

# ICF CORE COMPETENCIES LEVELS TABLE

COMPETENCY	ACC	PCC	MCC
<p><b>1. Demonstrates Ethical Practice</b></p>	<p>Most ethical standards are not directly assessed during performance evaluation, however:</p> <p><b>Applicant will NOT receive a passing score at any level if:</b></p> <ul style="list-style-type: none"> <li>• The coach focuses primarily on telling the client what to do or how to do it (consulting mode).</li> <li>• The conversation is based primarily in the past, particularly the emotional past (therapeutic mode).</li> <li>• The coach is not clear on basic foundation exploration and evoking skills that underlie the ICF definition of coaching; that lack of clarity in skill use will be reflected in skill level demonstrated in some of the other competencies listed below.</li> </ul> <p>For example, if a coach almost exclusively gives advice or indicates that a particular answer chosen by the coach is what the client should do, trust and intimacy, coaching presence, powerful questioning, creating awareness, and client generated actions and accountability will not be present and a credential at any level would be denied.</p>		
COMPETENCY	ACC	PCC	MCC
<p><b>2. Embodies a Coaching Mindset</b></p> <p>Develops and maintains a mindset that is open, curious, flexible and client-centered.</p> <p>It is a process that requires ongoing learning and development, establishing a reflective practice, and preparing for sessions. These elements take place over the course of a coach's professional journey and cannot be fully captured in a single moment in time.</p>	<p>Certain elements of this competency may be demonstrated within a coaching conversation. These particular behaviors are articulated and assessed through the following PCC Markers:</p> <ul style="list-style-type: none"> <li>4.1: Coach acknowledges and respects the client's unique talents, insights and work in the coaching process.</li> <li>4.3: Coach acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs or suggestions.</li> <li>4.4: 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.</li> <li>5.1: Coach acts in response to the whole person of the client (the who).</li> <li>5.2: Coach acts in response to what the client wants to accomplish throughout this session (the what).</li> <li>5.3: Coach partners with the client by supporting the client to choose what happens in this session.</li> <li>5.4: Coach demonstrates curiosity to learn more about the client.</li> <li>5.5: Coach allows for silence, pause or reflection.</li> <li>6.1: Coach's questions and observations are customized by using what the coach has learned about who the client is or the client's situation.</li> <li>6.5: Coach inquires about or explores how the client currently perceives themselves or their world.</li> <li>7.1: Coach asks questions about the client, such as their current way of thinking, feeling, values, needs, wants, beliefs or behavior.</li> <li>7.5: Coach shares—with no attachment—observations, intuitions, comments, thoughts or feelings, and invites the client's exploration through verbal or tonal invitation.</li> </ul> <p>As with other Competency areas, a minimum number of these markers will need to be demonstrated to pass the performance evaluation. All elements of this Competency will also be evaluated in the written assessment for ICF Credentials (Coach Knowledge Assessment).</p>		

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<p><b>3. Establishes and Maintains Agreements</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Coach takes what client says they want to work on at surface level.</li> <li>• Attends to that agenda, but little further exploration is done.</li> </ul> <p><b>Applicant will NOT receive a passing score if:</b></p> <ul style="list-style-type: none"> <li>• Coach chooses the topic for the client.</li> <li>• Coach does not coach around the topic the client has chosen.</li> </ul>	<ul style="list-style-type: none"> <li>• Coach takes what client says they want to work on.</li> <li>• Attends to that agenda with some exploration as to measures of success for each topic in session.</li> </ul> <p><b>Applicant will NOT receive a passing score if: (See ACC)</b></p> <ul style="list-style-type: none"> <li>• The coach does not engage in some exploration of the measures of success for each topic with the client or defines those measures for the client.</li> <li>• Coach does not engage in some exploration of underlying issues related to achievement of the outcomes or agenda or does not check with client about whether the client is moving toward what the client wanted from the session.</li> </ul>	<ul style="list-style-type: none"> <li>• Coach explores fully what client wants from session, establishes measures of success for client in session, and ensures that client and coach are both clear about coaching purpose.</li> <li>• Coach returns to check regularly if direction of coaching is continuing to serve client’s coaching purpose and makes changes in direction, if necessary, based on feedback from client.</li> </ul> <p><b>Applicant will NOT receive a passing score if: (See PCC)</b></p> <ul style="list-style-type: none"> <li>• Full partnership with the client is not demonstrated.</li> <li>• Coach does not explore the measures of success for each topic with the client to a degree that achieves clarity about the client’s intent or direction for the session.</li> <li>• Coach does not allow the client full input into the issues that should be discussed relative to the client’s stated objectives for the session.</li> <li>• Coach does not check with the client about whether the client is moving toward what the client wanted from the session.</li> </ul>
