

COACHING CORE COMPETENCIES

FOR CHILD CARE AND EDUCATION PROFESSIONALS

Palm Beach County, Florida



 Children's Services Council
PALM BEACH COUNTY

 **pbcc**
Palm Beach Community College



CORE COMPETENCIES FOR COACHES

The Children's Services Council of Palm Beach County plans, develops, funds, and evaluates programs and promotes public policies that benefit children, youth, and families. Many of the Children's Services Council programs have a coaching component. This is a service-oriented role, rooted in the belief that professionals who express a wish to grow can get value from having a 'guide on the side' to help them develop their capacities and competencies. The coach works to build an effective learning relationship with teachers, paraprofessionals, and leaders so that children and youth receive the very best learning experiences. Coaching is a practical and supportive form of professional development that offers practitioners a way to grow and learn on the job and helps them translate knowledge and theory into best practice. The long-range intention is that the coaching process becomes integrated into the setting.

The Institute of Excellence in Early Care and Education at Palm Beach Community College provides the child care and education workforce of Palm Beach County with a comprehensive approach to career development. The Institute has a special interest in providing education and training opportunities consistent with the needs of coaches as well as other practitioners who work in programs for children and youth.

To request copies of the
CORE COMPETENCIES FOR COACHES IN PALM BEACH COUNTY, FLORIDA,
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WHAT PROGRAMS PROVIDE COACHING?

A number of programs funded by Children's Services Council offer a coaching service to their practitioners. There are similarities among the coaching process in the programs, and also differences.

Four programs are aligned with the Palm Beach County 4-Star Quality Improvement System, a comprehensive, voluntary early care and education improvement system that seeks to enhance the quality of child care so that children from birth to age five will be healthy and ready to learn when they enter school. Among the resources and supports offered to centers and homes is on-site coaching and career coaching. These programs are: Early Learning Coaches, Early Childhood Cluster Initiative, Family Child Care, and Career Advising.

The Early Reading First Program assigns coaches to classrooms in two Head Start Centers in Palm Beach County. Their purpose is to help classroom staff implement this literacy program.

Prime Time Palm Beach County is dedicated to improving quality in afterschool programs throughout the county. As part of an integrated system of supports, Prime Time uses a peer coaching concept to help afterschool program directors to improve their performance and overall program quality. In a Quality Improvement System designed for afterschool programs, peers serve colleagues in coaching roles to strengthen their skills.

While the programs mentioned above represent most of the coaches, other agencies such as Family Central and the Literacy Coalition provide less intense coaching that resembles traditional technical assistance. The Children's Services Council and The Institute of Excellence in Early Care and Education at Palm Beach Community College are interested in sharing the coaching competencies and making any related training available to all constituents of the Children's Services Council.



HOW DOES COACHING WORK IN PROGRAMS?

The most intense coaching model evident in these programs is structured to include an intensive phase in which coaching is provided on-site in classrooms, one or more days per week, for a year or more. In some programs, this phase is followed by less frequent visits that involve administrators; the intention is to integrate the coaching role into the setting. From the outset, goals and improvement plans are formalized, processes and procedures are detailed, and expectations of the coach and the practitioner are outlined. The relationship is meant to be a partnership with all parties, and formal meetings are frequent to ensure clear communication and to discuss progress. Coaching staff benefits from assessing and sharpening their skills as they work with practitioners in programs for children and youth.

WHAT ARE THE COMMON ELEMENTS AMONG PROGRAMS?

Core competencies were designed with full knowledge that no two coaching settings are alike. There are a variety of programs and a myriad of factors that shape the coaching process in these programs. The elements below, however, apply to all Children's Services Council programs that provide a coaching component.

- ◆ Coaches are working with adult practitioners in a collaborative partnership.
- ◆ Sites/Centers/Programs initiate interest in receiving coaching.
- ◆ Coaches and practitioners build agreements. Goals are set, a plan is written, and progress is assessed.
- ◆ Coaches do their work on site with the practitioner and in the practitioner's setting. Other strategies that support the practitioner include phone conferences, shadowing, emailing, and meetings outside the setting.
- ◆ Program assessment data is an important source of information that guides the coaching process.
- ◆ Coaches are coaching in a specific content and/or context.
- ◆ Coaches are supported in their own work by management.



WHAT DO WE KNOW ABOUT COACHING?

