



**PCC MARKER
BLANK EVALUATION FORM**

Revised August 2021

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Introduction

This blank assessment form is provided to help you gather evidence, contra-evidence, and your final marking for each marker.

Qualifier 1	Observed?
Q1: Coach demonstrates alignment with the ICF Code of Ethics.	
Notes	
<p>I demonstrated personal integrity and honesty and in addition with ICF Code of Ethics in interactions with clients. In the beginning (0.08) I talked about the coaching session's length, structure, and duty of confidentiality. My customer had clear goals during the whole individual coaching session and I as a coach facilitated a process based on those goals (e.g. 2.45, 2.58, 3.21, 3.34, 34.51, 41.51, 44.35). In other words, the whole coaching session was based on the clients' identity, environment, experiences, values, and beliefs. I rechecked a couple of times that we were doing right things for my customer (e.g. 4.41, 7.27 and 34.51). I also told that I would write all my customers thoughts and ideas to the chat (3.21) and my customer at all times had the possibility to see them during the coaching session. I used the same language as the client (e.g. 3.21, 43.35). I used language appropriate and respectful to my client (e.g. 10.56, 13.29, 44.39, 45.34). I followed ICF core values in our coaching session like for example I was aware of my strengths as a coach (e.g. skill to feel co-joy and build trust), but I also knew that I always have more to learn (e.g. my facial postures, sometimes discussing two questions at the same time, I could ask even more questions about the client's identity). I value and celebrate spreading a culture of openness and self-acceptance and I find also this assessment as a place to grow.</p>	

Qualifier 2	Observed?
Q2: Consistent alignment with role as Coach.	
Notes	
<p>I developed and maintained a mindset that is open, curious, flexible, and client-centered (e.g. in the beginning I asked for her wishes to start coaching accurately 0.44, 1.04, 2.09). I used language, which is appropriate and respectful to my client (e.g. 10.56, 13.29, 44.39, 45.34). During the coaching session, I also wanted to broaden my client' mind and make sure our focus (e.g. 4.41). I actively created space for my customer and her reflections (for example with the question: "Tell me a bit about the job interview and what especially makes you nervous about it.", 5.03). I made questions with three different levels: 1) actions (e.g. 16.46, 19.13), 2) feelings (e.g.15.11, 24.06) and 3) thoughts (e.g. 21.15, 43.35)</p> <p>I acknowledged that my client is responsible for her own choices. I rechecked a couple of times that we are doing the right things, which are relevant for her (e.g. 4.41, 7.27 and 34.51). After her decisions, I endorsed her choices. Her goals were our focus during the whole coaching session (e.g. 2.45, 2.58, 3.21, 3.34, 34.51, 41.51, 44.35). Please look more carefully at my marks regarding core competencies as a coach in this document: 4.1, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.5, 7.1, and 7.5.</p> <p>I was also utilizing my learnings regarding solution focused coaching skills and positive psychology (e.g. strength-based question 9.54 and question about risks 8.11, 9.00) to make my customer succeed. As a coach I developed and maintained the ability to regulate my own and my client's emotions (e.g. 15.11, 16:46) and I used my awareness of self and my intuition to benefit my client (e.g. 47.34-47.48, 43.35, 43.48). I mentally and emotionally prepared for our session, but also during the session I tried to be as calm as possible myself because my feelings stick to the customer: being calm as a coach contributed to the client's own goal to be more relaxed (e.g. client had the chance to reflect herself without any interventions 26.08-31.53).</p>	

Competency 3: Establishes and Maintains Agreements		Observed?
Marker 3.1		
Coach partners with the client to identify or reconfirm what the client wants to accomplish in this session.		
Evidence	Contra-evidence	
2.45, 3.21, 4.41, 7.27, 34.51, 36.43	The question was quite “coachcentric” 37.25 and a better, more open-ended one would’ve been: “What are the key questions to which you want an answer to?”	
Notes		
<p>I partnered with the client to identify what she wanted to accomplish in the coaching session with the following questions:</p> <ul style="list-style-type: none"> • The first thing I should know is what would you wish to be different today when we end? (Client goals: feel a little bit more relaxed and more confident regarding the interview situation) • Do you have any other wishes regarding the coaching? • Out of all these things you mentioned, what is the one that bothers you the most? • We now have 15 minutes left. Your goal was that you would feel more relaxed and confident. What should we still discuss so that this goal can be reached? • Yes. First, you talked about how to bring up examples and then what you would like to ask them and what you want yourself. Which of these questions would you like us to think about for the last ten minutes? <p>I also wrote all my client’s thoughts down in the chat, so she could easily follow up on her goals, thoughts, and ideas. In addition, I was facilitating the coaching process, and I was taking care of timekeeping. I wanted to be sure that she could use her coaching session’s time for the most relevant questions regarding her goals.</p>		

Competency 3: Establishes and Maintains Agreements		Observed?
Marker 3.2		
Coach partners with the client to define or reconfirm measure(s) of success for what the client wants to accomplish in this session.		
Evidence	Contra-evidence	
3.36, 15.11, 16.46, 19.13, 21.15, 41.51, 44.35, 46.31	I could ask from my client more questions about her identity and it’s connection with client’s goals	
Notes		
<p>With my questions I encouraged my customer to concretize her thoughts, actions and feelings about measures of success (e.g. 3.36, 15.11. 16.45 . 19.13, 21.15, 41.51, 44.35, 46.31). Instead, I could’ve asked more questions related to my client’s identity and used those to define the metrics of success.</p>		

Competency 3: Establishes and Maintains Agreements		Observed?
Marker 3.3		
Coach inquires about or explores what is important or meaningful to the client about what they want to accomplish in this session.		
Evidence	Contra-evidence	
My evidence in markers 3.1. and 3.2. In addition: 5.03, 24.06, 25.51	I could read all my marks in our chat (marks were based on client’s thoughts, ideas and reflections). In that way I could’ve even better supported my client’s process.	

