



A RESOURCE GUIDE ON
**Diversity and Inclusion for
Coach Trainers & Educators**

Welcome

As coach trainers and educators, you have a crucial role in shaping individuals on their journey to become trained, credentialed, professional coach practitioners. As such, you have the unique opportunity to educate and facilitate productive conversations about diversity, equity, inclusion, belonging and justice. We hope that you hold this opportunity in high regard as we continue to work together toward our shared vision of what coaching will do for the world.

To equip you as coach trainers and educators, ICF Coach Training created a Special Committee on Social Justice Education to research and evaluate the role of DEIJ curriculum and resources within accredited coach-specific training programs/providers. This special committee spent months working on recommendations to the ICF Coach Training Global Board of Directors, aiming to inspire coach trainers and programs to incorporate social justice education and the awareness thereof into the fabric of their curricula.

After reviewing the special committee's initial recommendations, the ICF Coach Training Global Board of Directors authorized the creation of the DEIJ in Coach Training Advisory Committee to continue advising the Board of Directors in matters related to DEIJ in coach training and education.

Through the hard and diligent work of the special committee and subsequent advisory committee, we've packed this resource guide with information, including key terms and definitions, as well as suggested subject areas, themes and topics for coach training curriculum. Included in these curriculum suggestions are myriad resources – online articles and blogs, videos, books and more. We've linked these topics and resources to the ICF Core Competencies, which serve as the foundation for the ICF credentialing process and for coaching practice.

By using this guide as a reference to design the curriculum for your coach training and education programs, you are helping our community make coaching an integral part of a thriving society. Critical to the success of this vision is continuing to create a community where all are welcome, valued and included. Where all are treated with respect and dignity.

We'd like to thank both the special and advisory committees, without whom, this guide would not exist. On the following page, you will find the names of each member of the committees. And of course, we thank you for your willingness to use and apply the lessons from these resources to further our community's ability to empower the world through coaching.

All the best,



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Micki McMillan, MCC
Chair, 2021 ICF Coach Training Board of Directors

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ICF Coach Training's Stand on Social Justice



We, at ICF Coach Training, celebrate and honor diversity. We commit to inspiring and holding accountable coach training institutions to provide safe learning spaces that are inclusive and fair for all faculty, staff and coach-students to thrive. We do so in alignment with the overarching One ICF commitment to place diversity, inclusion, belonging and justice at the forefront of everything we do.

ICF's Statement on Diversity and Inclusion

The ICF Global Board of Directors approved the ICF Statement of Diversity, Inclusion, Belonging and Justice in July 2020. Staff and volunteer leaders from ICF's six family organizations subsequently cosigned the statement. This statement of principles reflects a position we invite every ICF Member, Credential-holder and accredited training provider to subscribe to.

ICF Members and Credential-holders live and work in more than 140 countries and territories. ICF is a vibrant global community committed to the shared vision of making coaching an integral part of a thriving society. Our mission is to lead the global advancement of coaching. To do this, we must reflect on our blind spots and be aware of opportunities for improvement. We cannot ignore the challenges that many coaches and coaching clients face due to systemic problems in their communities.

As members of the ICF community, we ascribe to the core values of integrity, excellence, collaboration and respect. The foundation of these values is a shared commitment to diversity, inclusion, belonging and justice.

We will place diversity, inclusion, belonging and justice at the forefront of every decision we make within our Association. As we continue the journey toward our vision, we will recommit ourselves to valuing the unique talents, insights and experiences that every coach and client brings to the world.

How to Use This Guide

Step 1:

Review and reflect on your coach training program's current inclusion of DEIJB education in its curriculum. What are you doing well? Where is there room for improvement?

Step 2:

Understand key terms and definitions as they relate to DEIJB topics and to the development of future coach practitioners.

Step 3:

Explore key subject areas, including topics, themes and relevant resources to reference in your program's curriculum.

Step 4:

Make the connection to the ICF Core Competencies. Why is it important for coaches to be trained in DEIJB topics before earning an ICF Credential?

Anatomy of a Resource Reference Code

12AB

Denotes the sequential number of the resource within its category so that it can be easily identified in the Resource Index.

Denotes the category or “medium” of the resource being referenced, including:

- > **AB:** Online articles & blogs
- > **B:** Books
- > **F:** Film & television
- > **ORG:** Organization
- > **VI:** Video

Chapter 1: Key Definitions



Ableism | Discrimination against persons with mental and/or physical disabilities; social structures that favor able-bodied individuals. (The National Multicultural Institute)*

Ageism | Discrimination against individuals because of their age, often based on stereotypes. (The National Multicultural Institute)*

Ally | A person who takes action against oppression out of a belief that eliminating oppression will benefit members of targeted groups and advantage groups. Allies acknowledge disadvantage and oppression of other groups than their own, take supportive action on their behalf, commit to reducing their own complicity or collusion in oppression of these groups, and invest in strengthening their own knowledge and awareness of oppression. (Center for Assessment and Policy Development)*

Belonging | The feeling of security and support when there is a sense of acceptance, inclusion and identity for a member of a certain group or place. In order for people to feel like they belong, the environment needs to be set up to be a diverse and inclusive place. (SHRM)*

Caste(ism) | A division of society based on differences of wealth, inherited rank or privilege, profession, occupation or race; a system of rigid social stratification characterized by hereditary status, endogamy and social barriers sanctioned by custom, law or religion.

