



Mentor Feedback

Participant Name

Date

Program Name

Mentor Session#

Coach Advisor (CPC Only)

Preparation Process for Mentor Coaching Sessions

- Listen to the client session recording with this form open.
- For each Competency area, complete three steps:
 1. Check the demonstration behaviors you used.
 2. Write examples of what you said that demonstrates that use.
 3. List questions that you want to explore with your mentor coach.
- Provide information about your session on the following page.
- Complete the Participant Coach Self-Reflections for Strengths and Desired Stretches on the pages following the core competencies feedback.
- Send the form to the Mentor Coach to review and prepare written feedback **72 hours prior** to your scheduled session.

For further direction, review the three items listed below that are found on your Dashboard.

[VIDEO_Mentor_Coaching_Overview](#)

[RESOURCE_Mentor_Coaching_Session_Task_List](#)

[RESOURCE_Mentor_Coaching_Feedback_Sample](#)



Mentor Coaching

Name and credential of your Mentor Coach

Mentor Coaching Session confirmed on: (date, time, time zone)

Recording Access:

Instructions for Mentor Coach

Client Background Information

First name of client

We have been coaching since

Client is in this coaching partnership in order to:

In this session, my client desires

and is challenged by

Mentor Coaching Session Focus

The ICF Core Competencies and/or Generative Coaching principles, models or techniques I want to explore in this conversation:

- 1.
- 2.
- 3.

My coaching stretch and what I would like feedback about:

My Essence Statement (*for CPC Program Only*):

See comments below regarding competency 1.

1. Competency Description: Meeting Ethical Guidelines and Professional Standards - Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations.

Comments: This competency is demonstrated on the written exam and not evaluated here, unless the coaching indicates ethical concerns that need to be surfaced and clarified. The Certified Mentor Coach will identify if this occurs.



2. Competency Description: Establishing the Coaching Agreement - Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective client about the coaching process and relationship.

Skills

- Understands and effectively discusses with the client the guidelines and specific parameters of the coaching relationship (e.g., logistics, fees, scheduling, inclusion of others if appropriate).
- Reaches agreement about what is appropriate in the relationship and what is not, what is and is not being offered, and about the client's and coach's responsibilities.
- Determines whether there is an effective match between his/her coaching method and the needs of the prospective client.

Demonstration Behaviors

	The coach asks the client what they want to work on.
	The coach explores and confirms that the agenda is meaningful for the client and will move the client toward a desired outcome(s).
	The coach engages in some exploration of the measures of success for each outcome desired in the session.
	The coach engages in some exploration of the issues related to each outcome.
	The coach attends to that agenda, those measures, and those issues throughout the coaching.
	The coach may raise unseen issues to the client, but will not change agendas, measures or issues unless re-directed by the client.
	The coach should also check with the client during the session to make sure that the client's goals for the session are in fact being achieved.



Participant Coach Comments

Mentor Coach Comments



3. Competency Description: Establishing Trust and Intimacy with the Client - Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.

Skills

- Shows genuine concern for the client’s welfare and future.
- Continuously demonstrates personal integrity, honesty and sincerity.
- Establishes clear agreements and keeps promises.
- Demonstrates respect for client’s perceptions, learning style, personal being.
- Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure.
- Asks permission to coach client in sensitive new areas.

Demonstration Behaviors

	The coach shows genuine concern for client, shows a good degree of connected relationship to the client, and is attuned to and demonstrates trust in the client’s perceptions, learning style, and personal being.
	The coach must also demonstrate an ability to provide ongoing support for new behaviors and actions
	The coach must also demonstrate an ability to provide: An invitation to the client to participate in the development and creation of those new behaviors.



Participant Coach Comments

Mentor Coach Comments



4. Competency Description: Coaching Presence - Ability to be fully conscious and create a spontaneous relationship with the client, employing a style that is open, flexible and confident.

Skills

- Is present and flexible during the coaching process.
- Accesses own intuition and trusts one's inner knowing.
- Is open to not knowing and takes risks.
- Sees many ways to work with the client, and chooses in the moment what is most effective.
- Uses humor effectively to create lightness and energy.
- Confidently shifts perspectives and experiments with new possibilities for own action.
- Demonstrates confidence in working with strong emotions, and can self-manage and not be overpowered or enmeshed by client's emotions.

Demonstration Behaviors

	The coach attends to client's agenda, seeks information from the client about that agenda, is responsive to that information as it relates both to actions to achieve the client's agenda and the client's way of thinking, learning, and being.
	The coach is also attentive to what actions the client is taking in relation to agenda and to some degree, how those actions relate to the client's way of thinking, learning, and creating.
	In addition, the coach must demonstrate a good level of partnership with the client where the client has a voice in not only choosing the topic, but also choosing the method and manner of coaching.