Notes
<p>Please kindly read my evidence and answers regarding markers 3.1. and 3.2. Those questions helped my client to define what is important to my client's accomplish.</p> <p>In addition, I partnered with the client to help her to define her accomplishments with following questions:</p> <ul style="list-style-type: none"> • Yes. Tell me a bit about the job interview and what is it that especially makes you nervous about it. (I actively created space for my customer and her reflections) • What gives the courage to bring up your own know-how? • You just said that you have example cases that make you confident. Which of the example cases are especially such that would help you feel brave? (I helped my customer to identify previous moments of success for her)

Competency 3: Establishes and Maintains Agreements		Observed?
Marker 3.4		
Coach partners with the client to define what the client believes they need to address to achieve what they want to accomplish in this session.		
Evidence	Contra-evidence	
My evidence in marker 3.2. In addition: 3.48, 16.52, 19.21, 42.22, 44.48	I could express myself more in the present tense, rather than with conditional verbs.	

Notes	
<p>I clarified my earlier questions regarding my client's measures of success in marker 3.2. With help of those questions my customer concretized her thoughts, actions and feelings regarding her goals. My client emphasized very concrete actions, which will help her to achieve her goals:</p> <ul style="list-style-type: none"> • So at least with feeling nervous, I wouldn't feel it in my chest anymore. Then with feeling more confident, that I am focused. (3.48) • So if I wasn't nervous, I would speak very calmly and clearly and I would be more relaxed.(15.20) • But if I slow down my speech a bit, I would get more relaxed. I do carry a notepad and a pen with me, but I notice that if I'm very nervous, I forget to write anything down. So if I was calmer, I might also be able to concentrate and write things down, and that might evoke some further questions that I would like to ask them. I believe that would help me analyse the discussion as well, if I had the patience to write down what they are telling me. As you might also notice in this coaching session or overall when I speak, my thoughts go in every direction. Writing things down might help me focus. So these kinds of things. (16.52) • Probably taking deep breaths before I am invited in. Remembering to breathe calmly in the moment. Usually the nervousness, no matter what it's about, eases up during the first few minutes. So if I just remember to smile and tell my own story and answer their questions, I trust that during the first few minutes, the nervousness will most likely ease up a bit. (19.21) • I have the need to twirl something in my hands. I hope it doesn't come across like I'm very tense or nervous. It helps me concentrate when I can twirl something in my hands or touch something. Maybe I could have the pen on my lap and if the table is here in between, it's hopefully not distracting. I actually haven't thought about it before, but now that you asked the question, that might be quite a nice way to keep the focus when there's something I can twirl in my hands.(19.21) • Now that I think about it after our discussion, before we started this discussion, I thought that okay, let's just see what happens, but now after the discussion, I have the feeling that I'm gonna go there and get the job [laughs]. That this is completely made for me, and I feel like of course I will get that job. That's the attitude I'm going there with, that you have a golden opportunity here with me [laughs]. I feel like I can communicate that to them, and I feel like I reached the confidence that we talked about after discussing with you. I feel like I can actually do it. I would be good at the job, and I feel determined. I will go there and talk about things and discuss things and then let's get the paperwork in order [laughs]. (42.22) • Mmm. Probably about the courage of putting my own know-how into words. It feels very hard. Like I said, it feels hard to dare to say your know-how out loud. You can think about things all you want in your mind, but saying it out loud is a big thing. I also thank myself for recognising my know-how, first of all and then that I dare to say it out loud and actually 	

mean it. It's not that in my head I then go, no, you can't actually do it, but that I actually believe that I can do that job. I thank myself for daring to say out loud my own know-how. (44.48-45.34)

Competency 4: Cultivates Trust and Safety		Observed?
Marker 4.1		
Coach acknowledges and respects the client's unique talents, insights and work in the coaching process.		
Evidence	Contra-evidence	
0.44, 1.04, 1.30, 2.09 1.50, 2.18, 4.41 13.29, 21.15, 34.51, 43.35 3.35 3.21, 43.35 10.56, 13.29, 34.51, 44.39, 45.34 26.08-31.53 4.41, 7.27 and 34.51 9.54, 10.56, 25.51. 31.54 8.11, 9.00 5.03		
Notes		
<p>I acknowledged and respected the client's unique talents, insights and work in the coaching process in many ways,</p> <ul style="list-style-type: none"> • starting a coaching session based on my customer's needs (e.g. 0.44, 1.04, 1.30, 2.09) • giving positive feedback about my client's suggestions, insights and ideas (e.g. 1.50, 2.18, 4.41 13.29, 21.15, 34.51, 43.35) • writing her thoughts in chat (3.35) • using the same language that the client uses (e.g. 3.21, 43.35). • using language which is appropriate and respectful to my client (e.g. 10.56, 13.29, 34.51, 44.39, 45.34). • listening actively (e.g. client speaking 26.08-31.53) • rechecking a couple of times from my customer that we are concentrating on the right things during the coaching session (e.g. 4.41, 7.27 and 34.51) • asking questions about her strengths (e.g. 9.54, 10.56, 25.51. 31.54) • asking about risks (e.g. 8.11, 9.00) • actively creating space for my customer and her reflections (for example with this question: "Tell me a bit about the job interview and what especially makes you nervous about it.", 5.03) 		

Competency 4: Cultivates Trust and Safety		Observed?
Marker 4.2		
Coach shows support, empathy or concern for the client.		
Evidence	Contra-evidence	
13.29, 21.15, 25.51, 44.35, 48.08	13.29 I could say the whole list of strengths from chat in loud. This could've been even more effective. 44.35 I could've asked only one question here. It would've been more supportive.	
Notes		
<p>I showed support, empathy and concern for the client, for example with these statements:</p> <ul style="list-style-type: none"> You gave me many good strengths. (Coach has written strengths to chat) What other strengths do you have that will help you succeed today? (13.29) (Coach encourages and supports) Yes. You are coming up with so many great things. I also wondered what is different at the thought level when you are not nervous. (21.15) (Coach takes account in thought level and cheers her customer) Sounds good. You just said that you have example cases that make you confident. Which of the example cases are especially such that would help you feel brave? (25.51) (coach helps client to notice her success moments in her earlier career) What in your own actions here today made it possible for you to tame the imposter syndrome? What are you thanking yourself for? (44.35) (coach uses the words of clients) Thank you. I wish you encouragement and good luck, it's going to go well. (48.08) (coach shows empathy and support) 		
Competency 4: Cultivates Trust and Safety		Observed?
Marker 4.3		
Coach acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs or suggestions.		
Evidence	Contra-evidence	
3.36, 5.03, 15.11, 16.46, 19.13, 24.06, 25.51, 21.15, 41.51, 43.35, 44.35	I could ask more questions about client's insights regarding her identity and ways, how she is seeing herself as a professional.	
Notes		
<p>I acknowledged and supported the client's expression of feelings, perceptions, concerns, beliefs and suggestions by many ways:</p> <ul style="list-style-type: none"> I asked many questions regarding client's feelings, perceptions and suggestions (e.g. 3.36, 5.03, 15.11, 16.46, 19.13, 24.06, 25.51) I helped the client also see the changes in her thoughts (e.g. 21.15, 41.51, 43.35, 44.35) I had some questions concerning client's identity (e.g. the imposter syndrome) Please kindly read my marks in 4.1. chapter 		

