



Title of Program Curriculum: _____

Name of Sponsoring Organization: _____

Number of Course Hours: _____

Program's Delivery Method: _____
(Live/Hybrid/Virtual)

Training Provider Matrix

The development of the coaching training curriculum should foster learning with conceptual understanding, applicable skills, and baseline knowledge of each of the Board Certified Coach (BCC) Core Competencies. Find below the required content for your curriculum to meet the minimum requirements for a BCC credential.

All items are required to be submitted for curriculum review. The curriculum will not be reviewed until all items are submitted.

Review of the curriculum does not guarantee approval. After the review, if changes to the curriculum are required, CCE will send an email informing you what areas require updating.

All curriculum materials and the application form should be emailed to ccebusiness@cce-global.org.

Required Checklist	Completed
Overview of the BCC training	
Learning objectives	
In-text citations to materials not authored by training organization	
Reference list	
Location List of Skills within the Content	
Location List of Knowledge Area within the Content	
Thirty contact hours of training	
Sixty contact hours of training	
One hundred twenty contact hours of training	
An assessment of trainee's understanding of presented material	

CORE COMPETENCIES

Each core competency is required to be fully integrated into the curriculum.

Competency	Curriculum Location (Page/Slide/Module #)	Dedicated Content Percentage
Ethics and Regulatory Guidelines		
Coaching Knowledge and Applications		
Assessment		
Practice Management		

EXAMPLE

Competency	Curriculum Location (Page/Slide/Module #)	Dedicated Content Percentage
Fundamentals Coaching Skills	Slide 2-10	50%

Board Certified Coach Examination (BCCE) Domains

Training providers should develop curricula that provides individuals with an overall understanding and basic knowledge of the profession of coaching. CCE does not recommend that training providers create curricula for the sole purpose of BCCE administration.

If your program contains BCCE domain coverage, please identify the location of the domains and the dedicated content percentage.

1. *Ethical and Regulatory Guidelines*

<i>Domain</i>	<i>Location in Curriculum (Page/Slide/Module No.)</i>
<i>A. Obtain agreement on the parameters of confidentiality in coaching</i>	
<i>B. Identify any dual relationship issues that could influence the coaching process</i>	
<i>C. Obtain coachee agreement on the nature of coaching</i>	
<i>D. Obtain coachee agreement on the limits of coaching</i>	
<i>E. Obtain agreement on the process of confidentiality in coaching</i>	
<i>F. Inform coachee about legal dimensions of the coaching relationship</i>	
<i>G. Agree to accessibility protocols</i>	
<i>H. Obtain authorization for release of coachee information</i>	
<i>I. Practice liability risk management</i>	
<i>J. Inform coachees of ethical standards of coaching</i>	
<i>K. Explain coach and coachee roles in coaching</i>	
<i>L. Maintain a physically safe environment for service provision</i>	
<i>M. Explain coaching processes to coachee</i>	
<i>N. Apply standards of practice in coaching</i>	
<i>O. Maintain appropriate coachee case notes and records</i>	
<i>P. Operate within the coachee's ethical system without violating coach's own code of ethics</i>	
<i>Q. Obtain agreement on the parameters of confidentiality in coaching</i>	
<i>R. Adhere to BCC Code of Ethics</i>	
<i>S. Clarify roles and responsibilities in sharing data prior to assessment</i>	
<i>T. Establish and maintain trust</i>	
<i>U. Maintain a sense of mutual respect</i>	
<i>V. Establish and maintain confidentiality for virtual coaching</i>	