Participant Coach Comments

Mentor Coach Comments



5. Competency Description: Active Listening - Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client’s desires, and to support client self-expression.

Skills

- Attends to the client and the client’s agenda, and not to the coach’s agenda for the client.
- Hears the client’s concerns, goals, values and beliefs about what is and is not possible.
- Distinguishes between the words, the tone of voice, and the body language.
- Summarizes, paraphrases, reiterates, mirrors back what client has said to ensure clarity and understanding.
- Encourages, accepts, explores and reinforces the client’s expression of feelings, perceptions, concerns, beliefs, suggestions, etc.
- Integrates and builds on client’s ideas and suggestions.
- “Bottom-lines” or understands the essence of the client’s communication and helps the client get there rather than engaging in long descriptive stories.
- Allows the client to vent or "clear" the situation without judgment or attachment in order to move to the next step.

Demonstration Behaviors

	The coach listens on a conscious level and hears what the client says in relation to the client’s agenda, responds to it in relation to the client’s agenda, the listening is focused on helping the client achieve their agenda, and the coach can change direction if the client changes direction.
	The coach has an ability to hear a good portion of the client’s way of thinking, creating, and learning, and incorporates that observing into the coach’s response to what the client says.
	There is also some evidence of that the coach has heard and taken notice of the client’s language in their response to the client. The coach must demonstrate some good ability to hear strengths as well as challenges.



Participant Coach Comments

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6. Competency Description: Powerful Questioning - Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

Skills

- Asks questions that reflect active listening and an understanding of the client's perspective.
- Asks questions that evoke discovery, insight, commitment or action (e.g. Those that challenge the client's assumptions).
- Asks open-ended questions that create greater clarity, possibility or new learning.
- Asks questions that move the client towards what they desire, not questions that ask for the client to justify or look backwards.

Demonstration Behaviors

	The coach's questions must attend to the client's agenda and must include a mix of informational and evocative, exploration oriented questions.
	The mix should be weighted toward evocative rather than informational questions.
	The questions should include a mix of questions oriented to the exploring of issues underlying the client's agenda as well as some questions that allow the coach and client to see how the client's being, learning, creating and acting can be used to achieve success.
	Many of the questions should emanate from the coach's listening to the client at multiple levels and should often be based in the client's language rather than the coach's language.
	At this level, the coach's use of formulaic or standard questions should be somewhat limited.



Participant Coach Comments

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7. Competency Description: Direct Communication - Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.

Skills

- Is clear, articulate and direct in sharing and providing feedback.
- Reframes and articulates to help the client understand from another perspective what he/she wants or is uncertain about.
- Clearly states coaching objectives, meeting agenda, purpose of techniques or exercises
- Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon).
- Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.

Demonstration Behaviors

	The coach is frequently direct, and has a sufficient base of language tools to use with the client.
	In addition, the coach provides some level of invitation for the client to share their intuition and models of thinking as part of the learning process.
	The coach’s communication is oriented not only to the present situation, but also, at times, to the broader thinking and learning that might be available to the client.
	The coach makes good use of their client’s language as part of their communication with the client.



Participant Coach Comments

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8. Competency Description: Creating Awareness - Ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the client to gain awareness and thereby achieve agreed upon results.

Skills

- Goes beyond what is said in assessing client’s concerns, not getting caught up or in by the client’s description.
- Invokes inquiry for greater understanding, awareness and clarity.
- Identifies with the client his/her underlying concerns, typical and fixed ways of perceiving himself/ herself and the world, differences between the facts and the interpretation, disparities between thoughts, feelings and action.
- Helps clients to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them.
- Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action.
- Helps clients to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, background).
- Expresses insights to clients in ways that are useful and meaningful for the client description.
- Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching.
- Asks the client to distinguish between trivial and significant issues, situational vs. recurring behaviors, when detecting a separation between what is being stated and what is being done.

Demonstration Behaviors

	The coach focuses on deeper inquiry by the client and encourages the client to create new awareness by engaging in problem solving or goal achievement.
	The coach encourages the client’s exploration and creation of new techniques or tools to help the client attend to the client’s agenda and achieve desired outcomes.
	The coach shows no attachment to a specific outcome of the coaching and is somewhat willing to not know where the coaching is going.
	The coach demonstrates an ability to help the client integrate new awareness as it pertains to a particular situation and agenda.
	The coach, at least some of the time, invites the client to define the learning that is occurring versus the coach defining the learning that is occurring.
	The coach demonstrates a professional level of ability to understand the way the client learns and creates and use that, as well as the client’s language, as coaching tools.



Participant Coach Comments

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9. Competency Description: Designing Actions - Ability to create opportunities for ongoing learning with the client, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.