Competency 4: Cultivates Trust and Safety		Observed?
Marker 4.4		
Coach partners with the client by inviting the client to respond in any way to the coach's contributions and accepts the client's response.		
Evidence	Contra-evidence	
0.44, 1.04, 1.30, 2.09, .50, 2.18, 4.41 13.29, 21.15, 34.51, 43.35, 3.35, .21, 43.35, 10.56, 13.29, 34.51, 44.39, 45.34, client speaking 26.08-31.53, 4.41, 7.27, 34.51, 7.35-7.41, 13.41-13.47, 14.40-14.47, 30.14-30.18, 35.46-35.50	I don't see very well small text and I noticed in video, that I drizzled my eyes, when I was writing things in chat. This kind of postures in face can build untrust if the customer is a new one, especially in Teams or in Zoom.	
Notes		
<p>I partnered with my client by inviting her to respond in any way to my contributions and accepted the client's response for example in these cases:</p> <ul style="list-style-type: none"> • starting a coaching session based on my customer's needs (e.g. 0.44, 1.04, 1.30, 2.09) • giving positive feedback about my client's suggestions, insights and ideas (e.g. 1.50, 2.18, 4.41 13.29, 21.15, 34.51, 43.35) • writing her thoughts in chat, using her own words (3.35) • using the same language as the client (e.g. 3.21, 43.35). • using language which is appropriate and respectful to my client (e.g. 10.56, 13.29, 34.51, 44.39, 45.34). • listening actively (e.g. client speaking 26.08-31.53) • rechecking a couple of times from my customer that we are concentrating on right things during the coaching session (e.g. 4.41, 7.27, 34.51) • appreciating silence (e.g. 7.35-7.41, 13.41-13.47, 14.40-14.47, 30.14-30.18, 35.46-35.50) • smiling and looking at the client in a gentle way • laughing with her 		
Competency 5: Maintains Presence		Observed?
Marker 5.1		
Coach acts in response to the whole person of the client (the who).		
Evidence	Contra-evidence	
0.44, 1.04, 2.09, 10.56, 13.29, 44.39, 45.34, 4.41, 5.03, 16.46, 19.13, 15.11, 24.06, 21.15, 43.35, 4.41, 7.27, 34.51, 2.45, 2.58, 3.21, 3.34, 34.51, 41.51, 44.35, 9.00, 9.54, 13.29, 43.35, 43.48, 26.08-31.53, 21.26-24.06, 37.29-40.07, 7.27, 44.35	I could've asked more questions about my client's identity.	
Notes		
<p>I acted in response to the whole person of the client (the who) in many different ways, like for example:</p> <ul style="list-style-type: none"> • I developed and maintained a mindset that is open, curious, flexible and client-centered (e.g. in the beginning I asked for her wishes to start coaching accurately 0.44, 1.04, 2.09). • I used language, which is appropriate and respectful to my client (e.g. 10.56, 13.29, 44.39, 45.34). • During the coaching session I also wanted to broaden our focus (e.g. 4.41). • I created actively space for my customer and her reflections (for example with the question: "Tell me a bit about the job interview and what especially makes you nervous about it.", 5.03). • I made questions with three different levels: 1) actions (e.g. 16.46, 19.13), 2) feelings (e.g.15.11, 24.06) and 3) thoughts (e.g. 21.15, 43.35) • I acknowledged that my client is responsible for her own choices. I rechecked a couple of times that we are doing the right things, which are relevant for her (e.g. 4.41, 7.27, 34.51). After her decisions I endorsed her choices. 		

- Her goals were our focus during the whole coaching session (e.g. 2.45, 2.58, 3.21, 3.34, 34.51, 41.51, 44.35).
- I helped my client to find her hidden potential (e.g. 9.00, 9.54, 13.29, 43.35, 43.48)
- As a coach I developed and maintained the ability to regulate my own and my client's emotions (e.g. 15.11, 16:46) and I used my awareness of self and my intuition to benefit my client (e.g. 47.34-47.48, 43.35, 43.48).
- I mentally and emotionally prepared for our session, but also during the session I tried to be as calm as possible myself, because I am aware of sticking of my feelings to my customer: being calm as a coach contributed client's own goal to be more relaxed (e.g. client had chance to reflect herself without any interventions 26.08-31.53).
- listening actively (e.g. client speaking many minutes without any interruptions 26.08-31.53, 21.26-24.06, 37.29-40.07)
- Physical environment was calm, and I had headset on my head (my voice is clearer than without a good microphone)
- I said welcome and thank you in the begin, and goodbye and thank you in the end.
- Questions are open and curious through the session.
- Showing the customer that I am listening to her actively by for example saying yes, right, mmm.
- I showed acceptance, when my customer talked about imposter syndrome and her fears (7.27, 44.35)

Competency 5: Maintains Presence		Observed?
Marker 5.2		
Coach acts in response to what the client wants to accomplish throughout this session (the what).		
Evidence	Contra-evidence	
2.45, 2.58, 3.21, 3.34, 34.51, 41.51, 44.35, .36, 15.11. 16.45 . 19.13, 21.15, 41.51, 44.35, 46.31, 4.41, 5.03, 25.51, 15.11, 24.06, 21.15, 43.35	I could ask more questions related to identity.	
Notes		
<p>I helped my client to define, what she wants to accomplish throughout this session, by asking</p> <ul style="list-style-type: none"> • questions related to client's goal (e.g. 2.45, 2.58, 3.21, 3.34, 34.51, 41.51, 44.35) • questions, which help to concretize the situation for the client (e.g. 3.36, 15.11. 16.45 . 19.13, 21.15, 41.51, 44.35, 46.31) • questions, which broaden the client's mind (e.g. 4.41, 5.03, 25.51) • questions with three different levels: 1) actions (e.g. 16.46, 19.13), 2) feelings (e.g.15.11, 24.06) and 3) thoughts (e.g. 21.15, 43.35) 		
Competency 5: Maintains Presence		Observed?
Marker 5.3		
Coach partners with the client by supporting the client to choose what happens in this session.		
Evidence	Contra-evidence	
0.44, 1.04, 2.09, 4.41, 7.27, 34.51, 2.45, 2.58, 3.21, 3.34, 34.51, 41.51, 44.35, 26.08-31.53, 21.26-24.06, 37.29-40.07, 7.35-7.41, 13.41-13.47, 14.40-14.47, 30.14-30.18, 35.46-35.50, 2.18	The question was quite "coachcentric" 37.25 and a better, more open-ended one would've been: "What are the key questions to which you want an answer to?"	
Notes		