COMPETENCY	ACC	PCC	MCC
<p><b>4. Cultivates Trust and Safety</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Coach attends to client’s agenda, but is attached to his/her own performance and therefore trust and intimacy is not the strongest competency.</li> </ul> <p><b>Applicant will NOT receive a passing score if:</b></p> <ul style="list-style-type: none"> <li>• Coach demonstrates significant interest in the coach’s view of the situation rather than the client’s view of the situation.</li> <li>• Coach does not seek information from the client about the client’s thinking around the situation.</li> <li>• Coach does not seek information about the client’s goals regarding the situation.</li> <li>• The attention seems to be on the coach’s own performance or</li> </ul>	<ul style="list-style-type: none"> <li>• Coach may have some degree of trust in client and connected relationship to client.</li> <li>• Coach still conscious of presenting image of “good coach,” so less willing to risk or not know which stands in way of complete trust in and intimacy with coach’s self, the client, and the coaching relationship.</li> </ul> <p><b>Applicant will NOT receive a passing score if: (See ACC)</b></p> <ul style="list-style-type: none"> <li>• Coach does not invite the client to share his/ her thinking on an equal level with coach.</li> </ul>	<ul style="list-style-type: none"> <li>• Coach is connected to complete trust in new and mutual state of awareness that can only arise in the moment and out of joint conversation.</li> <li>• Coach is comfortable not knowing as one of the best states to expand awareness in.</li> <li>• Coach is willing to be vulnerable with client and have client be vulnerable with coach.</li> <li>• Coach is confident in self, process, and the client as a full partner in the relationship.</li> <li>• Sense of complete ease and naturalness in conversation; coach does not have to “work” to coach.</li> </ul>

	demonstration of knowledge about the topic.		<p><b>Applicant will NOT receive a passing score if:</b> (See PCC)</p> <ul style="list-style-type: none"> <li>• Coach does not treat the client as a full partner choosing not only the agenda, but also participating in the creation of the coaching process itself.</li> <li>• Coach exhibits an interest in the coach's view of the situation rather than the client's view of the situation.</li> <li>• There is any indication that the coach is teaching rather than coaching.</li> </ul>
<b>COMPETENCY</b>	<b>ACC</b>	<b>PCC</b>	<b>MCC</b>
<p><b>5. Maintains Presence</b></p> <p>Is fully conscious and present with the client, employing a style that is open, flexible, grounded, and confident.</p>	<ul style="list-style-type: none"> <li>• Coach attends to client's agenda, but is attached to his/her own performance and therefore presence is diluted by coach's own attention to self.</li> <li>• Coach substitutes thinking and analysis for presence and responsiveness much the time.</li> </ul> <p><b>Applicant will NOT receive a passing score if:</b></p> <ul style="list-style-type: none"> <li>• Coach demonstrates significant interest in the coach's view of the situation rather than exploring the client's view of the situation.</li> <li>• Coach does not seek information from the client about the client's thinking around the situation.</li> <li>• Coach is unresponsive to that information.</li> <li>• Coach does not seek information about the client's goals regarding the situation.</li> <li>• Coach is unresponsive to that information.</li> <li>• The attention seems to be on the coach's own performance or demonstration of knowledge about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Coach will attend to client's agenda, but drives the coaching and choice of tools.</li> <li>• Coach will choose objective or subjective perspective, but rarely hold both simultaneously.</li> <li>• Coach will evidence need to have direction toward solution versus simply being in the moment with the client.</li> <li>• Coach will be choosing ways to move versus letting client teach coach ways to move.</li> <li>• Partnership is present, but mixed with coach as expert and greater than client.</li> <li>• Coach may be present to whether and how much value they are adding to client.</li> </ul> <p><b>Applicant will NOT receive a passing score if:</b> (See ACC)</p> <ul style="list-style-type: none"> <li>• Coach may seek information from the client about the client's thinking around the situation but is unresponsive to that information.