The conventional response to program improvement is staff development in the form of workshops, courses, conferences, and trainings. While these efforts are necessary and fundamental to staff development, integrating coaching into the learning process has become accepted practice in the development of educators and professionals [5; 11]. Effective coaching yields short-term and long-term payoffs for individuals and for organizations.

There does not seem to be a standard model of coaching; its application in particular contexts varies, and there are many forms of coaching [11]. The literature is consistent, however, in terms of the underlying intention of coaching: it is an effort to move the goals of the client forward. It is commitment to the growth of others. It is a service-oriented role, rooted in the belief that professionals who express a wish to grow can get value from having a 'guide on the side' to help them develop their capacities and competencies [7; 9].

In the programs supported by the Children's Services Council, coaches help others improve existing practices, develop new skills, and promote continuous self-assessment and learning. They do this by working on site with front line staff. The coach's ultimate goal for the practitioner is sustained performance [8] and the capacity for self-improvement.

- ◆ Coaching encourages collaborative, reflective practice [6; 10; 11].
- ◆ Embedded professional learning promotes positive outcomes for coaches, practitioners, leaders, educational settings, and, most importantly, children and youth [10; 11].
- ◆ Coaching helps practitioners master knowledge and skills that will benefit children and youth.
- ◆ Coaches use data to inform practice, to assess programs, and to drive improvements in order to create high-quality learning environments [10; 11].
- ◆ Coaching promotes learning and accountability among stakeholders [6; 10; 11].
- ◆ The coaching process helps practitioners become self-reliant, self-motivated, and self-aware so that, over time, the coaching role becomes self-sustaining and transfers to members of the organization.
- ◆ Coaching supports collective, interconnected leadership across an educational system [10; 11].



WHY ARE COACHING CORE COMPETENCIES CRITICAL TO COACHES WHO WORK WITH PRACTITIONERS?

- ◆ Core competencies define what coaches need to know and be able to do to provide excellent services to practitioners who educate children and youth.
- ◆ Core competencies provide guidelines for education and training programs to meet the needs of coaches in the field.
- ◆ Core competencies establish a standard for coaches in settings that serve children and youth that promotes recognition of the significance and nature of this professional role.
- ◆ Core competencies permit consistency among coaches, regardless of the differences in their work settings.

HOW CAN THE COACHING CORE COMPETENCIES BE USED?

- ◆ Self-assessment to measure knowledge and skills in each of the four core areas
- ◆ Develop courses and workshops that align with competencies
- ◆ Identify specific trainings for future professional development
- ◆ Create job descriptions
- ◆ Develop evaluation instruments and track staff professional growth plans
- ◆ Create compensation incentives based on mastery of coaching core competencies
- ◆ Encourage cross-sector involvement in training
- ◆ Design pathways leading to qualifications, degrees and credentials
- ◆ Develop and implement policies that will enhance professionalism in the field
- ◆ Research links between coaching competencies and child outcomes



HOW ARE THE COACHING CORE COMPETENCIES ORGANIZED?

In addition to knowledge and skills in their specific content/subject area, coaches need to be competent in the coaching process to effectively perform their work.

Four Core Areas serve as a framework for the coaching competencies. In each Core Area are Key Elements followed by the specific coaching competencies that fit together logically. There are 14 Key Elements and 54 competencies.

The Core Areas, Key Elements, and Competencies do not represent any kind of priority or level of difficulty. Rather, they are all considered core or critical for competent coaching.



WHAT ARE THE FOUR CORE COACHING AREAS?

The coaching competencies are organized around four core areas. The philosophy of the coaching model reflected in programs for children and youth is inherent in the core areas, as they are described below. While all coaches may not utilize all competencies with the same degree of frequency, there is shared agreement that all coaching contexts require that coaches build relationships and accountability, facilitate goal setting and planning, communicate effectively, and model best practices.

CORE AREA 1

BUILDING RELATIONSHIPS AND ACCOUNTABILITY

From the onset of coaching through its conclusion, coaches must be persistent in their effort to develop positive relationships with stakeholders in the setting. Coaching is teamwork. When mutual trust and respect exist, those involved can feel safe to express their visions and values. The coach and the stakeholders can build a shared philosophy about their work, an understanding about coaching, and a responsible commitment to stated improvement goals.