I partnered with the client by supporting her to choose what happens in this session:

- I developed and maintained a mindset that is open, curious, flexible and client-centered (e.g. in the begin I asked for her wishes to start coaching accurately 0.44, 1.04, 2.09).
- I acknowledged that my client is responsible for her own choices. I rechecked a couple of times that we are doing right things, which are relevant for her (e.g. 4.41, 7.27, 34.51). After her decisions I endorsed her choices.
- Her goals were our focus during the whole coaching session (e.g. 2.45, 2.58, 3.21, 3.34, 34.51, 41.51, 44.35).
- Listening actively (e.g. client speaks many minutes without any interruptions 26.08-31.53, 21.26-24.06, 37.29-40.07)
- appreciating silence (e.g. 7.35-7.41, 13.41-13.47, 14.40-14.47, 30.14-30.18, 35.46-35.50)
- smiling and looking at my client in a gentle way
- laughing with her (e.g. 2.18)

Competency 5: Maintains Presence		Observed?
Marker 5.4		
Coach demonstrates curiosity to learn more about the client.		
Evidence	Contra-evidence	
2.45, 2.58, 3.21, 3.34, 34.51, 41.51, 44.35, .36, 15.11. 16.45 . 19.13, 21.15, 41.51, 44.35, 46.31, 4.41, 5.03, 25.51, 15.11, 24.06, 21.15, 43.35, 9.54, 10.56, 25.51. 31.54, 8.11, 9.00, 0.44, 1.04, 2.09, 10.56, 13.29, 44.39, 45.34		
Notes		
<p>I demonstrated curiosity to learn more about my client, for example asking:</p> <ul style="list-style-type: none"> • questions related to client's goal (e.g. 2.45, 2.58, 3.21, 3.34, 34.51, 41.51, 44.35) • questions, which help to concretize the situation for the client (e.g. 3.36, 15.11. 16.45 . 19.13, 21.15, 41.51, 44.35, 46.31) • questions, which broaden the client's mind (e.g. 4.41, 5.03, 25.51) • questions with three different levels: 1) actions (e.g. 16.46, 19.13), 2) feelings (e.g.15.11, 24.06) and 3) thoughts (e.g. 21.15, 43.35) • questions about her strengths (e.g. 9.54, 10.56, 25.51. 31.54) • questions about risks (e.g. 8.11, 9.00) <p>I developed and maintained a mindset that is open, curious, flexible, and client-centered (e.g. in the beginning I asked for her wishes to start coaching accurately 0.44, 1.04, 2.09). I used language, which is appropriate and respectful to my client (e.g. 10.56, 13.29, 44.39, 45.34).</p>		
Competency 5: Maintains Presence		Observed?
Marker 5.5		
Coach allows for silence, pause or reflection.		
Evidence	Contra-evidence	
7.35-7.41, 13.41-13.47, 14.40-14.47, 30.14-30.18, 35.46-35.50, 26.08-31.53, 21.26-24.06, 37.29-40.07	0.09 I spoke while my customer did so too. Next time I will wait two more seconds.	
Notes		
<p>I allowed for silence, pause or reflection in this kind of situations:</p> <ul style="list-style-type: none"> • appreciating silence and pause (e.g. 7.35-7.41, 13.41-13.47, 14.40-14.47, 30.14-30.18, 35.46-35.50) • listening actively, when the customer is reflecting (e.g. client speaking many minutes without any interruptions 26.08-31.53, 21.26-24.06, 37.29-40.07) 		

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Competency 6: Listens Actively		Observed?
Marker 6.1		
Coach's questions and observations are customized by using what the coach has learned about who the client is or the client's situation.		
Evidence	Contra-evidence	
0.44, 1.04, 1.30, 2.09, 1.50, 2.18, 4.41 13.29, 21.15, 34.51, 43.35, 3.35, 3.21, 43.35, 43.35, 43.48, 44.35, 5.11, 26.08-31.53, 21.26-24.06, 37.29-40.07, 10.56, 13.29, 34.51, 44.39, 45.34, 4.41, 7.27, 34.51, 7.35-7.41, 13.41-13.47, 14.40-14.47, 30.14-30.18, 35.46-35.50, 47.34-47.48, 9.00, 9.54, 13.29, 43.35, 43.48, 3.36, 15.11. 16.45 . 19.13, 21.15, 41.51, 44.35, 46.31, 4.41, 5.03, 25.51, 3.21, 36.43, 41.51	I could've payed even more attention to my clients non-verbal communications and what my customer is not saying during the coaching session.	
Notes		
<p>My questions and observations were customized by using what I had learned about who my client is or her situation in multiple ways, like for example:</p> <ul style="list-style-type: none"> • starting a coaching session based on my customer's needs (e.g. 0.44, 1.04, 1.30, 2.09) • giving positive feedback about my client's suggestions, insights and ideas (e.g. 1.50, 2.18, 4.41 13.29, 21.15, 34.51, 43.35) • writing her thoughts in chat, using her own words (3.35) • using the same language than client (e.g. 3.21, 43.35) • using client's metaphor in the end of coaching session (coach 43.35, 43.48, 44.35, client had mentioned imposter syndrome first time 5.11) • listening actively (e.g. client speaks many minutes without any interruptions 26.08-31.53, 21.26-24.06, 37.29-40.07) • using language which is appropriate and respectful to my client (e.g. 10.56, 13.29, 34.51, 44.39, 45.34). • rechecking a couple of times from my customer that we are concentrating on right things during the coaching session (e.g. 4.41, 7.27, 34.51) • appreciating silence (e.g. 7.35-7.41, 13.41-13.47, 14.40-14.47, 30.14-30.18, 35.46-35.50) • smiling and looking my client by gentle way, using voice with enthusiastic • laughing and smiling with her • helping my client to find her hidden potential (e.g. 9.00, 9.54, 13.29, 43.35, 43.48) • asking questions, which help to concretize the situation for the client (e.g. 3.36, 15.11. 16.45 . 19.13, 21.15, 41.51, 44.35, 46.31) and questions, which broaden the client's mind (e.g. 4.41, 5.03, 25.51) • summarizing what the client had said earlier (e.g. 3.21, 36.43, 41.51) 		