Cisgender | A gender identity where an individual's self-perception of their gender aligns with their perceived sex. (The National Multicultural Institute)*

Classism | Biased attitudes and beliefs that result in, and help to justify, unfair treatment of individuals or groups because of their socioeconomic grouping. Classism can also be expressed as public policies and institutional practices that prevent people from breaking out of poverty rather than ensuring equal economic, social and educational opportunity. (The National Multicultural Institute)*

Confirmation Bias | The tendency to search for, interpret, favor and recall information in a way that confirms or supports one's prior beliefs or values. It is an important type of cognitive bias that has a significant effect on the proper functioning of society by distorting evidence-based decision making.

Colonialism | Control by individuals or groups over the territory/behavior of other individuals or groups. (Hovrath)*

Colorism | Prejudice or discrimination especially within a racial or ethnic group favoring people with lighter skin over those with darker skin.

Cultural Appropriation | The unacknowledged or inappropriate adoption of the customs, practices, ideas, etc. of one people or society by members of another and typically more dominant people or society.

Cultural Identity | The identity of belonging to a group. Is it part of a person's self-conception and self-perception and is related to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture.

Diaspora | The movement, migration or scattering of a people away from an established or ancestral homeland.

Diversity | Psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, mental or physical ability, and learning styles. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist. (The National Multicultural Institute)*

Elitism | The leadership or rule by an elite - a group of persons who by virtue or position or education exercise much power or influence.

Equality | Evenly distributed access to resources and opportunity necessary for a safe and healthy life; uniform distribution of access to ensure fairness. (Kranich)*

Equity | The guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups. (UC Berkeley Initiative for Equity, Inclusion, and Diversity).*

Social Exclusion | Exclusion consists of dynamic, multi-dimensional processes driven by unequal power relationships interacting across four main dimensions — economic, political, social and cultural — and at different levels including individual, household, group, community, country and global levels. It results in a continuum of inclusion/exclusion characterized by unequal access to resources, capabilities and rights which leads to health inequalities ([United Nations Report on Social Inclusion and Exclusion](#)).

Heterosexism | Social structures and practices which serve to elevate and enforce heterosexuality while subordinating or suppressing other forms of sexuality. (University of Maryland)*

Inclusion | The act of including or the state of being included; the act or practice of including and accommodating people who have historically been excluded because of their race, gender, sexuality or ability. Creating environments in which any individual or group can be and feel welcomed, respected, supported and valued to fully participate. (UC Berkeley Initiative for Equity, Inclusion and Diversity)*

Inequality | The quality of being unequal or uneven, such as social disparity, disparity of distribution or opportunity, lack of evenness.

Inequity | An instance of injustice or unfairness.

Integration | The act or process or an instance of creating a unified whole; to end the segregation of and bring into equal membership in society or an organization.

Internalized Oppression | A concept in which an oppressed group uses the methods of the oppressing group against itself. It occurs when one group perceives an inequality of value relative to another group and desires to be like the more highly-valued group.

Intersectionality | The ways in which oppressive institutions (racism, sexism, homophobia, transphobia, ableism, xenophobia, classism, etc.) are interconnected and cannot be examined separately from one another (African American Policy Forum).*

A framework for understanding how different aspects of a person's social and political identities (gender, race, class, sexuality, ability, physical appearance, etc.) combine to create unique modes of discrimination and privilege. Intersectionality identifies advantages and disadvantages that are felt by people due to this combination of factors. (Time's Up)*

Literacy | A state of being educated or cultured, able to read and write.

Lookism | Prejudice or discrimination based on physical appearance and especially physical appearance believed to fall short of societal notions of beauty.

Microaggression | The everyday verbal, nonverbal and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership. (Wing Sue)*

Migrant | One that migrates - a person who moves regularly in order to find work.

Multiculturalism | The practice of acknowledging and respecting the various cultures, religions, races, ethnicities, attitudes and opinions within an environment. The theory and practice promotes peaceful coexistence of all identities and people. (University of Maryland)*

Oppression | The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups. (Adams, Bell and Griffin) *

Otherness | The quality or state of being other or different; not the same; a thing opposite to or excluded by something else; one considered by members of a dominant group as alien, exotic, threatening or inferior (as because of different racial, sexual or cultural characteristics).