Coaching plays a successful role in settings where change and growth are valued by leaders and by those being coached. Support is essential, at all levels, in order for coaching to be integrated into the setting and valued as an essential practice for building excellence.

CORE AREA 2

FACILITATING SHARED GOAL SETTING AND PLANNING

Coaches and practitioners work together to identify key needs, areas of concern, goals and objectives, and plans to initiate changes in their work setting. During regularly scheduled sessions, they review past lessons and results, address problems and plan next steps, and examine ways to strengthen skills and sustain new practices. Coaches help practitioners develop the habit of thoughtful planning and responsible reflection in everyday practice.

Ongoing observation and timely feedback provide the practitioners with information that helps them assess their progress and document their growth. Excellent coaches are skilled at gathering information, analyzing data, and presenting the results in meaningful and sensitive ways. They help practitioners see clear relationships among their goals for learners, the activities they plan, and the outcomes they observe.

CORE AREA 3

UTILIZING EFFECTIVE COMMUNICATION SKILLS

Communication skills really are people skills. Once the coach masters the art of listening, questioning, and conversation, knowing when and how to apply these is really the key to effective communication. Human interactions are delicate and complex. What works with one person may not work with another. The coach must, therefore, be aware of the needs and preferences of others and then use skills that will result in productive interactions.

Sensitivity to the readiness of others to discuss their professional concerns and their strengths and limitations is another dimension of communication. Coaches need to show care and concern as they engage practitioners in reflective practice, a process that requires trust, openness, and time.

CORE AREA 4

MODELING BEST PRACTICES

Coaching is a form of staff development; coaching is teaching. Helping practitioners apply learned concepts, philosophies, and skills in their professional settings and making practical meaning of knowledge learned in courses, seminars, or conferences is the heart of coaching. Coaches have considerable experience and expertise; they have mastered a variety of skills and practices. Showing and sharing best practices with the practitioner is a major responsibility of the coach.

Essential, too, is modeling the commitment to life-long learning and professional growth through self-development and personal reflection. Coaches must walk the talk, be actively engaged in their own learning, and make their learning visible to those with whom they work.

CORE AREA 1: BUILDING RELATIONSHIPS AND ACCOUNTABILITY

A collaborative environment is fundamental to successful coaching. All stakeholders must understand and be committed to the coaching process and the philosophy. This requires mutual respect and trust, knowledge of the setting and coaching context, and positive working relationships with both practitioners and administrators.

KEY ELEMENT 1.A.

Coaches develop professional relationships that are mutually respectful so that a climate for growth and change is created.

COMPETENCIES

COACHES ARE ABLE TO:

- 1.A.1. Show respect for the diverse experiences, backgrounds, and values of others
- 1.A.2. Demonstrate flexibility and patience
- 1.A.3. Utilize methods to address the learning styles of stakeholders
- 1.A.4. Maintain confidentiality on sensitive issues

KEY ELEMENT 1.B.

Coaches work collaboratively with stakeholders to build shared ownership of the coaching process.

COMPETENCIES

COACHES ARE ABLE TO:

- 1.B.1. Identify the stakeholders involved in the process
- 1.B.2. Explain how the culture of the setting impacts coaching
- 1.B.3. Engage all appropriate stakeholders in tailoring the coaching process to the unique needs of the practitioner and the organization
- 1.B.4. Review available data from the needs assessments to direct the improvement process
- 1.B.5. Prepare clear agreements with stakeholders
- 1.B.6. Work with stakeholders to establish roles in the process
- 1.B.7. Encourage responsible parties to be accountable for agreed upon actions and timelines
- 1.B.8. Assist administrators with mechanisms to sustain coaching in the setting

KEY ELEMENT 1.C.

Coaches assess the impact of coaching on the practitioner and on the organization.

COMPETENCIES

COACHES ARE ABLE TO:

- 1.C.1. Self-assess the coaching process
- 1.C.2. Solicit practitioner feedback
- 1.C.3. Review progress with stakeholders to determine when the coaching process should be altered or is completed

CORE AREA 2: FACILITATING SHARED GOAL SETTING AND PLANNING

The coach follows a professional improvement model with practitioners that provides structure, is based on achievable goals, and includes a plan for measuring outcomes. In this process, the coach invites ideas and solutions, remains sensitive to strengths and limitations, and looks for opportunities to stretch the practitioner's skills and knowledge.

KEY ELEMENT 2.A.