Competency 6: Listens Actively		Observed?
Marker 6.2		
Coach inquires about or explores the words the client uses.		
Evidence	Contra-evidence	
3.35, 3.21, 3.36, 8.81, 9.00, 10.56, 11.41, 36.43,41.51 43.35, 43.35, 43.48, 44.35, 45.34, 5.11		
Notes		
<p>I inquired about or explored the words the client used for example by:</p> <ul style="list-style-type: none"> • writing her thoughts in chat, using her own words (3.35) • using the same language and words that the client uses (e.g. 3.21, 3.36, 8.81, 9.00, 10.56, 11.41, 36.43,41.51 43.35, 45.34) • using client’s metaphor in the end of coaching session (coach 43.35, 43.48, 44.35, client had mentioned imposter syndrome for the first time at 5.11) 		

Competency 6: Listens Actively		Observed?
Marker 6.3		
Coach inquires about or explores the client’s emotions.		
Evidence	Contra-evidence	
3.36, 5.03, 15.11, 16.46, 19.13, 21.15, 24.06, 41.51, 47.34-47.48, 16.46, 19.13, 15.11, 24.06, 21.15, 43.35	Question: “If you didn’t feel nervous, what would be different?” would be more effective in form: “When you don’t feel nervous, what is different?”	
Notes		
<p>I inquired about or explored my client’s emotions, like for example</p> <ul style="list-style-type: none"> • asking multiple questions about emotions in the begin, in the middle and in the end of session (e.g. 3.36, 5.03, 15.11, 16.46, 19.13, 21.15, 24.06, 41.51) • noticing my customer’s shifts of energy levels and emotions during the coaching session (47.34-47.48) • asking questions with three different levels: 1) actions (e.g. 16.46, 19.13), 2) feelings (e.g.15.11, 24.06) and 3) thoughts (e.g. 21.15, 43.35) – all these levels are effecting each other 		

Competency 6: Listens Actively		Observed?
Marker 6.4		
Coach explores the client's energy shifts, nonverbal cues or other behaviors.		
Evidence	Contra-evidence	
47.34-47.48, 0.44, 1.04, 1.30, 2.09, laughing and smiling together (you can see it in video)		
Notes		
<p>I explored my client's energy shifts, nonverbal cues and other behaviors, for example:</p> <ul style="list-style-type: none"> noticing my customer's shifts of energy levels and emotions during the coaching session (47.34-47.48) starting a coaching session based on my customer's needs (e.g. 0.44, 1.04, 1.30, 2.09) (she wanted to grow her energy level after her morning) laughing and smiling together (you can see it in the video) 		

Competency 6: Listens Actively		Observed?
Marker 6.5		
Coach inquires about or explores how the client currently perceives themselves or their world.		
Evidence	Contra-evidence	
3.36, 15.11, 16.45, 19.13, 21.15, 41.51, 44.35, 46.31, 4.41, 5.03, 25.51		
Notes		
<p>I inquired about or explored how the client currently perceived herself or her world</p> <ul style="list-style-type: none"> asking questions, which help to concretize the situation for the client (e.g. 3.36, 15.11, 16.45, 19.13, 21.15, 41.51, 44.35, 46.31) and questions, which broaden the client's mind and focus (e.g. 4.41, 5.03, 25.51) 		

Competency 6: Listens Actively		Observed?
Marker 6.6		
Coach allows the client to complete speaking without interrupting unless there is a stated coaching purpose to do so.		
Evidence	Contra-evidence	
26.08-31.53, 21.26-24.06, 37.29-40.07	0.09 I spoke at the same time as my customer did. Next time I will wait two more seconds.	
Notes		
<ul style="list-style-type: none"> Client speaks many minutes without any interruptions (e.g. 26.08-31.53, 21.26-24.06, 37.29-40.07) 		

Competency 6: Listens Actively		Observed?
Marker 6.7		
Coach succinctly reflects or summarizes what the client communicated to ensure the client's clarity and understanding.		
Evidence	Contra-evidence	
3.35, 41, 5.03, 25.51, 4.41, 7.27, 34.51, 47.34-47.48, 43.35, 43.48		
Notes		
<p>I succinctly reflected or summarized what the client communicated to ensure the client's clarity and understanding.</p> <ul style="list-style-type: none"> • writing her thoughts in the chat, using her own words (3.35) • asking questions, which broaden the client's mind (e.g. 4.41, 5.03, 25.51) • summarizing, what the client had said earlier (e.g. 3.21, 36.43, 41.51) • rechecking a couple of times from my customer that we are concentrating on right things during the coaching session (e.g. 4.41, 7.27, 34.51) • sharing my notions of my customers's behavior's and emotion's shift during the session (e.g. 47.34-47.48, 43.35, 43.48) 		
Competency 7: Evokes Awareness		Observed?
Marker 7.1		
Coach asks questions about the client, such as their current way of thinking, feeling, values, needs, wants, beliefs or behavior.		
Evidence	Contra-evidence	
9.54, 10.56, 25.51. 31.54, 8.11, 9.00, 5.03, 3.36, 5.03, 15.11, 16.46, 19.13, 24.06, 25.51, 44.35, 4.41, 7.27, 34.51, 9.00, 9.54, 13.29, 16.46, 19.13, 15.11, 24.06, 21.15, 43.35		
Notes		
<p>I asked questions about the client, such as their current way of thinking, feeling, values, needs, wants, beliefs or behavior. Here are some examples:</p> <ul style="list-style-type: none"> • asking questions about her strengths (e.g. 9.54, 10.56, 25.51. 31.54) • asking about risks (e.g. 8.11, 9.00) • actively creating space for my customer and her reflections (for example with the question: "Tell me a bit about the job interview and what especially makes you nervous about it.", 5.03) • asking multiple questions regarding the client's feelings, perceptions and suggestions (e.g. 3.36, 5.03, 15.11, 16.46, 19.13, 24.06, 25.51) • asking some questions concerning client's identity (e.g. the imposter syndrome 44.35) • rechecking a couple of times from my customer that we are concentrating on right things during the coaching session (e.g. 4.41, 7.27, 34.51) (client's needs) • asking questions, which helped my client to find her hidden potential (e.g. 9.00, 9.54, 13.29) • asking questions with three different levels: 1) actions (e.g. 16.46, 19.13), 2) feelings (e.g.15.11, 24.06) and 3) thoughts (e.g. 21.15, 43.35) – all these levels are effecting each other 		

