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Policies and Procedures

ACTP PROGRAM – STUDENT INFORMATION

I. FOUNDATIONAL CLASSES

A. General Information

1. Payment Policy

All recurring credit card payments will be processed regularly based on the date students enter the program. Should an account become delinquent, ILCT reserves the right to take any of the following actions:

- Withdraw the student from the training program with forfeiture of monies paid to date.
- Assess a monthly late fee of \$25 per occurrence.

Should a check be returned or a credit card declined, we will assess a fee of \$25 for each occurrence.

A student must have paid all tuition prior to receiving a certificate of completion. For information on an account, e-mail Lynn.Lonsway@lifecoachtraining.com. All checks should be made payable to the Institute for Life Coach Training and mailed to Lynn at PO Box 99515, Troy, MI 48099-9515.

2. Cancellation Policy

A \$480 deposit is required to hold space in the foundational class. Students may transfer or cancel without penalty up to 14 days before the course begins. If a student cancels or transfers within 14 days of the course start date, ILCT will refund the tuition paid, minus an administrative fee of \$250, upon return of and our receipt of, the Foundational Guidebook in good condition. The materials are to be returned at the student's expense.

If unforeseen circumstances arise that prevent a student from completing the course, ILCT will transfer the registration to another Foundational class. This may only occur twice.

3. Termination Policy

ILCT reserves the right to terminate a student's participation in our program if certain behaviors are present such as:

- a. An inability to demonstrate teamwork and respect for others in the class,
- b. Non-payment of tuition,
- c. Inability to follow redirection,
- d. Disruptive influence in the class or via email,



e. Subversive activities (triangulation).

4. Observations/Confidentiality

A. **Observations:** ILCT Faculty may occasionally observe and participate in any Foundational or Advanced ILCT class. The purpose for these observations is for:

1. the observer to be able to give specific feedback to the ILCT instructor after the call is completed ---that will help them learn specific technical and teaching skills
2. the observer to learn specific technical and teaching skills.

Either purpose is necessary in order for instructors to learn the skills required to instruct a particular class in a manner consistent with the ICF core competencies

This statement serves as notification to all students of possible observations.

B. Confidentiality:

1. I agree to protect the confidentiality of material shared by other students in ILCT-- during classes, Buddy Groups or via E-mail.
2. I agree to protect the confidentiality of any materials supplied as part of ILCT's Program. I will not tape any teleclass session (without instructor permission), or give the ILCT teleclass bridge numbers to anyone not enrolled in ILCT.
3. I agree to protect access to the Student Lounge area and not provide anyone not enrolled in ILCT access to the Student Lounge area.
4. I agree that faculty may, at their discretion, discuss students and their information confidentially.

B. Class Completion Requirements

1. Attendance

Credit for a student's attendance is given ONLY for complete sessions, regardless of the reason for the absence. Arriving late or leaving a session early will disqualify a student's attendance.

A student must be present for at least 35 of the 40 hours of training in order to receive a certificate of completion.



If students miss a class, they are encouraged to connect with their classmates to discuss material missed and listen to the session(s) on our website. For credit, however, a student must be present in the virtual classroom.

2. Buddy Coaching

During the training with ILCT, a student will be participating in “Buddy Coaching” with other students in their class. This part of our training was designed to provide an opportunity for all students to practice their coaching skills and reinforce the learning from the classes. It is an essential component in our training.

The Buddy Coaching sessions are a required part of the class work. Because this is a classroom requirement, they may not count as client coaching hours toward certification or to meet the requirement of the Foundational Competency Practicum.

Students may only miss two of their Buddy Coaching sessions. Additional absences will result in no credit for the Foundational Class.

Three students form a triad (or four for a quad) for Buddy Coaching. Within that group each student will serve as client, coach, or observer on a rotating basis. The designated observer will complete a feedback form for each person who serves as the “coach”. The feedback form will be emailed to each member of the group and the instructors within one week of each buddy session. The instructors will mark the receipt of each feedback form in the attendance record.

Students will be assigned randomly to each Buddy Coaching group in an effort to foster rapport, direct communication amongst students, and to learn from the different styles of classmates.