Poverty | The state of one who lacks a usual or socially acceptable amount of money or material possessions.

Privilege | Power and advantages benefiting a group derived from the historical oppression and exploitation of other groups. (University of Maryland)*

Racism | Individual and institutional practices and policies based on the belief that a particular race is superior to others. This often results in depriving certain individuals and groups of civil liberties, rights and other resources, hindering opportunities for social, educational and political advancement. (The National Multicultural Institute)*

A system of advantage based on race. A system of oppression based on race. A way of organizing society based on dominance and subordination based on race. Penetrates every aspect of personal, cultural and institutional life. Includes prejudice against people of color, as well as exclusion, discrimination against, suspicion of, and fear and hate of people of color. Racism = prejudice + the power to implement that prejudice. (Exchange Project of the Peace & Development Fund; endorsed by Dismantling Racism Training)*

Rankism | Abusive, discriminatory and/or exploitative behavior toward people because of their rank in a particular hierarchy.

Refugee | A person who flees to a foreign country or power to escape danger or persecution.

Sexism | Prejudice or discrimination based on sex; behavior, conditions or attitudes that foster stereotypes of social roles based on sex.

STEEP | An acronym which stands for Social, Technological, Economical, Environmental and Political; an analysis used to evaluate external factors that may impact decisions.

**Definitions sourced from Diversity Best Practices' [Glossary of Diversity, Equity and Inclusion Terms](#). and reference the institution which contributed the definition.*

Chapter 2: Social Justice & Coaching

As ICF continues to lead the conversation around social justice and diversity in the coaching industry, we've outlined numerous suggested subject areas, topics and themes for coach training curriculum. Each of the areas listed below is outlined in further detail throughout the document, including relevant themes and resources.

- › Cultural Identity
- › Diversity
- › Inclusion, Exclusion, Integration, Segregation
- › Inequality, Equity, Belonging
- › Microaggression
- › Multicultural Competency, Allyship
- › Oppression
- › Privilege
- › Social / Technological / Economic / Environmental / Political (STEEP)



Subject Area No. 1

Cultural Identity

Topic: Otherness

Themes

- › Confirmation Bias
- › Generalizing
- › Narrowness of Perception
- › Early Influences / programming
- › Discovering our biases, both conscious and unconscious
- › What are we noticing and not noticing about others?

Resources

- › The Danger of a Single Story // [Watch](#) // 2VI
- › What is Confirmation Bias? // [Read](#) // 11AB
- › 10 Cognitive Biases that Hurt Learning and 3 that Help // [Read](#) // 12AB
- › Walking Toward our Biases // [Watch](#) // 1VI
- › The Urgency of Intersectionality // [Watch](#) // 7VI
- › Understanding Unconscious Bias // [Watch](#) // 12VI
- › 50 Years of Racism - Why Silence Isn't the Answer // [Watch](#) // 23VI
- › "The Inner Work of Racial Justice: Healing Ourselves and Transforming Our Communities Through Mindfulness" by Rhonda V. Magee // Book // 5B

Subject Area No. 2

Diversity

Topic: Valuing Difference

Themes

- › Valuing Difference
- › Coaching Diversity in Organizations

Resources

- › An Anti-racist's Dictionary: 19 Words on Race, Gender and Diversity You Should Know // [Read](#) // 1AB
 - › ViacomCBS Sets Merged Diversity and Inclusion Team, Reveals Leadership Team to 'Break New Ground' In Representation // [Read](#) // 6AB
 - › How to Be an Anti-racist: Speak Out in Your Own Circles // [Read](#) // 15AB
 - › Diversity, Social Justice & Inclusion // [Watch](#) // 16VI
 - › Humanize Diversity and Inclusion // [Watch](#) // 17VI
 - › The Importance of Using Inclusive Language // [Watch](#) // 18VI
-

Topic: Coaching Diversity in Organizations

Resources

- › Diversity Value Index // [Visit Organization Site](#) // 5ORG
- › SEADE Coaching & Consulting // [Visit Organization Site](#) // 8ORG
- › Diversity Best Practices // [Visit Organization Site](#) // 12ORG

Subject Area No. 3

Inclusion**Topic: Inclusion, Exclusion, Integration, Segregation**

Themes

- › “One of us” vs. “Not one of us” ; “Us” vs. “Them”
- › Having a voice vs. being heard
- › Intent and harm
- › Breaking down barriers

Resources

- › White Supremacy Culture // [Read](#) // 10AB
- › Black Lives Matter Gets Indians Talking About Light Skin and Colorism // [Read](#) // 13AB
- › The Importance of Using Inclusive Language // [Watch](#) // 18VI

Subject Area No. 4

Inequality, Equity & Belonging**Topic: Belonging**

Themes

- › Anthropology of Human Connection
- › Purpose of tribes, societies and religions