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Competency 7: Evokes Awareness		Observed?
Marker 7.2		
Coach asks questions to help the client explore beyond the client’s current thinking or feeling to new or expanded ways of thinking or feeling about themselves (the who).		
Evidence	Contra-evidence	
21.15, 41.51, 9.54, 10.56, 25.51. 31.54, 8.11, 9.00, 3.36, 5.03, 15.11, 16.46, 19.13, 24.06, 25.51, 44.35	I could ask more questions about imposter syndrome and its effect on her professional identity.	
Notes		
<p>I asked questions to help the client explore beyond the client’s current thinking or feeling to new or expanded ways of thinking or feeling about herself for example:</p> <ul style="list-style-type: none"> asking questions, what is different at thought level when goal has received by customer (e.g. 21.15, 41.51) asking questions about her strengths (e.g. 9.54, 10.56, 25.51. 31.54) asking about risks (e.g. 8.11, 9.00) asking multiple questions regarding the client’s feelings, perceptions and suggestions (e.g. 3.36, 5.03, 15.11, 16.46, 19.13, 24.06, 25.51) asking about imposter syndrome (44.35) asking about positive exception (9.54) <p>Client stated at the end of the coaching session (43.49): “Because imposter syndrome is something I have always suffered from. And now that I think about it with you, because you ask very good questions and I’m reflecting on my own ways of thinking, yes, that’s what it is. Trusting your own know-how. I have a long career behind me and I have experienced a lot. At least based on this discussion, it feels like the imposter syndrome isn’t going to come up so much. I feel like this job is for me.” This demonstrated that the client adopted a new way of thinking.</p>		

Competency 7: Evokes Awareness		Observed?
Marker 7.3		
Coach asks questions to help the client explore beyond the client’s current thinking or feeling to new or expanded ways of thinking or feeling about their situation (the what).		
Evidence	Contra-evidence	
3.36, 5.03, 15.11, 16.46, 19.13, 24.06, 25.51, 16.46, 19.13, 15.11, 24.06, 21.15, 43.35		
Notes		
<p>Coach asked questions to help the client explore beyond the client’s current thinking or feeling to new or expanded ways of thinking or feeling about her situation</p> <ul style="list-style-type: none"> asking multiple questions regarding the client’s feelings, perceptions and suggestions (e.g. 3.36, 5.03, 15.11, 16.46, 19.13, 24.06, 25.51) asking questions with three different levels: 1) actions (e.g. 16.46, 19.13), 2) feelings (e.g.15.11, 24.06) and 3) thoughts (e.g. 21.15, 43.35) – all these levels are effecting each other please kindly see 7.2. I tried focused on coaching the “Who” of the client, and letting the "What" follow. My next goal is to concentrate to get even more whole human in my coaching session. 		

Competency 7: Evokes Awareness		Observed?
Marker 7.4		
Coach asks questions to help the client explore beyond current thinking, feeling or behaving toward the outcome the client desires.		
Evidence	Contra-evidence	
21.15, 41.51, 9.54, 10.56, 25.51. 31.54, 8.11, 9.00, 9.54, 46.31, 44.35		
Notes		
<p>Coach asked questions to help the client explore beyond current thinking, feeling or behaving toward the outcome the client desires.</p> <ul style="list-style-type: none"> • asking questions, what is different at thought level when goal has received by customer (e.g. 21.15, 41.51) • asking questions about her strengths (e.g. 9.54, 10.56, 25.51. 31.54) • asking about risks (e.g. 8.11, 9.00) • asking about positive exceptions (9.54) • asking the client to summarize the coaching (46.31) • asking about imposter syndrome (44.35) 		
Competency 7: Evokes Awareness		Observed?
Marker 7.5		
Coach shares—with no attachment—observations, intuitions, comments, thoughts or feelings, and invites the client’s exploration through verbal or tonal invitation.		
Evidence	Contra-evidence	
43.35, 43.48, 45.34, 45.43, 47.34-47.48		
Notes		
<p>I shared—with no attachment—observations, intuitions, comments, thoughts or feelings, and invites the client’s exploration through verbal or tonal invitation, like for example:</p> <ul style="list-style-type: none"> • COACH 43.35: Yes. That’s a lot at the level of thought. So you won’t apologise for existing and the imposter syndrome has somewhat been tamed. CLIENT 43.47: Yes. Exactly. COACH 43.48: If I interpret you correctly (coach talked about her intuition and observations and so she is making space for the client’s own exploration) • COACH 45.34: I also fully believe what you have said, and I cross my fingers... CLIENT 45.42: Wonderful. COACH 45.43: ...and I give you all the energy that I have gotten from here. For me, at least, I really got the feeling that just like you said, you would be a golden opportunity for them. I totally believe that. (coach experienced co-joy with client) • Using words, like Mmm. Yes (joo), Right, actively and you can hear coaches’ intonation in her voice (please listen tape) • COACH 47.34-47.48: It was wonderful to see during the coaching how you calmed down and how your speech slowed down as well, and you were somehow freed. It was interesting that it was also visible in your behaviour at the same time. (coach shared her observations and feelings, while keeping the client’s goals in mind) 		