Additional Comments:

- a. It is the responsibility of the “observer” to send the form to other members of the Buddy Coaching group and the instructor. Failure to send the form will result in no credit for that buddy session. (Appendix IV)
- b. If there are only two people present on the call, the person playing the client will fill out the feedback form.
- c. When there are coaching sessions, observers will evaluate the coach based on the criteria listed on the feedback form. In the Foundational class it would be rare for someone to receive marks above Level 3 prior to the last third of the class, if then. One of the goals for buddy coaching is to demonstrate increasing coaching competency over time.

3. Written Multiple Choice Exam

The written exam is given after the completion of the Foundational class and consists of 57 questions including multiple-choice, fill-in-the blank and definitions. It is an open book exam, which means that you may use the manual and both the required



textbooks. A student has two hours to complete the exam and must pass at the 70% level. This exam must be completed and passed as a requirement for the Certified Life Coach credential (ILCT's internal certification) as well as the completion of our ACTP program, which meets the requirements for the Professional Certified Coach credential offered by the ICF. **The student has 60 days from the date of their last class to take the exam. If they have not completed the final exam sixty days after the last class, they will be required to pay \$100 to receive another link to take the exam.**

If a student fails to successfully pass the final exam after three (3) attempts, they must wait six (6) months prior to a retake. During that time they are encouraged to have coaching sessions with a faculty member or other mentor coach.

Students are sent a link to the exam via email. Once they click on the link, they are taken to the exam. At the end of the exam, each student is asked to enter their name, as they would like it to appear on their certificate.

Each student receives an individual link, which may not be shared with anyone else. If a link is shared, a student's response may be overwritten and exams would have to be retaken.

The responses should reflect a student's own best thinking. Consulting or discussing the exam with other students while taking the exam is considered unethical.

4. Evaluations

Evaluations of our program are important for us to ensure continual improvement. We value the feedback of our students. Students will be sent a link for a final evaluation of the class and the instructors. In order to receive a certificate, a student must complete this evaluation. Students' responses and comments are anonymous.

5. Certificates

Certificates for the Foundational Class will be provided via email once the following items have been completed:

- a. All payments for the class have been made;
- b. No more than 5 classes have been missed;
- c. Buddy Coaching requirements have been met;
- d. Completion of class evaluation;
- e. Completion of Foundational Student Coaching Assessment; and
- f. Completion of the multiple-choice exam at the 70% or above level.

II. CEs

Please visit this link <http://lifecoachtraining.com/about/CEUs.shtml> to learn about the availability of CEs. A listing of organizations and their requirements for CEs is explained on this link. If an organization is not listed, CEs are not provided. On the website there is a form that may be downloaded should you desire to apply for CEs. Once you have read all of the information on the website, if you have any questions,



please contact Edwina Adams at 972-867-1915. CEs are not awarded until the completion of the class. All eligibility requirements must be met prior to the awarding of any CEs. CEs are not awarded for Advanced Classes.

We strongly recommend that you check with your individual state regulatory agency to determine whether or not you are eligible for continuing education credit by participating in this telecourse. Not all boards will accept teleclass format for CE credit. In addition, CE requirements change yearly. Please visit the website for the most up-to-date information.

III. ADVANCED CLASSES

A. Prerequisites

A minimum of 40 hours of coach training and/or specific prerequisites for each course is required for any advanced class. Please see each course description for required prerequisites. All advanced courses meet ICF's CCE requirements.

B. General Information

1. Payment Policy:

A \$200 deposit is required for all classes over eight hours to reserve a space. Full payment is expected for any class eight hours or under.

Should a check be returned or a credit card declined, we will assess a fee of \$25 for each occurrence.

You must have paid all tuition prior to receiving a certificate of completion. For specific information on your account, E-mail Lynn.Lonsway@lifecoachtraining.com All checks should be made payable to the Institute for Life Coach Training and mailed to Lynn at PO Box 99515, Troy, MI 48099-9515

2. Cancellation Policy:

If you cancel within 10 days of the course start date, we'll refund the deposit or tuition paid. After that time, the refund will be prorated upon return of and our receipt of, any materials sent for any class over six hours. All materials are to be returned at your expense. If unforeseen circumstances arise that prevent you from completing the course, we will transfer your registration to another class or refund the registration costs minus administration fees. (See the table below for refund information.) **No monies will be refunded after the second class.**

Class Hours	Cost of Class	Length Attended	Admin Fee
8	\$300	2 classes	\$150.00
12	\$450	2 classes	\$200.00
20	\$995	2 classes	\$350.00



C. Class Completion Requirements

1. Attendance

The attendance requirements for Advanced Classes vary depending on the length of the class.

