicity, etc.) ▪ Hold sessions with senior management and Organizational Effectiveness/HR staff to share observations, organizational knowledge, data, and themes relating to leadership and organizational issues.

Contracting

Basic

- Evaluate the readiness of the coachee for coaching
- Engage all appropriate constituents in goal setting and agenda setting for the coaching (coachee, boss, HR, others)
- Obtain commitment and support from all appropriate constituents
- Establish guidelines for confidentiality
- Establish the boss's and HR's role in the coaching
- Facilitate agenda-setting and goal-setting meetings between the coachee, his/her boss and the HR professional
- Develop realistic and challenging coaching goals
- Set realistic time frames for accomplishing the coaching goals
- Re-contract when appropriate
- Tailor the coaching process to the unique needs of the coachee and organization

Advanced

- Play multiple roles without crossing key boundaries or compromising the guidelines for practice
- Challenge the coachee's contract
- Contract with the boss for feedback to him/her
- Negotiate and write three forms of coaching contracts: the learning contract with the coachee, his/her boss and HR professional; the business/legal/financial contract with the coachee's organization; and the personal/relationship contract with the coacheeⁱⁱ
- Manage times of low and high demand in one's own coaching practice so as not to negatively impact client service

Assessment	
<p>Basic</p> <ul style="list-style-type: none"> ▪ Design assessment plans ▪ Administer and interpret 360 degree feedback instruments and measures of personal and leadership style (e.g., MBTI, DISC) ▪ Interview the coachee and his/her key constituents ▪ Unobtrusively observe/shadow the coachee in his/her work environment ▪ Gather data from multiple sources, aggregate them and present the results and implications in a useful format ▪ Use the results of assessment tools and instruments to evaluate the coachee's strengths, weaknesses, abilities, tendencies, preferences, behavior patterns, emotions, thinking styles, opportunities, constraints, and other factors important to the coaching ▪ Use the results of assessment tools, instruments and other methods to evaluate the coachee's organizational context (e.g. characteristics, strengths, weaknesses, opportunities, constraints, etc.) ▪ Refer when appropriate to Employee Assistance Programs, career counselors, or other specialists for the administration, scoring, and interpreting of assessments ▪ Identify the coachee's learning style 	<p>Advanced</p> <ul style="list-style-type: none"> ▪ Design and develop 360-degree assessments: surveys, interviews, observations, and focus groups ▪ Administer and interpret assessment instruments in the service of the coaching contract (personality, developmental stage, ability, interest, culture, climate, efficiency, quality, etc.) ▪ Interview the coachee's spouse and family ▪ Design and implement systems and tools for the measurement and evaluation of coaching interventions ▪ Conduct specialized assessments: customer needs and satisfaction, benchmarking, team effectiveness, etc.

Development Planning

Basic

- Partner with Human Resources
- Conduct debriefing and feedback sessions with the coachee of the assessments and 360-degree results
- Establish specific coaching goals (behavioral, cognitive, skills, business, relationships, etc.)
- Help the coachee design and create action plans and a coaching time table
- Help the coachee, his/her boss, and HR to review assessment results within agreed-upon guidelines for confidentiality and translate those results into actionable coaching strategies
- Establish qualitative and quantitative measures of results for the coaching goals
- Determine what can be achieved in coaching and recommend appropriate training and other methods to achieve other developmental goals
- Quickly identify the need for, and make referrals to other helping professionals
- Gain commitment for the coachee's self-management of coaching action plans
- Help the boss to provide useful feedback and to coach the coachee as his/her manager

Advanced

- Involve other development resources in coaching interventions (mentors, trainers, consultants, therapists, physicians, etc.)
- Continually build and manage a network of referral sources to other relevant professional services and providers

Facilitating Development and Change

Basic

- Take the coachee's point of view and offer alternative points of view
- Show accurate empathy
- Listen actively and respectfully
- Communicate clearly, concisely, and directly
- Provide constructive feedback
- Observe the coachee's behavior in coaching sessions and provide real-time feedback
- Offer specific strategies and suggested behavior changes
- Demonstrate and serve as a role model in the coaching for new work methods and ways of communicating
- Create and raise awareness
- Design assignments that encourage experimentation, reflection, and learning
- Ask powerful questions
- Support and confront appropriately
- Challenge assumptions
- Solicit solutions
- Swiftly translate ideas into action plans
- Develop management, executive and leadership skills
- Provide learning resources as needed (reading, models, etc.)
- Involve the boss as the ongoing coach
- Measure and monitor the coaching process and results
- Address new issues and learning opportunities as they arise

Advanced

- Deal with multiple parts of the coachee's life that affect his/her job performance and satisfaction (spiritual, physical, emotional, etc.)
- Spontaneously design and improvise unique combinations of approaches to meet the special needs of individual executives
- Incorporate other specialty knowledge and techniques in the coaching intervention (financial analysis, market analysis, innovation, total quality management, group process consultation, family businesses, etc.)
- Use video, audio, and other feedback techniques in the coaching
- Help to design organizational structures
- Identify opportunities for organizational improvements
- Share knowledge and expertise appropriately to help the coachee develop solutions for complex business challenges
- Mediate interpersonal and inter-group conflicts