</li> <li>• Coach may seek information about the client's goals regarding the situation but is unresponsive to that information.</li> <li>• Coach, rather than being present and responsive to the client, is overly reliant on an obvious coaching formula, a specific coaching tool, or standard coaching questions.</li> <li>• Coach does not allow the client to contribute to creating the method or way that the coaching session will evolve.</li> </ul>	<ul style="list-style-type: none"> <li>• Coach is a completely connected observer to client.</li> <li>• The connection is to whole of who client is, how the client learns, what the client has to teach the coach.</li> <li>• The coach is ready to be touched by the client and welcomes signals that create resonance for both the coach and client.</li> <li>• The coach evidences a complete curiosity that is undiluted by a need to perform.</li> <li>• The coach is in fully partnered conversation with client.</li> <li>• The coach trusts that value is inherent in the process versus having any need to create value.</li> </ul> <p><b>Applicant will NOT receive a passing score if:</b> (See PCC)</p> <ul style="list-style-type: none"> <li>• Coach does not treat the client as a full partner choosing not only the agenda, but also participating in the creation of the coaching process itself.</li> <li>• Coach exhibits interest in the coach's view of the situation rather than the client's view of the situation.</li> <li>• Coach does not invite the client to share his/ her thinking on an equal level with the coach and/or chooses the direction and tools in the session without input from the client.</li> <li>• There is any indication that the coach is teaching rather than coaching.</li> </ul>

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<p><b>6. Listens Actively</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Coach hears what client says and responds to it, but only at obvious and surface level.</li> <li>• In general, coach will evidence attachment to “what’s the problem,” “how do I help fix it,” and “how do I give value in fixing it.”</li> </ul> <p><b>Applicant will NOT receive a passing score if:</b></p> <ul style="list-style-type: none"> <li>• Coach does not demonstrate listening that is focused on and responding to what the client says.</li> <li>• Coach’s response is not related to what the client is trying to achieve.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Coach is doing listening on a very conscious level.</li> <li>• The listening is focused on the client’s agenda and can change direction if the client changes direction.</li> <li>• The direction change may or may not be best for the topic at hand.</li> <li>• The coach is focused on what client is saying, but more from the perspective of gathering information that fits into coach’s particular tool or discovery model.</li> <li>• Listening tends to be more linear and concentrates on content of words.</li> <li>• Coach is listening for answers, next question to ask, or looking for what to do with what they hear and will try to fit what they hear into a model they understand.</li> <li>• They will often respond out of that model rather than client’s model.</li> <li>• Listening will include some depth, but often will miss key nuances that a master level coach catches.</li> <li>• Listening tends to be session by session rather than cumulative.</li> </ul> <p><b>Applicant will NOT receive a passing score if: (See ACC)</b></p> <ul style="list-style-type: none"> <li>• Their hearing is limited to listening for problems or weaknesses.</li> <li>• Coach demonstrates that they can only hear through their own perceptions, and models of thinking, learning, and creating rather than being able to hear some of the client’s models and methods of thinking, learning, and creating.</li> </ul>	<ul style="list-style-type: none"> <li>• Coach’s listening is completely attuned as a learner and listening happens at the logical, emotional, and organic level at one time.</li> <li>• The listening is both linear and non-linear and responses from coach evidence learning about the client at many levels.</li> <li>• The coach recognizes both hers and the client’s ability of intuitive and energetic perception that is felt when the client speaks of important things, when new growth is occurring for the client, and when the client is finding a more powerful sense of self.</li> <li>• The coach’s listening is in the present, but hearing also the client’s future develop.</li> <li>• The coach hears the totality of the client’s greatness and gifts as well as limiting beliefs and patterns.</li> <li>• The coach’s listening is cumulative from session to session and throughout each individual session.</li> </ul> <p><b>Applicant will NOT receive a passing score if: (See PCC)</b></p> <ul style="list-style-type: none"> <li>• Coach does not demonstrate listening that is based on the whole client and an ability to hear the client’s thinking, learning, and feeling at multiple levels.</li> <li>• The listening is filtered only through the coach’s methods of thinking, learning and creating.</li> <li>• Coach does not actively hear (and use as a significant coaching tool) the client’s methods of thinking, learning, and creating.</li> <li>• Nuances of the client’s language are not reflected in the coach’s responses.</li> <li>• The listening is not focused on and responding to what the client says or the coach’s response is not related to what the client is trying to achieve.</li> </ul>