Credit Hours Earned	Hours Permitted to be Missed
4	None
8	One (1)
12	Two (2)
15 or above	Three (1 hour classes) or two (1 ½ hour classes)

2. Buddy Coaching

For some advanced classes with ILCT, a student will be participating in “Buddy Coaching” with other students in a class. This part of our training was designed to provide an opportunity for all students to practice their coaching skills and reinforce the learning from the classes. It is an essential component in our training.

The Buddy Coaching sessions are a required part of the class work. Because this is a classroom requirement, they may not count as client coaching hours toward certification.

Students may only miss one of their Buddy Coaching sessions. Additional absences will result in no credit for the Class.

Three students (minimum) form the triad (or four for a quad) for Buddy Coaching. Within that group each student will serve as client on coach on a rotating basis. The third (or third and fourth) student(s) will serve as the “observer” and complete a feedback form for each person who serves as the “coach”. The observer form will be emailed to other members of the group and the instructors at the end of each session. The instructors will mark in the attendance form receipt of each observed session.

Students will be assigned randomly to each Buddy Coaching group in an effort to foster rapport, direct communication amongst students, and to learn from the different styles of classmates.

Additional Comments:

1. It is the responsibility of the “observer” to send the form to other members of the Buddy Coaching group and the instructor. Failure of the observer to send the form may result in no credit for the class.
2. If there are only two people present on the call, the person playing the client will fill out the form evaluating the “coach”.



3. Observer(s) will evaluate the coach based on the criteria listed on the evaluation form. What instructors expect to observe is progress over the length of the class.

3. Evaluations

Evaluations of our program are important for us to ensure continual improvement. We value the feedback of our students. Students will be sent a link for a final evaluation of the class and the instructors. In order to receive a certificate, a student must complete this evaluation. Students' responses and comments are anonymous.

4. Certificates

Certificates for any Advanced Class will be provided via email once the following items have been completed:

- a. All payments for the class have been made;
- b. Attendance requirements are met
- c. Buddy Coaching requirements have been met (where applicable)
- d. Completion of class evaluation;
- e. With either the Advanced Skills Practicum or the Foundational Competency Practicum, the final observed coaching session must be successfully passed.

IV. ILCT ACTP Graduation Requirements

To meet the requirement for graduation from the ILCT's Accredited Coach Training Program and apply for the Professional Certified Coach (PCC) credential offered by the International Coach Federation (ICF), 130 hours of coach training must be successfully completed. These requirements are as follows:

- Complete all requirements for the 40-hour Foundational Course.
- Pass the written examination at 70% or above. Please See Appendix I for explanation of the written examination.
- Document a minimum of 50 hours of coaching.
- Coaching Skills Practicum (20 hours), which includes three of the required six observed coaching sessions.
- Complete the ICF Core Competency Class of 20 hours, which includes three of the required six observed coaching sessions.
- Supervision Practicum (24 hours)
- Ethics class (8 hours).
- Complete an additional 28 hours of electives from our various advanced offerings. (See Elective Class Listings at <http://www.lifecoachtraining.com/courses/elective/>)

ILCT students must also successfully complete:



- Six (6) observed coaching sessions: Three (3) of these sessions are completed in the Foundational Competency Practicum. Three (3) additional sessions will be completed in the Advanced Skills Practicum.
- A written case study of a coaching client from initial engagement to status 4-6 months later or at termination. Please see Appendix II for detailed information
- Document an additional 50 hours (100 hours cumulative) of client coaching (excluding Buddy Coaching) prior to taking the oral examination.
- The Final Oral Examination. This is a coaching demonstration with two ICF certified coaches, one who is coached by you and the other an observer. Both will assess your coaching, and you must pass at the PCC level. Please see Appendix III for detailed information.

Once you have completed all of the above, the educational and testing requirements of our Accredited Coach Training Program and the ICF will have been met. At this point, you may apply directly to the ICF for either the ACC or the PCC credential. Please visit their web site at <http://www.coachfederation.org/research-education/icf-credentials/become-credentialed/> to download an application and determine what other requirements must be met.

For a comparison of all ICF credentials, please check the above link for a comparison available in an Adobe Acrobat PDF format.