Resources

- › Black Self, White World: Lessons on Internalized Racism // [Watch](#) // 20VI
- › “Sapiens: A Brief History of Humankind” by Yuval Noah Harari // Book // 7B
- › “The Butterfly Circus” // Short Film // 4F
- › Committed Community Mentors // [Visit Organization Site](#) // 9ORG
- › UN Women // [Visit Organization Site](#) // 11ORG

Topic: Inequality and Poverty

Themes

- › Inequality in Women
- › Inequality in People of Color
- › Poverty

Resources

- › Brown Lives, Black Lives, White 'Lies' - Racism in My India - a Brown Skinned Nation Part 1 of 2 // [Read](#) // 4AB
- › Victoria, Australia to Establish Truth and Justice Process as Part of Aboriginal Treaty Process // [Read](#) // 3AB
- › Banking While Black // [Read](#) // 5AB
- › Important Historical Figure: Pedro Albizu Campos // [Read](#) // 9AB
- › On Whips and Reverse Racism // [Read](#) // 14AB
- › Why Everyone Should Understand 'Racial Trauma' Right Now // [Read](#) // 19AB
- › How Racism Makes us Sick // [Watch](#) // 5VI
- › The Hidden Reason for Poverty the World Needs to Address Now // [Watch](#) // 13VI
- › NAACP Legal Defense and Educational Fund, Inc. // [Visit Organization Site](#) // 2ORG
- › Equal Justice Initiative (Organization) // [Visit Organization Site](#) // 3ORG
- › United Nations Sustainable Development Goals // [Visit Organization Site](#) // 10ORG

Subject Area No. 5

Microaggression

Themes

- › Presupposing ethnicity or citizenship
- › Acknowledgement of intelligence
- › “I don’t see color.”
- › “We don’t do that here / in my country.”

Resources

- › What is a microaggression? 14 things people think are fine to say at work - but are actually racist, sexist, or offensive // [Read](#) // 17AB

Subject Area No. 6

Multicultural Competency & Allyship

Topic: Cultural Appropriation

Resources

- › The Black and White Minstrel Show // [Read](#) // 23AB

Subject Area No. 7

Oppression**Topic: Colonization**

Themes

- › British Empire “Where the Sun Never Sets”
- › Reaping of Natural Resources
- › East African Railways - “The Lunatic Line” for Tourism

Topic: Oppression

Themes

- › Sexism
- › Cissexism
- › Internal Oppression (internalized)
- › Religious Oppression
- › Rankism and Workplace Elitism
- › Racism
- › Colorism
- › Ageism
- › Heterosexism
- › Accent / Language Discrimination
- › Immigration Status
- › Casteism
- › Ablism
- › Lookism

Resources

- › Identity, Feminism and Honest Conversations // [Watch](#) // 22VI
- › “Therapeutic Realities: Collaboration, Oppression and Relational Flow” by Kenneth J. Gergen // Book // 8B
- › Steve Biko: A Life Too Short (Biography) // [Read](#) // 8AB

Subject Area No. 8

Privilege

Themes

- › Race Privilege
- › Socio-economic Privilege
- › Gender Privilege

Resources

- › United Kingdom Parliamentary Expenses Scandal // [Read](#) // 25AB
- › How Studying Privilege Systems can Strengthen Compassion // [Watch](#) // 21VI
- › A Mindful Approach to Race and Social Justice // [Watch](#) // 9VI
- › The Straight White Man's Guide to Feminism and Social Justice // [Watch](#) // 14VI

Subject Area No. 9

STEEP

Themes

- › Refugees / migrants / travellers
- › Diaspora
- › Rohingya Muslims
- › Uighurs
- › Syrian
- › Roma

Resources

- › Who are the Uighurs and why is China being accused of genocide? // [Read](#) // 26AB
- › Roma (Brittanica - Peoples of Europe) // [Read](#) // 27AB
- › Diasporas (Migration Data Portal) // [Read](#) // 28AB

Subject Area No. 10

Diverse & Differing Abilities

Themes

- › Functional Diversity
- › Disability prejudice
- › Ableism

Resources

- › Constructive Functional Diversity: A new paradigm beyond disability and impairment // [Read](#) // 29AB
- › Disability Language Guide // [Read](#) // 30AB
- › World Health Organization: Disability // [Read](#) // 31AB
- › Stanford Medicine Multicultural Health Resources // [Read](#) // 32AB
- › Why You Need to Stop Using These Words and Phrases // [Read](#) // 33AB
- › The harmful abelist language you unknowingly use // [Read](#) // 34AB
- › Developmental Disabilities in Children Across Different Cultures // [Read](#) // 35AB
- › “Ableism: The Causes and Consequences of Disability Prejudice” by Michelle R. Nario-Redmond // Book // 9B
- › Social Justice Project - Ableism // [Watch](#) // 25VI
- › Disability Visibility Project // [Visit Organization Site](#) // 14ORG
- › Deaf Linx // [Visit Organization Site](#) // 15ORG
- › World Federation of the Deaf // [Visit Organization Site](#) // 16ORG
- › National Association of the Deaf // [Visit Organization Site](#) // 17ORG

Chapter 4: Social Justice & the ICF Core Competencies

Cultivating an understanding of social justice concepts is crucial to the implementation of ICF's Core Competencies in your coaching practice. We've organized our recommended resources in accordance with the Core Competency or Competencies they best align with.



