



## Minimum Skills Requirements for ACC Credential

This is a simplified, user-friendly document extracted from this more comprehensive ICF document found here: <https://coachingfederation.org/credentials-and-standards/performance-evaluations/minimum-skills-requirements>

### Competency #1: Demonstrates Ethical Practice

Familiarity with the ICF Code of Ethics and its application is required for all levels of coaching and the standard for demonstrating a strong ethical understanding of coaching is similar for an ICF Credential at any level.

#### SKILLS ASSESSED

- 1.1 Coach demonstrates alignment with the ICF Code of Ethics
- 1.2 Coach consistently stays in role of coach

#### MINIMUM STANDARD OF SKILL DEMONSTRATED TO PASS:

The coach consistently stays in the mindset/role of coach, which is demonstrated by engaging in inquiry and exploration (as per Competencies #3 – #8) from client present focus to client future focus.

#### NON-PASSING BEHAVIORS:

The coach focuses primarily on client emotional past (therapeutic) or telling the client what to do or how to do it (consulting).

### Competency #2: Embodies a Coaching Mindset

Focused primarily on the “being” of the coach, the related behaviors for Competency 2 are typically demonstrated across a coach’s practice, more so than in any specific coaching session. This competency area is therefore more difficult to consistently assess within the performance evaluation process. As a result, there are no behavioral or skill statements in this Competency area that are used for assessment purposes. Rather, an applicant’s knowledge of and ability to apply Competency 2: Embodies a Coaching Mindset is more directly evaluated in the ICF Credentialing written exam.

## **Competency #3: Establishes & Maintains Agreements**

### **SKILLS ASSESSED**

- 3.1 Coach and client reach an agreement on what the client wants to accomplish in the session
- 3.2 Coach invites the client to identify their desired coaching outcome
- 3.3 Coach attends to the agenda set by the client throughout the session, unless the client indicates otherwise
- 3.4 Coach shows curiosity about the client and how the client relates to what they want to accomplish

### **MINIMUM STANDARD OF SKILL DEMONSTRATED TO PASS:**

The coach invites the client to identify what the client wants to accomplish in the session.

The coach attends to that agenda throughout the coaching, unless the client indicates otherwise.

### **NON-PASSING BEHAVIORS:**

The coach chooses the topic for the client.

The coach does not coach around the topic the client has chosen.

## **Competency #4: Cultivates Trust & Safety**

### **SPECIFIC SKILLS ASSESSED**

- 4.1 Coach acknowledges client insights and learning in the moment
- 4.2 Coach explores the client's expression of feelings, perceptions, concerns, beliefs, or suggestions
- 4.3 Coach expresses support and concern for the client, which may focus on the client's context, problem or situation, rather than the client holistically

### **MINIMUM STANDARD OF SKILL DEMONSTRATED TO PASS:**

The coach shows genuine concern, support, and respect for the client.

The coach is attuned to client's beliefs, perceptions, learning style, and personal being at a basic level.

### **NON-PASSING BEHAVIORS:**

The coach demonstrates significant interest in the coach's own view of the situation rather than the client's view of the situation.

The coach does not seek information from the client about the client's thinking around the situation.

The coach is unsupportive or disrespectful to the client.

The coach's attention seems to be on their own performance or demonstration of knowledge about the topic rather than on the client.

## **Competency #5: Maintains Presence**

### **SKILLS ASSESSED**

- 5.1 Coach is curious throughout the session
- 5.2 Coach acknowledges situations that the client presents
- 5.3 Coach allows the client to direct the conversation at least some of the time

### **MINIMUM STANDARD OF SKILL DEMONSTRATED TO PASS:**

The coach demonstrates curiosity about the client and the client's agenda.

The coach is responsive to the information the client offers throughout the session.

### **NON-PASSING BEHAVIORS:**

The coach demonstrates significant interest in the coach's own view of the situation rather than exploring the client's view of the situation.

The coach does not seek information from the client about the client's thinking around the situation or is unresponsive to that information.

The coach consistently directs the conversation.

The coach's attention seems to be on the coach's own performance or demonstration of knowledge about the topic.

## Competency #6: Listens Actively

### SKILLS ASSESSED

- 6.1 The coach's depth of attention to what the client communicates in relation to the client and the client's agenda
- 6.2 The coach's ability to hear on multiple levels including both the emotional and substantive content of the words
- 6.3 The coach's ability to hear underlying beliefs, thinking, creating, and learning that are occurring for the client including recognizing incongruities in language, emotions, and actions
- 6.4 The coach's ability to hear and integrate the client's language and to invite the client to deeper exploration

### MINIMUM STANDARD OF SKILL DEMONSTRATED TO PASS:

The coach listens to what the client communicates in relation to the client's agenda.

The coach responds to what the client offers to ensure clarity of understanding.

The coach integrates what the client has communicated to support the client in achieving their agenda.

The coach's behaviors in this competency may include listening to what the client has communicated verbally, as well as what the client may communicate in other ways, such as tone of voice, energy or emotional shifts, or body language.

### NON-PASSING BEHAVIORS:

The coach does not demonstrate listening that is focused on and responding to what the client communicates.

The coach's responses are not related to what the client is trying to achieve.

The coach appears to be listening for the place where the coach can demonstrate their knowledge about the topic or tell the client what to do about the topic.

## **Competency #7: Evokes Awareness**

### **SKILLS ASSESSED**

7.1 Coach inquires about or explores the client's ideas, beliefs, thinking, emotions, and behaviors in relation to the desired outcome

7.2 Coach supports the client in viewing the situation from new or different perspectives

7.3 Coach acknowledges the client's new awareness, learning, and movement toward the desired outcome

### **MINIMUM STANDARD OF SKILL DEMONSTRATED TO PASS:**

The coach uses inquiry, exploration, silence, and other techniques to support the client in achieving new or deeper learning and awareness.

### **NON-PASSING BEHAVIORS:**

The coach the coach focuses consistently on instructing the client or sharing the coach's own knowledge, ideas or beliefs.

The majority of the coach's questions are leading or contain pre-determined answers by the coach.

The coach's questions and explorations attend to an agenda or issues not set by the client, but set by the coach.

## Competency #8 Facilitates Client Growth

### SKILLS ASSESSED

- 8.1 Coach asks questions to support the client in translating awareness into action
- 8.2 Coach partners with the client to create or confirm specific action plans
- 8.3 Coach supports the client to close the session

### PASSING BEHAVIORS FOR COMP 8:

The coach supports the client in exploring how to apply the client's learning and awareness to post-session actions that are related to the client's stated agenda and have the potential to move the client forward in their thinking, learning, or growth.

At this level, the coach may also suggest resources to assist the client in achieving their goals so long as the resources are not forced on the client.

### NON-PASSING BEHAVIORS FOR COMP 8:

The coach insists the client carry out specific actions prescribed by the coach.

The coach suggests actions or steps to the client that do not have a clear relationship to the client's stated agenda.

The coach does not invite the client to identify or explore how the client's learning can be applied to future actions or activities that support the client's agenda.

The coach does not support the client to close the session.