2. Coaching Knowledge and Applications

Domain	Location in Curriculum (Page/Slide/Module No.)
A. Use silence	
B. Use mirroring	
C. Ask affective questions	
D. Use the linking process	
E. Ask analytical questions	
F. Use challenging statements or questions	
G. Use/model effective nonverbal communication	
H. Use paraphrasing	
I. Use summarizing	
J. Ask clarifying questions	
K. Ask connecting questions	
L. Ask probing questions	
M. Interpret nonverbal communication	
N. Ask exploratory questions	
O. Ask reflective questions	
P. Use empathy	
Q. Use open-ended questions as a method of investigation	
R. Provide encouragement	
S. Use active listening	
T. Demonstrate compassion	
U. Use ambiguity	
V. Use metaphors	
W. Assist coachee to adapt and modify coachee's belief and value systems to achieve goals	
X. Modify the coaching process based on any issue that influences the coachee's goals	
Y. Use humor	
Z. Use reframing	
AA. Challenge coachee to test assumptions and biases	
AB. Use appropriate reinforcement techniques throughout the helping process	
AC. Assist coachee in understanding belief and value systems that impact goals	
AD. Exhibit curiosity	
AE. Assist coachee in understanding their current perspective (framing)	
AF. Assist coachee in gaining new perspective (framing)	
AG. Recognize culturally sensitive communication	
AH. Assist coachee in understanding balance of life roles in careers	
AI. Discuss work–life balance with coachee	
AJ. Model self-disclosure	
AK. Coordinate coaching plan with other service providers	
AL. Offer insight	
AM. Promote effective decision-making	
AN. Explore ideas	

<i>AO. Assist the coachee in role transitions</i>	
<i>AP. Assist coachee in building skills</i>	
<i>AQ. Assist coachee in building confidence</i>	
<i>AR. Facilitate coachee development of decision-making skills</i>	
<i>AS. Assist coachee with managing conflict</i>	
<i>AT. Foster effective communication</i>	
<i>AU. Provide candid and clear feedback</i>	
<i>AV. Provide coaching via distance technologies</i>	
<i>AW. Co-create a comprehensive coaching plan</i>	
<i>AX. Facilitate coachee use of information resources in coaching</i>	
<i>AY. Assist the coachee in locating relevant information and resources</i>	
<i>AZ. Co-develop a coachee's goal regarding whether it is conceivable, believable, achievable, measurable, and desirable, given a coachee case</i>	
<i>BA. Clarify coachee barriers related to decision making</i>	
<i>BB. Assist the coachee in understanding the potential risks in decision-making and strategies to minimize risks</i>	
<i>BC. Assist the coachee in identifying, developing, and using appropriate support systems</i>	
<i>BD. Clarify coachee barriers related to goals</i>	
<i>BE. Create coachee accountability plan</i>	
<i>BF. Assist the coachee in setting short- and long-term goals</i>	
<i>BG. Assist coachee in creating a personal action plan</i>	
<i>BH. Assist the coachee in identifying potential strategies for meeting goals</i>	
<i>BI. Assist the coachee in clarifying goal(s)</i>	
<i>BJ. Accommodate coachee's communication needs when possible</i>	
<i>BK. Facilitate communications with coachees having limited language proficiency and provide referrals when necessary</i>	
<i>BL. Affirm the coachee's autonomy</i>	
<i>BM. Facilitate coachee access to additional services and resources</i>	
<i>BN. Facilitate coachee's self-coaching skills</i>	
<i>BO. Support the coachee's development of sustainable plan post-coaching</i>	
<i>BP. Maintain a non-judgmental approach in the coaching process</i>	
<i>BQ. Maintain honest and straightforward communication</i>	
<i>BR. Assist the coachee in moving from awareness to action</i>	
<i>BS. Provide acknowledgment</i>	
<i>BT. Gain permission before challenging</i>	
<i>BU. Assist coachee in identifying relevant life experiences</i>	
<i>BV. Model the acceptance of a challenge</i>	
<i>BW. Encourage reevaluation of goals</i>	
<i>BX. Model creativity</i>	
<i>BY. Challenge coachee to move beyond their comfort zone</i>	
<i>BZ. Demonstrate flexibility in coachee goal revision</i>	
<i>CA. Use immediate interactions to advance the coaching process</i>	
<i>CB. Model self-awareness</i>	
<i>CC. Model acceptance</i>	
<i>CD. Facilitate openness</i>	
<i>CE. Model effective interpersonal communication</i>	
<i>CF. Assist the coachee in taking action based on data</i>	
<i>CG. Discuss coachee's progress toward accomplishing goals</i>	
<i>CH. Provide peer coaching when appropriate</i>	
<i>CI. Generate possibilities and brainstorm</i>	

