

## PCC Level Coaching Feedback Tool

These observation levels provide clear distinctions for each competency, helping to inform and guide the student coach's development as they progress towards mastery in accordance with ICF standards.

PCC Level Coaching	MISSED	PARTIALLY	THOROUGHLY
<b>Competency 3: Establishes and Maintains Agreements</b>			
Coach partners with the client to identify or reconfirm what the client wants to accomplish in this session.	Coach does not ask the client what they want to accomplish, leading to a lack of clarity.	Coach asks vaguely or does not confirm understanding, causing some misalignment.	Coach clearly partners with the client to define the session goal and confirms mutual understanding.
Coach partners with the client to define or reconfirm measure(s) of success for what the client wants to accomplish in this session.	Coach does not establish any measure of success, making progress unclear.	Coach asks about success but does not clarify or confirm the measure.	Coach collaborates with the client to define clear, measurable success criteria.
Coach inquires about or explores what is important or meaningful to the client about what they want to accomplish in this session.	Coach does not explore what is meaningful to the client, missing key insights.	Coach touches on importance but does not fully explore its depth or relevance.	Coach thoroughly explores why the session goal is meaningful to the client.
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.	Coach does not ask what the client believes they need to address.	Coach acknowledges the client's focus but does not fully explore the necessary elements.	Coach helps the client clarify the key areas to address to achieve their session goal.

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<b>Competency 4: Cultivates Trust and Safety</b>			
Coach acknowledges and respects the client's unique talents, insights, and work in the coaching process.	Coach disregards or minimizes the client's uniqueness and contributions.	Coach acknowledges some aspects of the client's uniqueness but does not emphasize their importance.	Coach consistently validates and respects the client's unique insights and contributions.
Coach shows support, empathy, or concern for the client.	Coach does not express support, empathy, or concern for the client.	Coach shows limited empathy but does not fully engage with the client's emotions.	Coach demonstrates genuine empathy and concern, creating a supportive space.
Coach acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs, or suggestions.	Coach ignores or dismisses the client's emotions and perspectives.	Coach acknowledges some feelings but does not explore or validate them deeply.	Coach fully acknowledges and supports the client's expressions with care and curiosity.
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.	Coach does not invite client input or dismisses their responses.	Coach invites input but does not fully integrate the client's responses into the session.	Coach actively seeks and incorporates client responses, ensuring a co-created process.

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<b>Competency 5: Maintains Presence</b>			
Coach acts in response to the whole person of the client (the who).	Coach focuses only on surface-level content, missing deeper client identity aspects.	Coach acknowledges personal elements but does not consistently respond to the whole person.	Coach fully engages with and responds to the client as a whole person, including values and emotions.
Coach acts in response to what the client wants to accomplish throughout this session (the what).	Coach does not address what the client wants to accomplish in the session.	Coach refers to the session goal but does not keep it central throughout.	Coach consistently keeps the session aligned with the client's stated objectives.
Coach partners with the client by supporting the client to choose what happens in this session.	Coach controls the session without involving the client in key decisions.	Coach provides some choice but does not fully empower the client.	Coach supports the client in leading the session direction and decisions.
Coach demonstrates curiosity to learn more about the client.	Coach shows little curiosity about the client's experience and insights.	Coach demonstrates some curiosity but does not explore deeply.	Coach is fully engaged, asking curious and meaningful questions to learn more about the client.
Coach allows for silence, pause, or reflection.	Coach does not allow space for reflection and rushes the conversation.	Coach includes some pauses but often fills silence quickly.	Coach skillfully uses silence and pauses to encourage client reflection.