Facilitating Development and Change (Continued)

Basic

- Be aware of and recognize one's own part as the coach in the coachee's problem or situation through various methods (e.g., peer supervision, consultation, etc.)
- Coach the boss to better support the coachee and his/her business and coaching objectives

Advanced

- Use stress management and relaxation techniques
- Manage and supervise other coaches and members of the executive's organization in the application of the guidelines for coaching practice
- Identify coaching research needs and design and conduct research to fill those needs
- Present and share knowledge of and experience with coaching with other professionals through publications, conferences, seminars, and other vehicles

Ending Formal Coaching & Transitioning to long-term development

Basic

- Identify the appropriate ending point in the formal coaching process
- Initiate discussion with the coachee, his/her manager, and others in the organization about bringing the formal coaching to an end
- Work with the coachee to identify ongoing developmental supports and resources in his/her environment and to establish a transition/ending plan
- Work with the coachee to establish post-coaching developmental goals and a plan for meeting those goals
- Work towards and encourage the coachee's independence
- Encourage the coachee to continue learning on his/her own
- Conduct formal ending meeting with the coachee, his/her manager, and HR
- Leave open the possibility for future coaching as the need arises and within the guidelines of the coaching contract

Advanced

- Collect feedback on personal effectiveness as a coach to inform one's own coaching practice
- Work with emotional issues that may arise in the coachee concerning ending the formal coaching
- Work with emotional issues that may arise in oneself as the coach concerning ending of the formal coaching
- Encourage the coachee to join with others in peer coaching relationships

Attributes and Abilities

Performance of the Coaching Tasks described in the previous section is facilitated by a number of underlying attributes and abilities. An individual who demonstrates the following nine categories of attributes may be more likely to be effective as an executive coach: **Mature Self-confidence; Positive Energy; Assertiveness; Interpersonal Sensitivity; Openness and Flexibility; Goal Orientation; Partnering and Influence; Continuous Learning and Development; and Integrity.** An effective executive coach may further develop these attributes and abilities as a result of the demands and opportunities of the coaching role.

Mature Self-confidence	
Basic	Advanced
<ul style="list-style-type: none"> • Appears comfortable with himself/herself • Shows maturity; demonstrates that she or he has gained wisdom from personal and professional experience • Shows confidence; places an appropriate value on his or her own abilities and perspectives • Shows humility; demonstrates awareness that success usually follows from the efforts of a group or team of other individuals, not solely from one's own efforts 	<ul style="list-style-type: none"> • Demonstrates a sense of comfort around senior management or others in power; views him/herself as a peer to senior managers. • Demonstrates courage; is willing to take on situations that may involve significant risk • Thinks independently; considers options or perspectives that may go against prevailing views • Has experienced and learned from a variety of personal and work challenges

Positive Energy	
Basic	Advanced
<ul style="list-style-type: none"> • Shows energy, optimism and enthusiasm • Effectively manages his/her emotions • Demonstrates resilience; bounces back after mistakes and failures • Demonstrates an appropriate sense of humor • Helps the coachee to appreciate her or his strengths and ability to overcome barriers • Helps the coachee to imagine new possibilities • Conveys hopefulness 	<ul style="list-style-type: none"> • Uses humor to defuse tense situations • Manages her or his own stress in unusual coaching situations so as not to allow it to interfere with the coaching process or relationship

Assertiveness	
Basic	Advanced
<ul style="list-style-type: none"> • Asserts him/herself and appropriately says “no” to set limits • Confronts coachees and others who are not following through on commitments • Speaks directly with others even when discussing difficult or sensitive issues • Addresses conflict with others directly and constructively • Communicates in ways that reflect respect for one’s own worth and the worth of others 	<ul style="list-style-type: none"> • Is able to challenge or confront even the most senior leaders

Interpersonal Sensitivity	
Basic	Advanced
<ul style="list-style-type: none"> • Shows empathy with others • Is sensitive to how her or his style impacts others or fits with the needs of others • Demonstrates an interest in people; shows curiosity about the lives, goals, experiences, and perspectives of others • Shows compassion and demonstrates concern for the needs and emotional well being of others • Demonstrates tact; gives difficult or critical information to others in a respectful and supportive fashion • Learns and remembers other people's most important concerns • Uses active listening techniques (e.g., maintaining full attention, periodically summarizing, being non-judgmental) to reflect and acknowledge the other person's feelings and concerns 	<ul style="list-style-type: none"> • Is continually alert to subtle behaviors providing clues about others' interest, engagement, and concern • Asks questions to elicit concerns and feelings suggested by subtle nonverbal behavior or group dynamics