A. Foundation

1. Demonstrates Ethical Practice

Definition: Understands and consistently applies coaching ethics and standards of coaching.

Competency	Resource Reference Code
Is sensitive to clients' identity, environment, experiences, values and beliefs	11VI, 4AB, 26AB, 27AB, 28AB, 29AB, 33AB, 34AB, 35AB
Uses language appropriate and respectful to clients, sponsors and relevant stakeholders	18VI, 1AB, 26AB, 27AB, 28AB, 29AB, 30AB, 33AB, 34AB, 35AB

2. Embodies a Coaching Mindset

Definition: Develops and maintains a mindset that is open, curious, flexible and client-centered.

Competency	Resource Reference Code
Engages in ongoing learning and development as a coach	9VI, 15VI, 16VI, 33AB
Develops an ongoing reflective practice to enhance one's coaching	9VI, 15VI, 16VI
Remains aware of and open to the influence of context and culture on self and others	1VI, 6VI, 5AB, 26AB, 27AB, 28AB, 29AB, 30AB, 34AB
Uses awareness of self and one's intuition to benefit clients	1VI, 6VI, 5AB

B. Co-Creating the Relationship

3. Establishes and Maintains Agreements

Definition: Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans and goals.

Establishes agreements for the overall coaching engagement as well as those for each coaching session.

Competency	Resource Reference Code
Partners with the client to determine client-coach compatibility	1VI, 14VI, 29AB
Partners with the client to define or reconfirm measures of success for what the client wants to accomplish in the coaching engagement or individual session	1VI, 14VI
Continues coaching in the direction of the client's desired outcome unless the client indicates otherwise	1VI, 14VI

4. Cultivates Trust and Safety

Definition: Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust.

Competency	Resource Reference Code
Seeks to understand the client within their context which may include their identity, environment, experiences, values and beliefs	9VI, 15VI, 5AB, 16VI, 11AB, 26AB, 27AB, 28AB, 29AB, 30AB, 33AB, 34AB, 35AB
Demonstrates respect for the client's identity, perceptions, style and language and adapts one's coaching to the client	10VI, 15VI, 5AB, 16VI, 11AB, 26AB, 27AB, 28AB, 29AB, 30AB, 33AB, 34AB, 35AB
Acknowledges and respects the client's unique talents, insights and work in the coaching process	10VI, 15VI, 5AB, 16VI, 11AB, 30AB
Shows support, empathy and concern for the client	10VI, 15VI, 5AB, 16VI, 11AB, 29AB, 33AB
Acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs and suggestions	10VI, 15VI, 5AB, 16VI, 11AB, 26AB, 27AB, 28AB, 29AB, 35AB

5. Maintains Presence

Definition: Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident.

Competency	Resource Reference Code
Remains focused, observant, empathetic and responsive to the client	2VI, 5VI, 11VI, 5AB, 9AB, 10AB, 29AB, 30AB, 33AB, 34AB
Demonstrates curiosity during the coaching process	2VI, 5VI, 11VI, 5AB, 9AB, 10AB, 26AB, 27AB, 28AB, 29AB
Demonstrates confidence in working with strong client emotions during the coaching process	2VI, 5VI, 11VI, 5AB, 9AB, 10AB, 29AB
Is comfortable working in a space of not knowing	2VI, 5VI, 11VI, 5AB, 9AB, 10AB, 29AB

C. Communicating Effectively

6. Listens Actively

Definition: Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression.

Competency	Resource Reference Code
Considers the client's context, identity, environment, experiences, values and beliefs to enhance understanding of what the client is communicating	2VI, 4VI, 5VI, 6VI, 7VI, 9VI, 10VI, 26AB, 27AB, 28AB, 29AB, 30AB, 35AB
Recognizes and inquires when there is more to what the client is communicating	2VI, 4VI, 5VI, 6VI, 7VI, 9VI, 10VI, 29AB
Notices, acknowledges and explores the client's emotions, energy shifts, non-verbal cues or other behaviors	2VI, 4VI, 5VI, 6VI, 7VI, 9VI, 10VI
Integrates the client's words, tone of voice and body language to determine the full meaning of what is being communicated	2VI, 4VI, 5VI, 6VI, 7VI, 9VI, 10VI

7. Evokes Awareness

Definition: Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy.