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<b>Competency 6: Listens Actively</b>			
Coach's questions and observations are customized by using what the coach has learned about who the client is or the client's situation.	Coach asks broad, generic questions that lack connection to the client's context or the ongoing conversation.	Coach is inconsistent. Some questions remain broad or disconnected, limiting opportunities for deeper client reflection and exploration.	Coach crafts questions and observations based on the specific context of the conversation or client's situation, prompting deeper reflection and exploration.
Coach inquires about or explores the words the client uses.	Coach does not acknowledge or explore the client's word choices. Instead, they move forward without curiosity, potentially overlooking key language that could reveal deeper meaning, emotions, or perspectives.	Coach occasionally inquires about the client's word choices. Some opportunities to explore meaning, emotions, or underlying perspectives are missed, limiting the depth of client reflection.	Coach actively engages with the client's language, inquiring about specific words or phrases to deepen understanding. The client uncovers underlying thoughts, emotions, or patterns, fostering greater self-awareness and insight
Coach inquires about or explores the client's emotions.	Coach does not acknowledge or explore the client's emotions.	Coach notes emotions but does not encourage deeper exploration.	Coach invites the client to explore and understand their emotions meaningfully
Coach explores the client's energy shifts, nonverbal cues, or other behaviors.	Coach misses nonverbal cues or energy shifts.	Coach acknowledges nonverbal cues but does not explore them deeply.	Coach actively explores and responds to energy shifts, nonverbal signals, and behaviors.

Coach inquires about or explores how the client currently perceives themselves or their world.	Coach does not explore how the client perceives themselves or their world.	Coach touches on perceptions but does not explore shifts or insights.	Coach deeply explores the client's self-perception and worldview.
Coach allows the client to complete speaking without interrupting unless there is a stated coaching purpose to do so.	Coach interrupts frequently, disrupting the client's expression.	Coach allows some interruptions without a coaching-related reason.	Coach fully allows the client to speak without interruption unless purposeful
Coach succinctly reflects or summarizes what the client communicated to ensure the client's clarity and understanding.	Coach does not summarize or reflect on key points.	Coach provides some reflection but lacks clarity or precision.	Coach succinctly and effectively summarizes to ensure mutual understanding.

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<b>Competency 7: Evokes Awareness</b>			
Coach asks questions about the client, such as their current way of thinking, feeling, values, needs, wants, beliefs, or behavior.	Coach asks generic questions that do not relate to the client's deeper thoughts, feelings, or values.	Coach asks relevant questions but does not fully explore their impact.	Coach asks insightful questions that encourage deep reflection on the client's thoughts, values, and behaviors.
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).	Coach asks surface-level or leading questions that do not challenge the client's current thinking.	Coach asks some exploratory questions, but they mainly confirm what the client has already said.	Coach asks open-ended, thought-provoking questions that help the client expand their thinking about themselves.
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).	Coach accepts the client's perspective at face value and does not challenge or expand the conversation.	Coach asks a follow-up question, but it simply reinforces the client's current understanding without exploring further.	Coach asks open-ended, reflective questions that prompt the client to see new possibilities and perspectives.
Coach asks questions to help the client explore beyond current thinking, feeling, or behaving toward the outcome the client desires.	Client expresses a thought or discovery, and the coach accepts the idea as is without exploring it further.	Coach asks a question that validates or verifies what the client has already said but does not expand the reflection.	Coach asks an open-ended question that helps the client deeply explore the thought, what they meant, how they felt, and their motivation.

Coach shares—with no attachment—observations, intuitions, comments, thoughts, or feelings, and invites the client's exploration through verbal or tonal invitation.	Coach does not share observations, intuitions, or thoughts, missing an opportunity to deepen client reflection.	Coach shares an observation but in a way that leads the client toward a specific conclusion.	Coach shares an observation neutrally and invites the client to explore its relevance openly and freely.
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.	Coach asks closed or leading questions that limit client reflection.	Coach asks open-ended questions but does not pace them effectively.	Coach asks well-paced, clear, open-ended questions that encourage thoughtful reflection.
Coach uses language that is generally clear and concise.	Coach's language is unclear, overly complex, or wordy, making it difficult for the client to follow. The coach may use jargon, vague phrasing, or long-winded explanations that hinder client understanding and engagement.	Coach's language is generally clear but sometimes lacks conciseness or precision. There are moments of unnecessary complexity, redundancy, or vague wording that could be more direct and effective in supporting the client.	Coach consistently uses clear, concise, and direct language that is easy for the client to understand. Their communication is precise, free of unnecessary complexity, and supports a smooth, effective coaching conversation.
Coach allows the client to do most of the talking.	Coach dominates the conversation, speaking more than the client. They may over-explain, give advice, or frequently interrupt, limiting the client's opportunity to express their thoughts and explore their own insights.	Coach allows some space for the client to speak but still talks more than necessary at times. While the client has opportunities to share, the coach occasionally interrupts, fills silences too quickly, or speaks at length, reducing the depth of the client's exploration.	Coach ensures that the client does most of the talking, creating an open space for reflection and self-expression. They use brief, effective interventions that prompt deeper exploration while keeping the focus on the client's thoughts, insights, and self-discovery.

