

# How Learning Style Theory Meshes with the ICF Core Competencies

## ICF Core Competencies

### **B. Co-Creating the Relationship**

**3. Establishing Trust and Intimacy with the Client**—Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.

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

### **D. Facilitating Learning and Results**

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

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

## Professional Certified Coach (PCC) Markers

### **Competency 6: Powerful Questioning**

1. **Coach's questions use the client's language and elements of the client's learning style and frame of reference.**

## MCC Minimum Skills Requirements

### **3. Establishing Trust and Intimacy with the Client**

The MCC level coach demonstrates a complete confidence in self, the coaching process, the client, and **the client's perceptions, learning style, and personal being**. The client is treated as a full and complete partner in the relationship with a complete and full invitation to participate in the development and creation of the coaching process and their own new learning and behaviors. There is a sense of complete ease and naturalness in the conversation.

#### **7. Powerful Questioning**

At an MCC level, the minimum standard of skill that must be demonstrated to receive a passing score for powerful questioning is that the coach asks mostly, if not always, direct, evocative questions that are fully responsive to the client in the moment, to the client's agenda and stated objectives, and that require significant thought by the client or take the client to a new place of thinking. The coach makes frequent and full **use of the client's language and learning style to craft questions** and the questions clearly provide a space for a client to use and **expand their own style of thinking, learning, and creating**. The coach will ask the client to **clarify for themselves at levels beyond the surface**.

## 8. Creating Awareness

At an MCC level, the minimum standard of skill that must be demonstrated to receive a passing score for creating awareness is that the coach's invitation to exploration of important issues precedes and is significantly greater than invitation to solution. At an MCC level, the coach's way of being is consistently curious, the coach is willing to not know, and **to let the exploration evolve based on the client's thinking, learning, and creating**, and the coach appears as much an explorer as the client. The coach has not concluded what awareness should be in any manner, nor does the coach force awareness in any manner. The use of the client's greatness, strengths, intuition, and **learning style is fully invited and welcomed**.

## 9. Designing Actions

At an MCC level, the minimum standard of skill that must be demonstrated to receive a passing score for designing actions is that the coach works in complete partnership with the client to design actions or, in the alternative, lets the client lead in designing actions. **At the MCC level, the coach and client design actions that fit the client's goals, learning style and creating methods**, where the client is, what the client wants, the client's measures of accomplishment, and that reflect the pace of wanted or necessary movement designated by the client. The coach allows actions to include thinking, creating, doing, and being. The coach engages the client in relating designed actions to other aspects of what the client wants, thereby broadening the scope of learning and growth.