Competency	Resource Reference Code
Considers client experience when deciding what might be most useful	2VI, 4VI, 5VI, 6VI, 7VI, 9VI, 10VI, 15VI, 16VI, 26AB, 27AB, 28AB, 29AB, 30AB, 25AB
Challenges the client as a way to evoke awareness or insight	2VI, 4VI, 5VI, 6VI, 7VI, 9VI, 10VI, 15VI, 16VI, 26AB, 27AB, 28AB
Asks questions about the client, such as their way of thinking, values, needs, wants and beliefs	2VI, 4VI, 5VI, 6VI, 7VI, 9VI, 10VI, 15VI, 16VI, 29AB
Adjusts the coaching approach in response to the client's needs	2VI, 4VI, 5VI, 6VI, 7VI, 9VI, 10VI, 15VI, 16VI, 33AB
Helps the client identify factors that influence current and future patterns of behavior, thinking or emotion	2VI, 4VI, 5VI, 6VI, 7VI, 9VI, 10VI, 15VI, 16VI, 26AB, 27AB, 28AB
Invites the client to generate ideas about how they can move forward and what they are willing or able to do	2VI, 4VI, 5VI, 6VI, 7VI, 9VI, 10VI, 15VI, 16VI, 29AB
Supports the client in reframing perspectives	2VI, 4VI, 5VI, 6VI, 7VI, 9VI, 10VI, 15VI, 16VI
Shares observations, insights and feelings, without attachment, that have the potential to create new learning for the client	2VI, 4VI, 5VI, 6VI, 7VI, 9VI, 10VI, 15VI, 16VI, 26AB, 27AB, 28AB, 29AB, 35AB

D. Cultivating Learning and Growth

8. Facilitates Client Growth

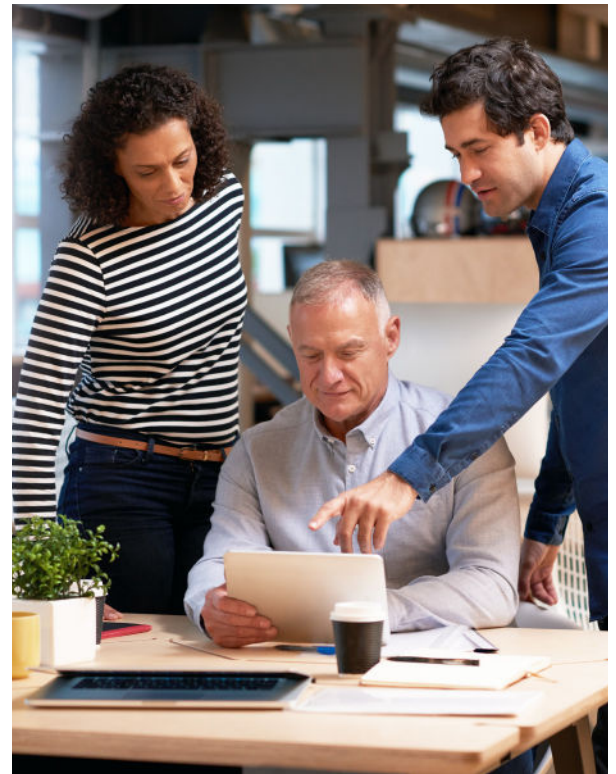
Definition: Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.

Competency	Resource Reference Code
Works with the client to integrate new awareness, insight or learning into their worldview and behaviors	1VI, 2VI, 4VI, 5VI, 26AB, 27AB, 28AB, 29AB
Partners with the client to design goals, actions and accountability measures that integrate and expand new learning	1VI, 2VI, 4VI, 5VI

Chapter 3: Resource Index by Medium

Find all the resources you need in the index below - online blogs and articles, videos, films and television, books and relevant organizations.

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- › Videos 35
- › Books 37
- › Film & Television 38
- › Organizations 39



Online Articles & Blogs

Article Title	Theme(s)	Reference Code	Link
An Anti-Racists' Dictionary	Diversity	1AB	Read Now
Black, gay "Vogue" Editor In Chief Told to Enter Through 'The Loading Bay' By Office Security	Cultural Identity	2AB	Read Now
Victoria, Australia to Establish Truth and Justice Process as Part of Aboriginal Treaty Process	Cultural Identity, STEEP	3AB	Read Now
Brown Lives, Black Lives, White 'Lies' - Racism in My India - a Brown Skinned Nation	STEEP	4AB	Read Now
Banking While Black	STEEP	5AB	Read Now
ViacomCBS Sets Merged Diversity and Inclusion Team, Reveals Leadership Team to 'Break New Ground' in Representation	Diversity	6AB	Read Now
Biography - Angelica Dass	Cultural Identity	7AB	Read Now
Biography - Steve Biko	Racism	8AB	Read Now
Biography - Pedro Albizu Campos	STEEP	9AB	Read Now
White Supremacy Culture	Cultural Identity, Inclusion	10AB	Read Now
Definition: Confirmation Bias	Bias	11AB	Read Now
10 Cognitive Biases that Hurt Learning and 3 that Help	Bias	12AB	Read Now
Black Lives Matter gets Indians Talking about Skin Lightening and Colorism	Inclusion, Bias, STEEP	13AB	Read Now
On Whips and Reverse Racism	STEEP	14AB	Read Now
How to be an Anti-Racist: Speak Out in Your Own Circles	Diversity, STEEP	15AB	Read Now
Why the term "BIPOC" is So Complicated, Explained by Linguists	Otherness, Generalization, Narrowness of Perception	16AB	Read Now
What is a Microaggression? 14 things people think are fine to say at work - but are actually racist, sexist or offensive	STEEP, Microaggressions	17AB	Read Now