Certified Life Coach Credential

ILCT offers our own internal certification, a Certified Life Coach, which has high professional standards and requires the same number of hours as the Associate Certified Coach (ACC) credential offered by the ICF. The requirements are as follows:

- Complete the 40-hour Foundational Course
- Pass the written examination at 70% or above. Please See Appendix I for explanation of the written examination.
- Complete the Coaching Skills Practicum of 20 hours, which includes three of the required six observed coaching sessions
- Complete the ICF Core Competency Class, which includes three of the required six observed coaching sessions
- Document a minimum of 50 hours of coaching.



Appendix I

Written Exam

The written exam is given after the completion of the Foundational class and consists of 57 questions including multiple-choice, fill-in-the blank and definitions. It is an open book exam, which means that you may use the manual and both the required textbooks. A student has two hours to complete the exam and must pass at the 70% level. This exam must be completed and passed as a requirement for the Certified Life Coach credential (ILCT's internal certification) as well as the completion of our ACTP program, which meets the requirements for the Professional Certified Coach credential offered by the ICF. **The student has 60 days from the date of their last class to take the exam. If they have not completed the final exam sixty days after the last class, they will be required to pay \$100 to receive another link to take the exam.**

If a student fails to successfully pass the final exam after three (3) attempts, they must wait six (6) months prior to a retake. During that time they are encouraged to have coaching sessions with a faculty member or other mentor coach.

Students are sent a link to the exam via email. Once they click on the link, they are taken to the exam. At the end of the exam, each student is asked to enter their name, as they would like it to appear on their certificate.

Each student receives an individual link, which may not be shared with anyone else. If a link is shared, a student's response may be overwritten and exams would have to be retaken.

The responses should reflect a student's own best thinking. Consulting or discussing the exam with other students while taking the exam is considered unethical.



Appendix II

Two-Part Written Assessment

As a candidate for graduation from the ILCT's program an essay containing two sections is required. The first section is a Reflective Essay (no more than 1500 words) detailing the significant learning experiences during the ACTP program. It also demonstrates how this learning contributed to your development as a professional coach. Based on your writing, a portrait of you will be presented as a learner developing the essential skills of life coaching.

For the Reflective Essay, please respond to the following questions:

- a. What awareness have I developed about professional coaching as a result of my learning and development?
- b. In your own words, what is your philosophy of coaching?
3. At this point in time, what is your understanding of human development?

The second section will be a Longitudinal Case Study (LCS), based on coaching with an individual client over 6-12 months or more. The assignment is an opportunity for students to demonstrate their coaching skills by documenting the flow of coaching with a client.

Please assign the client an "alias" or simply use initials, to preserve confidentiality.

Each LCS will examine the development of the coaching alliance and relationship, the relationship of the client's goals to the learning and actions taken, and elements which were effective and successful and those which were less effective and/or unsuccessful. The LCS also includes an assessment of the student's coaching skills.

The LCS will address the elements listed below. The length for this assignment is expected to be between 2500-3500 words. The LCS must be typed and submitted as a computer file.

After the LCS has been successfully completed and assessed, the student will have an opportunity to present it as an alumni teleclass call if desired.

Elements to include in the LCS:

- Illustrate a developmental view—how the coaching and the client progressed over the time period of 6-12 months or longer.
- Define the beginning situation: the client's goals, their coachability, the coaching alliance you created, your initial perspective of their strengths, skills and assets.
- Describe how the coaching alliance was created and how it developed.
- Explore the middle period of the coaching: What key obstacles and snags showed up over the course of the coaching? How were they addressed? Be specific and give examples to illustrate. What new or changed goals emerged?
- What other strengths emerged over the course of the coaching? Give examples
- How did the client's work draw on strengths? Give examples.



- What life coaching tools and strategies did you use? Give examples. What was the impact on the client?
- What ethical issues came up, and how were they handled? Give examples
- If therapy-oriented issues showed up, how did you and the client handle them? Give examples.
- What breakthroughs and/or significant progress did the client make? Give specific examples. What value did the client receive from the coaching? Give examples.
- What shifts or transformations in attitude, skills or behaviors did the client make?
- How did you and the client reach closure on your work together? Describe that process.
- Coaching is inter-developmental. What did you learn through the work with this client? Identify your personal and/or professional growth. Be specific.
- Identify the positive elements from your viewpoint as coach? What might you have done more effectively or skillfully with this client?

Once you have completed this two part assessment, please forward it to Lynn.Lonsway@lifecoachtraining.com for review by two of our assessors.