3. Assessment

Domain	Location in Curriculum (Page/Slide/ Module No.)
<i>A. Recognize when coachee needs a referral for other professional services</i>	
<i>B. Clarify coachee's current use of alcohol and/or other substances</i>	
<i>C. Identify alternative coaching approaches for coachees with special needs</i>	
<i>D. Identify any sexual orientation factors that could influence the coaching process</i>	
<i>E. Identify multicultural issues that could influence coachee goals</i>	
<i>F. Identify learning issues that could influence coachee goals</i>	
<i>G. Identify any racial factors that could influence the coaching process</i>	
<i>H. Identify health issues that could influence coachee goals</i>	
<i>I. Identify potential for coachee to harm self and/or others</i>	
<i>J. Identify any gender factors that could influence the coaching process</i>	
<i>K. Identify any spiritual factors that could influence the coaching process</i>	
<i>L. Identify any multicultural factors that could influence the coaching process</i>	
<i>M. Identify other issues that could influence coachee goals</i>	
<i>N. Identify any health factors that could influence the coaching process</i>	
<i>O. Identify any developmental factors that could influence the coaching process</i>	
<i>P. Identify relationship issues that could influence coachee goals</i>	
<i>Q. Identify any other issues/factors that could influence the coaching process</i>	
<i>R. Identify behavioral issues that could influence coachee goals</i>	
<i>S. Explore differences in organizational environments</i>	
<i>T. Clarify coachee attitudes toward work and workers</i>	
<i>U. Clarify coachee decision-making processes</i>	
<i>V. Identify coachee's preferred processes for meeting goals</i>	
<i>W. Clarify coachee personal parameters (e.g., values, beliefs, needs, interests, tendencies) related to choices and alternatives</i>	
<i>X. Assess coachee strengths related to goals</i>	
<i>Y. Identify coachee readiness for coaching</i>	
<i>Z. Monitor coachee progress toward goal attainment</i>	
<i>AA. Monitor coachee progress in coaching</i>	
<i>AB. Identify any past coachee experience with helping services</i>	
<i>AC. Observe coachee behaviors in the moment</i>	
<i>AD. Use various assessment strategies appropriate to the coaching process</i>	
<i>AE. Use available coachee data in support of the assessment process</i>	
<i>AF. Use various assessment strategies appropriate to the goals of the coachee</i>	
<i>AG. Assist the coachee in interpreting assessment results</i>	
<i>AH. Assess the culture of coachee's environment</i>	
<i>AI. Assess coaching outcomes</i>	

4. Practice Management

Domains	Location in Curriculum (Page/Slide/Module No.)
<i>A. Integrate appropriate coaching theories, strategies, and models in assisting the coachee</i>	
<i>B. Seek supervision as needed</i>	
<i>C. Correspond as needed with coachee</i>	
<i>D. Advocate for the practice of coaching</i>	
<i>E. Be aware of different modalities of delivering coaching services</i>	
<i>F. Seek mentoring as needed</i>	
<i>G. Promote awareness of coaching</i>	
<i>H. Collaborate with coachee on appropriate termination</i>	
<i>I. Consult with other professionals when appropriate</i>	
<i>J. Self-assess strengths, development gaps, and limitations as a coach</i>	
<i>K. Maintain a referral network</i>	
<i>L. Identify any personal barriers to coaching effectiveness</i>	
<i>M. Assess individual effectiveness as a coach</i>	
<i>N. Use coaching-related research</i>	
<i>O. Maintain needed knowledge and skills with continuing education</i>	
<i>P. Conduct post-coaching follow-up activities, including evaluation of services</i>	
<i>Q. Clarify roles and responsibilities with any sponsor as appropriate</i>	
<i>R. Prepare an estimated timeline for coaching services</i>	
<i>S. Seek feedback from coachee regarding coaching process</i>	

Training Provider Ethics Attestation

I attest that I understand the CCE Approved Training Provider Program and Requirements, and that the curriculum provided in this application and the attachments are original works and complete. If approved as an Approved Training Provider, I will adhere to the CCE Code of Ethics that applies to Board Certified Coaches.

Name _____ Date: _____