Article Title	Theme(s)	Reference Code	Link
The Race Gap	STEEP	18AB	Read Now
Why Everyone Should Understand 'Racial Trauma' Right Now	STEEP	19AB	Read Now
A Black Psychologist Shares some Tips on Starting Therapy	STEEP	20AB	Read Now
25 Mental Health Apps, Directories and Podcasts to Help Improve Black People's Well-being	STEEP	21AB	Read Now
Your A-Z Diversity & Inclusion Glossary	Diversity	22AB	Read Now
The Black and White Minstrel Show	Cultural Appropriation	23AB	Read Now
Who Are You Calling Latinx?	Cultural identity	24AB	Read Now
United Kingdom Parliamentary Expenses Scandal	Privilege	25AB	Read Now
Who are the Uighurs and Why is China Being Accused of Genocide?	Valuing Diversity, Oppression, STEEP	26AB	Read Now
Roma - Britannica, Peoples of Europe	Valuing Diversity, Oppression, STEEP	27AB	Read Now
Diasporas	Valuing Diversity, STEEP, Allyship	28AB	Read Now
Constructive Functional Diversity: A new paradigm beyond disability impairment	Disability Prejudice, Ableism, Inclusion, Microaggression	29AB	Read Now
Disability Language Guide	Disability Prejudice, Ableism	30AB	Read Now
World Health Organization: Disability	Disability Prejudice, Ableism, Accessibility, Privilege	31AB	Read Now
Stanford Medicine: Multicultural Health Resources	Disability Prejudice, Ableism, Inclusion, Bias	32AB	Read Now
Why You Need to Stop Using These Words and Phrases	Disability Prejudice, Ableism, Oppression, Bias, Privilege, Inclusion	33AB	Read Now
The Harmful Ableist Language You Unknowingly Use	Disability Prejudice, Ableism, Equality	34AB	Read Now
Developmental Disabilities in Children Across Different Cultures	Disability Prejudice, Ableism, Cultural Identity	35AB	Read Now

Online Videos

Video Title	Theme(s)	Reference Code	Link
How to Overcome our Biases? Walk Boldly Toward Them	Bias	1VI	Watch Now
The Danger of a Single Story	Cultural Identity, Otherness	2VI	Watch Now
How to Outsmart Your Own Unconscious Bias	Humanity's Conditioning, Bias, Diversity	3VI	Watch Now
The Unequal Opportunity Race	STEEP	4VI	Watch Now
How Racism Makes us Sick	STEEP	5VI	Watch Now
Want a More Just World? Be an Unlikely Ally	STEEP	6VI	Watch Now
The Urgency of Intersectionality	Bias	7VI	Watch Now
Color Blind or Color Brave?	Humanity's Conditioning	8VI	Watch Now
A Mindful Approach to Race and Social Justice	Humanity's Conditioning, Diversity	9VI	Watch Now
We Shall Overcome: The Story Behind the Song for English Language Learners	Community, Openness, Willingness, Acceptance, Belonging, Togetherness	10VI	Watch Now
All That We Share	Community, Openness, Willingness, Acceptance, Belonging, Togetherness	11VI	Watch Now
Understanding Unconscious Bias	Bias	12VI	Watch Now
The Hidden Reason for Poverty The World Needs to Address Now	STEEP	13VI	Watch Now
The Straight White Man's Guide to Feminism and Social Justice	Cultural Identity, Privilege	14VI	Watch Now
Diversity, Social Justice & Inclusion	Diversity	15VI	Watch Now