Appendix III

Final Oral Examination

An oral evaluation by two ICF certified coaches (PCC or MCC) in which one of the coaches is the client and the other coach evaluates the student's coaching of the client. The assessors use the ILCT Competency Assessment Evaluator Worksheet (Appendix V) and combine and average their scores to assign a final assessment for each competency. The student may repeat the oral exam three. The cost to complete the exam a second time is \$200. The candidate must achieve a score of 5 or above on each competency.

The student will coach for 25 to 30 minutes and will demonstrate all 11-core competencies at the PCC level. This means for each core competency the skill **MUST** be demonstrated at the PCC level. For information on what skill level is required for the PCC, visit the ICF web site at www.coachfederation.org or the ILCT Student Lounge.

Procedures for the oral exam

1. The Developmental Case Study must be submitted and approved prior to sitting for the Oral Exam.
 2. When a certification candidate has completed 130 hours of coach training and the developmental case study is approved, s/he may sit for the final exam. They contact the Administrative offices and provide several days and times for the Oral Examination.
 3. Students may request assessors; otherwise the Administrative Office assigns the student's exam to assessors.
1. A student who fails to pass the oral exam may retake it up to two times with a minimum of two weeks between each retake. The charge for a retake is \$200.
 2. The exam may be recorded for ILCT re-accreditation with ICF.
 3. The assessors will meet to communicate the results of the exam to the student either by email or via phone.

The Administrative Office is notified of the results and the evaluators submit the forms for placement in the student's records.



Appendix IV

Buddy Observer Form

Date

Coach

Client

Observer

Facilitator

BEGINNING

☹	😊	☺	n/a	C. C. #3: Establishing Trust and Intimacy with the Client
				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, and personal being
				Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure
				<i>Asks permission to coach client in sensitive, new areas</i>

☹	😊	☺	n/a	C. C. #4: Coaching Presence
				Is present and flexible during the coaching process, dancing in the moment
				Accesses own intuition and trusts one's inner knowing – "goes with the gut"
				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
				<i>Confidently shifts perspectives and experiments with new possibilities for own action</i>
				<i>Demonstrates confidence in working with strong emotions, and can self-manage and not be overpowered or enmeshed by client's emotions</i>

MIDDLE

☹	☺	😊	n/a	C. C. #5: Active Listening
				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
				<i>"Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long descriptive stories</i>
				<i>Allows the client to vent or "clear" the situation without judgment or attachment in order to move on to the next steps</i>

☹	☺	😊	n/a	C. C. #6: Powerful Questioning
				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 to look backwards

MIDDLE (cont'd)

☹	☺	☺	n/a	C. C. #7: Direct Communication
				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)
				<i>Uses metaphor and analogy to help to illustrate a point or paint a verbal picture</i>

☹	☺	☺	n/a	C. C. #8: Creating Awareness
				Goes beyond what is said in assessing client's concerns, not getting hooked by the client's description
				Invokes inquiry for greater understanding, awareness and clarity
				Identifies for 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, and background)
				Expresses insights to clients in ways that are useful and meaningful for the client
				<i>Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching</i>
				<i>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</i>

END

☹	😊	☺	n/a	C. C. #9: Designing Actions
				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 successes and capabilities for future growth
				<i>Challenges client's assumptions and perspectives to provoke new ideas and find new possibilities for action</i>
				<i>Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them</i>
				<i>Helps the client "Do It Now" during the coaching session, providing immediate support</i>
				<i>Encourages, stretches, and challenges at a comfortable pace of learning</i>

☹	😊	☺	n/a	C. C. #10: Planning and Goal Setting
				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
				<i>Helps the client identify and access different resources for learning (e.g., books, other professionals)</i>
				<i>Identifies and targets early successes that are important to the client</i>

END (cont'd)

☹	☺	☺	n/a	C. C. #11: Managing Progress and Accountability
				Clearly requests action that will move the clients 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 clients 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 sessions
				<i>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)</i>
				<i>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</i>
				<i>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</i>
				<i>Promotes clients' self-discipline and holds the clients 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</i>
				<i>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)</i>
				<i>Positively confronts the client with the fact that he/she did not take agreed-upon actions</i>

OBSERVER COMMENTS:

<p>What was good about the coaching was...</p> <p>What could use improvement is...</p> <p>Suggestions for improvement include:</p>
--