Competency 7: Evokes Awareness		Observed?
Marker 7.6		
Coach asks clear, direct, primarily open-ended questions, one at a time, at a pace that allows for thinking, feeling or reflection by the client.		
Evidence	Contra-evidence	
2.45, 3.36, 4.41, 7.27, 9.00, 9.54, 13.29, 16.46, 19.13, 24.06, 25.51, 34.51	I sometimes engage in mannerisms, such as starting my thoughts with "I also wondered..." and then proceeding to ask open-ended questions. It would be more effective without my manner (e.g. 21.15). I have also noticed that sometimes I ask two questions at the same time (e.g. 44.35, 46.31) instead of one question, which would be better for the client.	
Notes		
Coach asked clear, direct, primarily open-ended questions, one at a time, at a pace that allows for thinking, feeling or reflection by the client, for example (e.g. 2.45, 3.36, 4.41, 7.27, 9.00, 9.54, 13.29, 16.46, 19.13, 24.06, 25.51, 34.51)		

Competency 7: Evokes Awareness		Observed?
Marker 7.7		
Coach uses language that is generally clear and concise.		
Evidence	Contra-evidence	
There is no professional words in the coaching. 2.45, 3.36, 5.03, 19.13, 36.43		
Notes		
I avoided using professional words, unless the customer is bringing those kinds of words to our discussion (like imposter syndrome). I mainly spoke shortly (e.g. 2.45, 3.36, 5.03, 19.13, 36.43 etc.) and I gave space for my client.		

Competency 7: Evokes Awareness		Observed?
Marker 7.8		
Coach allows the client to do most of the talking.		
Evidence	Contra-evidence	
We had 49 minutes coaching session and my client talked most of our time. I was listening actively (e.g. client speaks many minutes without any interruptions 26.08-31.53, 21.26-24.06, 37.29-40.07)		
Notes		
We had 49 minutes coaching session and my client talked most of our time. I was listening actively (e.g. client speaks many minutes without any interruptions 26.08-31.53, 21.26-24.06, 37.29-40.07)		

Competency 8: Facilitates Client Growth		Observed?
Marker 8.1		
Coach invites or allows the client to explore progress toward what the client wanted to accomplish in this session.		
Evidence	Contra-evidence	
2.45, 2.58, 3.21, 3.34, 34.51, 41.51, 44.35, . ex. 3.36, 15.11. 16.45 . 19.13, 21.15, 41.51, 44.35, 46.31, 4.41, 5.03, 25.51, 16.46, 19.13, 15.11, 24.06, 21.15, 43.35, 9.54, 10.56, 25.51. 31.54, 8.11, 9.00, 44.35, 46.31, 47.34-47.48		
Notes		
<p>Coach invited or allowed the client to explore progress toward what the client wanted to accomplish in this session:</p> <ul style="list-style-type: none"> • asking questions related to client’s goal (e.g. 2.45, 2.58, 3.21, 3.34, 34.51, 41.51, 44.35) • asking questions, which help to concretize the situation for the client (e.g. 3.36, 15.11. 16.45 . 19.13, 21.15, 41.51, 44.35, 46.31) • asking questions, which broaden the client’s mind (e.g. 4.41, 5.03, 25.51) • asking questions with three different levels: 1) actions (e.g. 16.46, 19.13), 2) feelings (e.g.15.11, 24.06) and 3) thoughts (e.g. 21.15, 43.35) • asking questions about her strengths (e.g. 9.54, 10.56, 25.51. 31.54) • asking questions about risks (e.g. 8.11, 9.00) • asking about imposter syndrome (44.35) • asking the client to summarize the coaching and her take-ways (46.31) (I gave a space for client to do the work) <p>In addition, I shared my observations and feelings, while keeping the client’s goals in mind in the end of coaching session (47.34-47.48). I was smiling and looking my client by gentle way, using voice with enthusiastic, when my client was exploring progress towards her goals.</p>		

Competency 8: Facilitates Client Growth		Observed?
Marker 8.2		
Coach invites the client to state or explore the client’s learning in this session about themselves (the who).		
Evidence	Contra-evidence	
3.36, 15.11. 16.45 . 19.13, 21.15, 41.51, 44.35, 46.31, 4.41, 5.03, 25.51, 16.46, 19.13, 15.11, 24.06, 21.15, 43.35, 9.54, 10.56, 25.51. 31.54, 8.11, 9.00, 44.35, 46.31, 31.54, 9.00, 9.54, 13.29, 43.49	We could explore even more about imposter syndrome in different situations.	
Notes		
<p>I invited the client to state or explore her learning in this session about herself (the who):</p> <ul style="list-style-type: none"> • asking questions, which help to concretize the situation for the client (e.g. 3.36, 15.11. 16.45 . 19.13, 21.15, 41.51, 44.35, 46.31) • asking questions, which broaden the client’s mind (e.g. 4.41, 5.03, 25.51) • asking questions with three different levels: 1) actions (e.g. 16.46, 19.13), 2) feelings (e.g.15.11, 24.06) and 3) thoughts (e.g. 21.15, 43.35) • asking questions about her strengths (e.g. 9.54, 10.56, 25.51. 31.54) • asking questions about risks (e.g. 8.11, 9.00) • asking about imposter syndrome (44.35) • asking the client to summarize the coaching and her take-ways (46.31) (I gave a space for client to do the work) 		

- supporting the customer to integrate earlier behavior models to current situation by discussing about coach’s observations and intuitions (43.35, 47.37)
- asking questions about the client’s network (31.54)
- asking questions, which helped my client to find her hidden potential (e.g. 9.00, 9.54, 13.29)

Client stated at the end of the coaching session (43.49): “Because imposter syndrome is something I have always suffered from. And now that I think about it with you, because you ask very good questions and I’m reflecting on my own ways of thinking, yes, that’s what it is. Trusting your own know-how. I have a long career behind me and I have experienced a lot. At least based on this discussion, it feels like the imposter syndrome isn’t going to come up so much. I feel like this job is for me.” This demonstrated that the client adopted a new way of thinking.