Coaches help the practitioner clearly state realistic goals and objectives.

COMPETENCIES

COACHES ARE ABLE TO:

- 2.A.1. Use the results of needs assessments to discuss and evaluate the practitioner's strengths and needs
- 2.A.2. Support the practitioner in the development of goals
- 2.A.3. Assist the practitioner to translate goals into objectives and outcomes that ensure a high degree of success

KEY ELEMENT 2.B.

Coaches collaborate with the practitioner to write and implement action plans.

COMPETENCIES

COACHES ARE ABLE TO:

- 2.B.1. Assist the practitioner to focus the action plan on outcomes
- 2.B.2. Guide the practitioner in the selection of appropriate action items
- 2.B.3. Set realistic target dates and re-evaluate periodically
- 2.B.4. Solicit the practitioner's ideas and suggestions
- 2.B.5. Encourage the practitioner to plan for unintended events
- 2.B.6. Assist practitioner with locating needed resources and materials
- 2.B.7. Together, plan a structured observation process during implementation

KEY ELEMENT 2.C.

Coaches conduct a review following the implementation of the action plan.

COMPETENCIES

COACHES ARE ABLE TO:

- 2.C.1. Encourage the practitioner to self-assess actions
- 2.C.2. Elicit statements from practitioner that reinforce positive actions
- 2.C.3. Offer clear, articulate, and direct feedback to address strengths and modifiable issues
- 2.C.4. Collaboratively determine if desired outcomes were achieved
- 2.C.5. Plan alternate strategies for modifiable issues

KEY ELEMENT 2.D.

Coaches apply a solution-focused approach to problems and issues.

COMPETENCIES

COACHES ARE ABLE TO:

- 2.D.1. Collaborate to identify and analyze problems
- 2.D.2. Incorporate data to define and clarify the problem or situation
- 2.D.3. Encourage creativity in the problem solving process
- 2.D.4. Express confidence in the practitioner's abilities to be successful

CORE AREA 3: UTILIZING EFFECTIVE COMMUNICATION SKILLS

Communication is an essential building block for facilitating learning relationships and ensuring a successful cross-cultural coaching experience. Communication goes beyond sharing knowledge. It includes interpersonal skills that lead to meaningful dialogue to help practitioners grow.

KEY ELEMENT 3.A.

Coaches listen with the intention of understanding the practitioner's goals, concerns, values, and beliefs.

COMPETENCIES

COACHES ARE ABLE TO:

- 3.A.1. Focus on the practitioner and the practitioner's agenda
- 3.A.2. Check for understanding by summarizing, paraphrasing, reiterating, and mirroring-back
- 3.A.3. Distinguish meaning using practitioner words, tone of voice, and body language

KEY ELEMENT 3.B.

Coaches conduct conversations that provoke insight, heighten awareness, lead to self-discovery, and stimulate action.

COMPETENCIES

COACHES ARE ABLE TO:

- 3.B.1. Suggest different perspectives to reframe and clarify the practitioner's experience
- 3.B.2. Structure questions that create greater clarity, possibility, or new learning
- 3.B.3. Ask questions that move the practitioner forward
- 3.B.4. Communicate using language that is appropriate and respectful to the practitioner

KEY ELEMENT 3.C.

Coaches engage in reflective practice with the practitioner.

COMPETENCIES

COACHES ARE ABLE TO:

- 3.C.1. Validate the practitioner's insights and concerns
- 3.C.2. Examine information and situations to identify both effective and limiting behaviors
- 3.C.3. Exchange visions for a high-quality learning environment
- 3.C.4. Reinforce the practitioner's growing self awareness
- 3.C.5. Discuss alignment between the practitioner's intentions and their actions

CORE AREA 4: MODELING BEST PRACTICES

The coach brings expertise and experience to the practitioner and uses a range of techniques to assist practitioners to implement best practices into the learning environment. This requires that coaches continually expand their knowledge and hone their coaching skills.

KEY ELEMENT 4.A.

Coaches model an array of strategies to move the practitioner toward goals.

COMPETENCIES

COACHES ARE ABLE TO:

- 4.A.1. Demonstrate how to perform a task
- 4.A.2. Brainstorm with the practitioner to expand alternatives
- 4.A.3. Incorporate co-teaching as a strategy
- 4.A.4. Direct practitioners to focus on practices demonstrated during modeling
- 4.A.5. Debrief modeling session for comprehension of best practices
- 4.A.6. Incorporate video, audio, and other technology-based tools to enhance the coaching process
- 4.A.7. Promote active experimentation and self-discovery

KEY ELEMENT 4.B.