Video Title	Theme(s)	Reference Code	Link
Diversity, Social Justice & Inclusion	Diversity, Social Justice, Inclusion	16VI	Watch Now
Humanize Diversity and Inclusion	Diversity	17VI	Watch Now
The Importance of Using Inclusive Language	Diversity, Inclusion	18VI	Watch Now
The Symbols of Systemic Racism and How to Take Away Their Power	STEEP	19VI	Watch Now
Black Self, White World: lessons on Internalized Racism	Community, Openness, Willingness, Acceptance, Belonging, Togetherness	20VI	Watch Now
How Studying Privilege Systems can Strengthen Compassion	Privilege	21VI	Watch Now
Identity, Feminism and Honest Conversations	Inclusion, Cultural Identity	22VI	Watch Now
50 Years of Racism - Why Silence Isn't the Answer	Bias, STEEP	23VI	Watch Now
What Does the Quran Really Say about a Muslim Woman's Hijab?	Cultural Identity	24VI	Watch Now
Social Justice Project - Ableism	Disability Prejudice, Ableism, Bias, Inclusion, Privilege	25VI	Watch Now

Books

Book Title	Author(s)	Theme(s)	Reference Code
White Fragility: Why it's So Hard for White People to Talk about Racism	Robin DiAngelo	Bias, STEEP	1B
Black Fatigue: How Racism Erodes the Mind, Body and Spirit	Mary Frances Winters	Humanity's Conditioning	2B
Watermelons, Nooses an Straight Razors: Stories from the Jim Crow Museum	David Pilgrim	Humanity's Conditioning	3B
Understanding Jim Crow: Using Racist Memorabilia to Teach Tolerance and Promote Social Justice	David Pilgrim	Humanity's Conditioning	4B
The Inner Work of Racial Justice: Healing Ourselves and Transforming Our Communities Through Mindfulness	Rhonda V. Magee	Bias, Community	5B
Caste: The Origins of our Discontents	Isabel Wilkerson	Humanity's Conditioning	6B
Sapiens: A Brief History of Humankind	Yuval Noah Harari	Belonging, Diversity, Generalization, Humanity's Conditioning	7B
Therapeutic Realities: Collaboration, Oppression and Relational Flow	Kenneth J. Gergen	Oppression, STEEP	8B
Ableism: The Causes and Consequences of Disability Prejudice	Michelle R. Nario-Redmond	Disability Prejudice, Ableism, Exclusion, Privilege, Bias	9B

Film & Television

Name	Director(s) and/or Creator(s)	Theme(s)	Reference Code
Series: Noughts & Crosses (BBC) <i>Based on the novel "Noughts & Crosses" by Malorie Blackman</i>	Directed by Julian Holmes, Koby Adom	Humanity's Conditioning	1F
Series: Rita (Netflix)	Created by Christian Torpe	Inclusion, Cultural Identity, Acceptance, Belonging	2F
Film: El Faro de las Orcas	Directed by Gerado Olivares	Belonging	3F
Short Film: Butterfly Circus	Directed by Joshua Weigel	Community, Openness, Willingness, Acceptance, Belonging, Togetherness	4F
Film: Intouchables	Directed by Olivier Nakache, Eric Toledano	Reparation	5F
Short Film: Cuerdas	Directed by Pedro Solis Garcia	Belonging, Inclusion	6F
The Sound of Metal	Directed by Darius Marder	Acceptance, Bias, Belonging	7F

Organizations

Title	Theme(s)	Reference Code	Link
Human Rights Watch	Humanity's Conditioning, Cultural Identity	1ORG	Visit Site
NAACP Legal Defense and Educational Fund	STEEP	2ORG	Visit Site
The Equal Justice Initiative	STEEP	3ORG	Visit Site
Lambda Legal	Cultural Identity, Restorative Justice	4ORG	Visit Site
Diversity Value Index	Diversity	5ORG	Visit Site
Human Rights Campaign	STEEP, Restorative Justice	6ORG	Visit Site
Human Rights Campaign - Marriage Equality Around the Eorld	STEEP	7ORG	Visit Site
SEADE Coaching & Consulting	Diversity	8ORG	Visit Site
Committed Community Mentors	Community, Openness, Willingness, Acceptance, Belonging, Togetherness	9ORG	Visit Site
United Nations Sustainable Development Goals	STEEP	10ORG	Visit Site
UN Women	Community, Openness, Willingness, Acceptance, Belonging, Togetherness	11ORG	Visit Site
Diversity Best Practices	Diversity	12ORG	Visit Site
Public Welfare Foundation	Community, Openness, Willingness, Acceptance, Belonging, Togetherness	13ORG	Visit Site
Disability Visibility Project	Disability Prejudice, Ableism, Inclusion, Belonging	14ORG	Visit Site
Deaf Linx	Disability Prejudice, Ableism, Identity, Belonging, STEEP	15ORG	Visit Site
World Federation of the Deaf	Disability Prejudice, Ableism, Belonging	16ORG	Visit Site
National Association of the Deaf	Disability Prejudice, Ableism, Community, Togetherness	17ORG	Visit Site

Questions or comments?

Visit coachingfederation.org/support

This resource guide is a living and continually evolving document. We look forward to future iterations, including input from all coach-training providers.

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COACHING.