Competency 8: Facilitates Client Growth		Observed?
Marker 8.3		
Coach invites the client to state or explore the client’s learning in this session about their situation (the what).		
Evidence	Contra-evidence	
3.36, 15.11, 16.45, 19.13, 21.15, 41.51, 44.35, 46.31, 16.46, 19.13, 15.11, 24.06, 21.15, 43.35, 8.11, 9.00, 44.35, 46.31, 43.35, 47.37, 31.54, 9.00, 9.54, 13.29, 43.35, 47.37		
Notes		
<p>I invited the client to state or explore her learning in this session about her situation (the what):</p> <ul style="list-style-type: none"> • asking questions, which help to concretize the situation for the client (e.g. 3.36, 15.11, 16.45, 19.13, 21.15, 41.51, 44.35, 46.31) • asking questions with three different levels: 1) actions (e.g. 16.46, 19.13), 2) feelings (e.g. 15.11, 24.06) and 3) thoughts (e.g. 21.15, 43.35) • asking questions about risks (e.g. 8.11, 9.00) • asking about imposter syndrome (44.35) • asking the client to summarize the coaching and her take-ways (46.31) (I gave a space for client to do the work) • asking question about client’s network (31.54) • asking questions, which helped my client to find her hidden potential (e.g. 9.00, 9.54, 13.29) • supporting customer to integrate earlier behavior models to current situation by discussing the coach’s observations and intuitions (43.35, 47.37) 		

Competency 8: Facilitates Client Growth		Observed?
Marker 8.4		
Coach invites the client to consider how they will use new learning from this coaching session.		
Evidence	Contra-evidence	
15.11, 16.46, 19.13, 21.15, 24.06, 37.25, 41.51, 44.35, 46.31		
Notes		
<p>I invited the client to consider how they will use new learning from this coaching session with following questions:</p> <ul style="list-style-type: none"> • If you didn't feel nervous, what would be different? (15.11) • How would being more relaxed be visible in that situation? (16.46) • What would help you remain calm? (19.13) • I also wondered what is different at the thought level when you are not nervous. (21.15) • What gives the courage to bring up your own know-how? (24.06) • What are things you say absolutely no to? (37.25) • What has changed in your mind when you go there calmly and the tension is gone? (41.51) • What in your own actions here today made it possible for you to tame the imposter syndrome? (44.35) • How would you summarise this session? What are you taking with you from this? (46.31) 		
Competency 8: Facilitates Client Growth		Observed?
Marker 8.5		
Coach partners with the client to design post-session thinking, reflection or action.		
Evidence	Contra-evidence	
46.31, 43.35, 47.37, 44.35, 48.08, 48.16, 47.48, 48.16		
Notes		
<p>I partnered with the client to design post-session thinking, reflections or actions by many ways, like</p> <ul style="list-style-type: none"> • asking the client to summarize the coaching and her take-ways (46.31) (I gave a space for client to do the work) • supporting the customer to integrate earlier behavior models to current situation by discussing about coach's observations and intuitions (43.35, 47.37) • asking from the client, how she tamed imposter syndrome in coaching (44.35) • I was giving positive feedback and support at the end of discussion for the client to her job interview (48.08) • thanking the client in the end (48.08, 48.16) • Customer reflecting her future (47.48) • I encouraged the client to tell me about her successes in the job interview (48.16) 		

Competency 8: Facilitates Client Growth		Observed?
Marker 8.6		
Coach partners with the client to consider how to move forward, including resources, support or potential barriers.		
Evidence	Contra-evidence	
8.11, 9.00, 44.35, .54, 10.56, 25.51. 31.54, 9.54, 31.54, 9.00, 9.54, 13.29, 47.34-47.48		
Notes		
<p>I partnered with the client to consider how to move forward, including resources, support or potential barriers by many ways, like</p> <ul style="list-style-type: none"> • asking questions about risks (e.g. 8.11, 9.00) • asking about imposter syndrome (44.35) • asking questions about her strengths (e.g. 9.54, 10.56, 25.51. 31.54) • asking about positive exceptions (9.54) • asking question about the client's network (31.54) • asking questions, which helped my client to find her hidden potential (e.g. 9.00, 9.54, 13.29) <p>In addition, I shared my observations and feelings, while keeping the client's goals in mind in the end of coaching session (47.34-47.48). I was smiling and looking my client by gentle way, using voice with enthusiastic, when my client was exploring progress towards her goals.</p>		
Competency 8: Facilitates Client Growth		Observed?
Marker 8.7		
Coach partners with the client to design the best methods of accountability for themselves.		
Evidence	Contra-evidence	
4.41, 7.27, 34.51, 46.31, 43.35, 47.37, 47.48, 44.35, 44.48-45.34, 48.13		
Notes		
<p>I partnered with the client to design the best methods of accountability for herself, like for example</p> <ul style="list-style-type: none"> • rechecking a couple of times from my customer that we are concentrating on the right things during the coaching session (e.g. 4.41, 7.27 and 34.51) – she needed to take accountability with these choices. • asking the client to summarize the coaching and her take-aways (46.31) (I gave a space for the client to do the work) • supporting the customer to integrate earlier behavior models to current situation by discussing about coach's observations and intuitions (43.35, 47.37). She reflected by herself to my observations freely (47.48) • asking about imposter syndrome (44.35). Customer reflects on her next steps (44.48-45.34) • the customer is promising to tell me later how the job interview went. (48.13) 		

Competency 8: Facilitates Client Growth		Observed?
Marker 8.8		
Coach celebrates the client's progress and learning.		
Evidence	Contra-evidence	
1.50, 13.29, 21.15, 31.54, 34.56, 43.35, 2.18, 3.21, 42.42, 42.52, 42.57, 43.29, 45.34, 45.43, 47.34-47.48, 48.08, 48.16		
Notes		
<p>I celebrated my client's progress and learning by many ways:</p> <ul style="list-style-type: none"> • giving positive feedback (e.g. 1.50, 13.29, 21.15, 31.54, 34.56, 43.35) • laughing and joking with customer (e.g. 2.18) • writing all customer thoughts in chat (3.21) • using expressions like "mmm" and "yes (joo)" to show my support to her with my enthusiastic voice (e.g. 42.42, 42.52, 42.57, 43.29) • celebrating her insight (golden opportunity) (45.34, 45.43) • giving positive reflections about her behavior (47.34-47.48) • thanking the customer and wisher her best of luck (48.08) • showing my excitement to hear future news (48.16) 		
Competency 8: Facilitates Client Growth		Observed?
Marker 8.9		
Coach partners with the client on how they want to complete this session.		
Evidence	Contra-evidence	
34.51, 36.43, 47.48, 46.41, 48.13		
Notes		
<p>I partnered with the client on how she wanted to complete this session, like for example:</p> <ul style="list-style-type: none"> • asking how she wants to use last minutes of session (34.51, 36.43) • customer was reflecting coach's observations by herself (47.48) • customer was summarizing her take-ways from coaching session without any help (46.41) • customer was promising to tell later how her job interview went. (48.13) 		