Coaches help the practitioner translate theory into practice and use resources that expand understanding and skills.

COMPETENCIES

COACHES ARE ABLE TO:

- 4.B.1. Provide resources and refer the practitioner to sources for professional growth
- 4.B.2. Reinforce the practitioner when resources for learning are identified and accessed
- 4.B.3. Incorporate specialty knowledge and techniques into the coaching intervention
- 4.B.4. Reference best practices to help the practitioner shape actions and interventions

KEY ELEMENT 4.C.

Coaches motivate the practitioner to consider long-term aspirations and to plan for professional growth.

COMPETENCIES

COACHES ARE ABLE TO:

- 4.C.1. Provide opportunities and challenges that move the practitioner beyond perceived limitations
- 4.C.2. Identify successes and strengths and help the practitioner best apply them
- 4.C.3. Encourage the practitioner to engage in peer coaching relationships
- 4.C.4. Share opportunities in the field and discuss the practitioner's long-term goals and career pathways

REFLECTIVE PRACTICE THROUGH JOURNALING

Reflecting on experience leads to self-awareness,
to greater understanding, and to becoming the best coach you can be.
So we invite you to ‘dialogue with yourself’ through journaling.

On Coaching:

Journaling can help you see patterns of behavior, uncover your strengths and weaknesses, document areas of growth and change, and confront difficulties. Coaches are role models for those with whom they work, and using journaling as a strategy to understand yourself and your profession is an excellent way to demonstrate the importance of learning through reflective practice. There are no rules you must follow when journaling—except to be honest with yourself.

Here are some sentence starters that might help you.

- The biggest problem I face as a coach is...*
- I could use some tools and techniques for dealing with...*
- I have difficulty when faced with...*
- I want to excel even more as a coach when ...*
- The thing I am noticing about myself is...*
- I feel most successful in my work when...*
- The most troublesome thing that happened this week was...*
- I am seeing improvement in...*



A good example of...

REFLECTIVE PRACTICE THROUGH JOURNALING

To reflect on your Professional Development,
here are sentence starters more specific to
the Coaching Core Competencies.

On Professional Development in Coaching Core Competencies:

I need to improve competency number ___ because...


A good example of my mastery of competency number ___ is...

If I improve in Key Element ___ I will be better at ...

I rarely have to demonstrate my skill in competencies ___ because...

I would like more training in Key Elements ...

One thing that really helped me improve in competency number ___ was...



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KEY TERMS FOR PROFESSIONALS IN CHILD CARE AND EDUCATION SETTINGS

BEST PRACTICES: practices in programs for children and youth that are based on knowledge and research. These practices are shown to promote optimum development and learning for children in cooperation with their families and are characterized as family-centered, high quality, comprehensive, inclusive, coordinated, and equitable

CO-TEACHING: a service delivery model in which the coach and the practitioner agree to share instructional responsibility for a single group of children, primarily in a single classroom workspace, and for specific content. Co-teaching allows more opportunity for the practitioner and coach to observe, assess, reflect, and adapt instruction

PRACTITIONER: a person who is engaged in teaching in a classroom or learning setting, who desires further training and preparation in a core area of knowledge in order to improve their performance in the processes and responsibilities of the job, and is supported by a coach

REFLECTIVE PRACTICE: the process of thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline in order to improve outcomes for children

STAKEHOLDER: all people with a legitimate interest in preparing children for school and life

THE KEY TERM DEFINITIONS WERE ADAPTED FROM THE FOLLOWING SOURCES:

1. **RAELIN, J** (2000). *"I Don't Have Time to Think!" versus the Art of Reflective Practice*. In *Reflections*, vol. 4,1, 66-79, Society for Organizational Learning, Massachusetts Institute of Technology, Cambridge, MA.
2. **NOLAN M.** (2007). *Mentor Coaching and Leadership in Early Care and Education*. Thompson Delmar Learning, Clifton Park, NY
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HISTORY

THE CORE COMPETENCIES FOR COACHES SETS THE STANDARD FOR WHAT COACHES WHO WORK WITH PRACTITIONERS IN PROGRAMS FOR CHILDREN AND YOUTH SHOULD KNOW, UNDERSTAND, AND BE ABLE TO DO. THE COMPETENCIES, WHEN BLENDED WITH SUBJECT MATTER EXPERTISE, PROVIDE THE FOUNDATION FOR COACHES TO DEVELOP THEIR FULL CAPACITY AND POTENTIAL IN ORDER TO IMPROVE THE LEARNING EXPERIENCE OF CHILDREN.