Skills

- Brainstorms and assists the client to define actions that will enable the client to demonstrate, practice and deepen new learning.
- Helps the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals.
- Engages the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions.
- Promotes active experimentation and self-discovery, where the client applies what has been discussed and learned during sessions immediately afterwards in his/her work or life setting.
- Celebrates client’s successes and capabilities for future growth.
- Challenges client’s assumptions and perspectives to provoke new ideas and find new possibilities for action.
- Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them.
- Helps the client “Do It Now” during the coaching session, providing immediate support.
- Encourages stretches and challenges but also a comfortable pace of learning.

Demonstration Behaviors

	The coach engages in at least a partial partnership with the client in order to design actions. The coach does not simply suggest actions and homework without client input.
	The homework and actions must be related to the client’s stated agenda and measures of accomplishment of that agenda.
	The suggested homework must have a clear purpose and potential to move the client forward in their thinking, learning, or action around the stated agenda.
	The co-created actions should at least partially reflect the client’s learning, processing and creating style.
	At this level, the coach may infrequently suggest tools or structures to assist the client, but discusses the value of the tools with the client and gets client input on how they should be used and whether they should be used rather than simply seeking client assent to the use of the tool, exercise, or structure.
	The tools, exercises or structures must bear an easy recognizable relationship to achieving the client’s stated agenda and bear some recognizable relationship to the client’s style of learning, creating, and achieving.



Participant Coach Comments

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10. Competency Description: Planning and Goal Setting - Ability to develop and maintain an effective coaching plan with the client.

Skills

- Consolidates collected information and establishes a coaching plan and development goals with the client that address concerns and major areas for learning and development.
- Creates a plan with results that are attainable, measurable, specific and have target dates.
- Makes plan adjustments as warranted by the coaching process and by changes in the situation.
- Helps the client identify and access different resources for learning (e.g., books, other professionals).
- Identifies and targets early successes that are important to the client.

Demonstration Behaviors

	The coach engages in a partial partnership with the client that assists the client to set goals that are clearly and causally related to achieving the client’s overall objectives and stated agenda.
	The plans and measures of accomplishment must have a clear purpose and potential to move the client forward in their thinking, learning, or action around the stated agenda and toward the client’s overall measures of success.
	The coach may also occasionally suggest tools or structures to assist the client so long as the tools are not forced on the client and that the tools or structure bear an easily recognizable relationship to achieving the client’s stated agenda and desired outcome and the client’s style of learning and creating.



Participant Coach Comments

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11. Competency Description: Managing Progress and Accountability - Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.

Skills

- Clearly requests of the client actions that will move the client toward their stated goals.
- Demonstrates follow through by asking the client about those actions that the client committed to during the previous session(s).
- Acknowledges the client for what they have done, not done, learned or become aware of since the previous coaching session(s).
- Effectively prepares, organizes and reviews with client information obtained during session(s).
- Keeps the client on track between sessions by holding attention on the coaching plan and outcomes, agreed-upon courses of action, and topics for future session(s).
- Focuses on the coaching plan but is also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions.
- Is able to move back and forth between the big picture of where the client is heading, setting a context for what is being discussed and where the client wishes to go.
- Promotes client’s self-discipline and holds the client accountable for what they say they are going to do, for the results of an intended action, or for a specific plan with related time frames.
- Develops the client’s ability to make decisions, address key concerns, and develop himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences).
- Positively confronts the client with the fact that he/she did not take agreed- upon actions.

Demonstration Behaviors

	The coach engages in a partial partnership with the client to help the client develop measures of success and structures of accountability that are clearly and causally related to achieving the client’s overall objectives and stated agenda and clearly related to the client’s style of learning and creating.
	The structures of accountability and measures of accomplishment must have a clear purpose and potential to move the client forward in their thinking, learning, or action around the stated agenda and toward the client’s overall measures of success as well as deepen their learning.
	At this level, the coach may also suggest tools or structures to assist the client so long as the tools are not forced on the client and that the tools or structure bear an easily recognizable relationship to achieving the client’s stated agenda and desired outcome and the client’s style of learning and creating.



Participant Coach Comments

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Strengths (Participant Coach Self-Reflections):

Please share one to three (1-3) comments that indicate what you perceive to be your strengths.

1.

2.

3.



Desired Stretches (Participant Coach Self-Reflections):

Please share one to three (1-3) comments that indicate what you perceived to be your area(s) for stretching into more artfulness as coach.

1.

2.

3.



Overall Level of demonstrated Core Competencies:

Strengths (Mentor Coach):

Please share one to three (1-3) core competencies that indicate what you perceive to be the coaches strengths. Select the level demonstrated.

1.

2.

3.



Desired Stretches (Mentor Coach):

Please share one to three (1-3) core competencies which indicate the coaches area(s) for stretching into becoming a more artful coach.

1.

2.

3.