Openness and Flexibility	
Basic	Advanced
<ul style="list-style-type: none"> • Is able to understand and appreciate perspectives that differ from her or his own • Tailors his/her own approach to fit the preferences and needs of the coachee • Demonstrates flexibility; changes course or approach when the situation demands it • Understands and relates to individuals and groups from a variety of cultures with values different from her or his own culture • Seeks out and uses feedback to enhance the coaching engagement 	<ul style="list-style-type: none"> • Demonstrates comfort with a very high level of ambiguity

Goal Orientation	
Basic	Advanced
<ul style="list-style-type: none"> • Sets challenging but achievable goals for himself/herself • Helps coachees to identify and set realistic and challenging goals • Is highly motivated toward the pursuit of his or her goals • Shows resourcefulness; seeks out, or helps others seek out solutions under difficult or challenging conditions • Demonstrates stability; stays on tasks for extended periods of time • Shows persistence; does not give up when faced with a challenge • Demonstrates the ability to organize work; effectively plans and manages resources and time when pursuing a goal 	<ul style="list-style-type: none"> • Manages multiple and sometimes conflicting goals and their attainment • Translates complex goals into parallel tracks of actions and their associated measures of success

Partnering and Influence	
Basic	Advanced
<ul style="list-style-type: none"> • Carefully plans and tailors his or her own words in ways that achieve a desired impact • Presents arguments that address others' most important concerns and issues • Involves others as partners in a process, to gain their support and buy-in • Shows interest in and comfort with the context in which the coaching is taking place (for-profits, not-for-profits, health care organizations, the public sector, marketing, finance, sales, R&D, etc.) • Shares some of the values of those in the context in which the coaching is taking place and has a fundamental comfort with private enterprise and/or public endeavors • Demonstrates inclusiveness by encouraging the participation of multiple stakeholders 	<ul style="list-style-type: none"> • Is perceived by others as being of the stature of an executive or senior consultant • Understands, anticipates and manages highly political situations • Formulates effective strategies by carefully considering the concerns, motivations, interrelationships, and preferred styles of all key players • Asks powerful questions that facilitate reflection or problem solving

Continuous Learning and Development	
Basic	Advanced
<ul style="list-style-type: none"> • Seeks feedback to enhance overall coaching effectiveness • Assesses and addresses gaps in his/her own knowledge and skill • Undertakes study and learning to enhance skills that will contribute to her/his coaching 	<ul style="list-style-type: none"> • Does formal research on his/her own effectiveness as a coach • Teaches and coaches others in executive coaching • Seeks out peers for mutual supervision and consultation • Assists other coaches, organizations, and professionals in other areas to avail themselves of different coaching resources and referral sources • Demonstrates commitment to his or her own continuous learning

Integrity	
Basic	Advanced
<ul style="list-style-type: none"> • Takes and holds an ethical stand regardless of financial or other pressures • Carefully maintains appropriate confidentiality in all dealings • Determines what is appropriate through careful contracting in his or her coaching and consulting relationships, with the goal of meeting the needs of all stakeholders. • Demonstrates personal integrity; “walks the talk” • Appears genuine, honest and straightforward regarding her or his agenda and needs • Focuses on and puts the client’s needs ahead of her or his own needs • Makes and keeps commitments to others • Avoids a coaching workload that compromises the quality of the coaching service • Respects the established relationships between the client and other providers of coaching, consulting, and/or other services 	<ul style="list-style-type: none"> • Helps all members of the coaching partnership to challenge their integrity and impact on the business

ⁱ Sherman, Stratford & Freas, Alyssa (2004/November). The wild west of executive coaching. *Harvard Business Review*, pp. 82 – 90. Hunt (2004), Successful Executive Coaching from the Consumer’s Perspective. *Creative Consulting: Research in Management Consulting, Vol. 4*, Greenwich, CT: IAP Press. pp. 165 – 200.

ⁱⁱ Ennis, S., Goodman, R., Hodgetts, W., Hunt, J., Otto, J. Stern, L., Vitti, M. & Yahanda, N. (2004). *The Executive Coaching Handbook, Third Edition*, available at www.executivecoachingforum.com.

ⁱⁱⁱ We use the term “competency” here to as it was originally suggested by Boyatzis (1982, in *The Competent Manager*, New York: Wiley-Interscience) as: an underlying characteristic of an individual, which is causally related to effective or superior performance in a job. This definition was further articulated by Spencer, McClelland & Spencer (1994, *Competency Assessment Methods*, Boston: HayMcBer Research Press) as “motives, traits, self-concepts, attitudes or values, content knowledge or cognitive or behavioral skills” (p. 6).

^{iv} This articulation process began with each of us listing those competencies that seemed particularly significant in our own experiences. We then compared lists, added and deleted items and refined terminology until we were comfortable that we had an inclusive or complete list of appropriate competencies. Such a process of course has a number of limitations from a research perspective and as such, we offer this model as the shared perspective of a varied group of experienced professionals in the field. We hope that future research will provide quantitative and qualitative evidence that demonstrates a direct relationship between specific coaching competencies and coaching results.