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<b>Competency 8: Facilitates Client Growth</b>			
Coach invites or allows the client to explore progress toward what the client wanted to accomplish in this session.	Coach does not discuss progress or results of the session.	Coach briefly mentions progress but does not explore it meaningfully.	Coach encourages the client to reflect on their progress and learning from the session.
Coach invites the client to state or explore the client's learning in this session about themselves (the who).	Coach does not invite the client to reflect on their learning about themselves. The session may focus solely on problem-solving, actions, or external factors, missing opportunities for deeper self-awareness and personal insight.	Coach occasionally invites the client to reflect on their learning about themselves, but the exploration is limited or inconsistent. Some opportunities for deeper self-awareness are missed, and the client's insights may remain surface-level.	Coach intentionally and consistently invites the client to explore their learning about themselves, fostering deeper self-awareness. They create space for reflection, helping the client articulate insights about their identity, beliefs, values, or personal growth.
Coach invites the client to state or explore the client's learning in this session about their situation (the what).	Coach does not invite the client to reflect on their learning about their situation. The conversation remains focused on discussing details, problems, or next steps without encouraging the client to gain new insights or perspectives.	Coach occasionally invites the client to explore their learning about their situation, but the inquiry is inconsistent or surface-level. Some opportunities for deeper reflection on new perspectives, patterns, or understandings of the situation are missed.	Coach consistently invites the client to reflect on and articulate their learning about the situation. Through effective questioning and exploration, the coach helps the client uncover new insights, perspectives, or patterns, leading to a deeper understanding of their circumstances.
Coach invites the client to consider how they will use new learning from this coaching session.	Coach does not ask the client to reflect on their learning,	Coach asks about learning but does not connect it to future action or application.	Coach actively supports the client in considering how they will



	missing an opportunity for integration.		apply their new insights beyond the session.
Coach partners with the client to design post-session thinking, reflection, or action.	Coach tells the client what they should do next instead of co-creating an action plan.	Coach asks the client about next steps but does not help them refine or clarify their plan.	Coach fully partners with the client to create a personalized and meaningful post-session plan.
Coach partners with the client to consider how to move forward, including resources, support or potential barriers.	Coach does not explore next steps, resources, or potential challenges with the client, leaving the conversation without a clear path forward.	Coach discusses next steps but does not fully partner with the client. Exploration of resources, support, or barriers is limited or coach-driven.	Coach actively partners with the client to co-create a way forward, exploring resources, support, and potential barriers to ensure a thoughtful and empowered approach.
Coach partners with the client to design the best methods of accountability for themselves.	Coach does not bring up accountability, leaving the client without a structure to sustain progress.	Coach suggests accountability measures but does not ensure they are meaningful to the client.	Coach helps the client design a self-driven, effective accountability system tailored to their needs.
Coach celebrates the client's progress and learning.	Coach does not acknowledge or recognize the client's growth and progress.	Coach briefly acknowledges progress but does not make it a meaningful part of the conversation.	Coach thoughtfully acknowledges the client's learning and progress, reinforcing their confidence and momentum.
Coach partners with the client on how they want to complete this session.	Coach abruptly ends the session without discussing closure with the client.	Coach signals the session is ending but does not invite the client's input on completion.	Coach invites the client to reflect on the session and co-create how they want to conclude it.