THE DEVELOPMENT OF THE COMPETENCIES BEGAN IN THE SPRING OF 2006 UNDER THE SUPERVISION OF DR. ROANNE MORENO, DIRECTOR, INSTITUTE OF EXCELLENCE IN EARLY CARE AND EDUCATION AT PALM BEACH COMMUNITY COLLEGE, AND KAREN BRANDI OF THE CHILDREN'S SERVICES COUNCIL OF PALM BEACH COUNTY. THE NEED FOR THESE COMPETENCIES EMERGED OUT OF THE WORK SUPPORTED BY THE PICOWER QUALITY CHILD CARE INITIATIVE WHICH BROUGHT THE IMPORTANCE OF COACHING TO THE FOREFRONT. A CONSULTANT, DR. PAULETTE EBBS WAS CONTRACTED TO RESEARCH THE LITERATURE, VISIT PROGRAMS TO UNDERSTAND THE COACHING MODELS BEING USED, AND OBSERVE COACHES IN ACTION. THIS LED TO DRAFTING AN INITIAL SET OF CORE COMPETENCIES. A SURVEY WAS DEVELOPED AND SHARED WITH APPROXIMATELY 80 COACHES FOR THE PURPOSE OF GATHERING THEIR REACTION TO THE DRAFTED COMPETENCIES. COACHES WERE IN AGREEMENT WITH THE DIRECTION THE COMPETENCIES WERE TAKING.

IN EARLY 2007, MEETINGS WERE CONDUCTED WITH STAKEHOLDERS AND REPRESENTATIVES OF THE PROGRAMS INVOLVED IN THE PROJECT. THESE MEETINGS, ALONG WITH LEADERSHIP FROM STAFF AT THE INSTITUTE OF EXCELLENCE IN EARLY CARE AND EDUCATION, PROVIDED A FRAMEWORK FOR THE COMPETENCIES AND FOR THIS DOCUMENT.

THE DEVELOPMENT OF COACHING CORE AREAS, KEY ELEMENTS, AND COMPETENCIES PARALLEL THE PALM BEACH COUNTY'S CORE KNOWLEDGE AND CORE COMPETENCIES FOR EARLY CARE AND EDUCATION PRACTITIONERS. THE CORE COMPETENCIES FOR COACHES IS A WORKING DOCUMENT, IN ITS PILOT STAGE. AT THE END OF ONE YEAR, STAKEHOLDERS WILL REVIEW SUGGESTIONS FROM THOSE WHO HAVE USED THE FRAMEWORK AND REFINE THE COMPETENCIES ACCORDINGLY.

ACKNOWLEDGEMENTS

Development of the Core Competencies for Coaches was a challenge that would not have been possible without the contributions and commitment of many organizations and individuals. Appreciation is extended to all coaches and program leaders from many agencies who participated in the surveys and interviews conducted in the early stages of this effort. A special thank you is extended to members of the committee who moved the project forward and helped create this document.

CHILDREN’S SERVICES COUNCIL OF PALM BEACH COUNTY

EARLY CHILDHOOD CLUSTER INITIATIVE

EARLY LEARNING COACHES OF THE SCHOOL DISTRICT OF PALM BEACH COUNTY

FAMILY CENTRAL, INC.

HISPANIC HUMAN RESOURCES COUNCIL, INC. – EARLY READING FIRST LITERACY PROGRAM

INSTITUTE OF EXCELLENCE IN EARLY CARE AND EDUCATION AT PALM BEACH COMMUNITY COLLEGE

PALM BEACH COUNTY LITERACY COALITION

PRIME TIME PALM BEACH COUNTY, INC.

PROFESSIONAL AND PERSONAL DEVELOPMENT (PD2)



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14. http://www.lsmconsulting.com/whatsnew/publications/coah_comp.htm
15. http://www.coachfederation.org/Downloads/Docs/Credentialing/ICF_Core_Competencies.pdf