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<p><b>7. Evokes Awareness</b></p> <p>Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy.</p>	<ul style="list-style-type: none"> <li>• Questions attend to client’s agenda, but are generally seeking information, are formulaic, and sometimes leading or have a “correct answer” anticipated by the coach.</li> <li>• Generally, questions are very geared to solving issues set by client as quickly as possible.</li> <li>• The coach sometimes is fairly direct, but usually uses too many words or feels a need to “dress up” a question or observation.</li> <li>• Questions and observations generally contain vocabulary from the coach’s training.</li> <li>• Most communication occurs on a very safe level for the coach.</li> <li>• Awareness generated at level of what will solve problem or achieve goal.</li> <li>• Limited generally to awareness of new techniques versus new learning about self.</li> </ul> <p><b>Applicant will NOT receive a passing score if:</b></p> <ul style="list-style-type: none"> <li>• Coach does not focus on an inquiring versus telling methodology.</li> <li>• The majority of questions contain already pre-determined answers by the coach.</li> <li>• The questions attend to an agenda or issues not set by the client, but by the coach.</li> <li>• Coach does not attend to the client’s agenda, changes the agenda without input from the client, or appears attached to a particular outcome or solution.</li> <li>• The communication frequently occurs in a convoluted, meandering or circuitous manner.</li> <li>• Coach narrows the exploration of awareness significantly to a single issue without discussion of that decision with the client and without the client’s consent.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions attend to client’s agenda and generally are a mix of informational and powerful questions.</li> <li>• Even powerful questions tend to focus toward solution of issue presented by client and may be more responsive to the agenda than to the client.</li> <li>• Questions will tend to use coaching terminology or language easy for the coach versus using and exploring the client’s language.</li> <li>• Occasional leading questions will appear as well.</li> <li>• The coach will tend to ask comfortable rather than uncomfortable questions.</li> <li>• The coach is usually direct, but at times feels a need to “dress up” a question or observation.</li> <li>• The coach occasionally treats their intuitions as the truth.</li> <li>• The coach also occasionally does not say what is occurring for the coach for fear that the client is not ready to hear it.</li> <li>• The coach may also evidence a need to soften communication for fear of being wrong.</li> <li>• The coach helps the client to create new awareness by engaging in problem solving.</li> <li>• The majority of awareness geared to new technique; new awareness about the client is more limited.</li> <li>• The coach will generally help the client integrate new awareness as it pertains to a particular situation versus using learning to more fully broaden the scope of new awareness.</li> </ul> <p><b>Applicant will NOT receive a passing score if: (See ACC)</b></p> <ul style="list-style-type: none"> <li>• Coach asks questions that reflect the coach’s view of the situation or a preconceived answer decided on by the coach.</li> </ul>	<ul style="list-style-type: none"> <li>• The coach asks mostly, if not always, direct, evocative questions that are fully responsive to the client in the moment and that require significant thought by client or take client to a new place of thinking.</li> <li>• The coach uses the client’s language and learning style to craft questions.</li> <li>• The coach is fully based in curiosity and the coach does not ask questions to which the coach knows the answer.</li> <li>• The questions often require the client to find deeper contact with the client’s shadow and light sides and find hidden power in himself/ herself.</li> <li>• The coach asks questions that help the client create the future rather than focus on past or even present dilemmas.</li> <li>• The coach is not afraid of questions that will make either the coach or the client or both uncomfortable.</li> <li>• The coach easily and freely shares what is so for the coach without attachment.</li> <li>• The coach shares directly and simply and often incorporates the client’s language.</li> <li>• The coach fully trusts the client to choose the responses to the coach’s communication that is best for the client.</li> <li>• The coach invites, respects, and celebrates direct communications back from the client.</li> <li>• The coach creates sufficient space for the client to have equal or more communication time than the coach.</li> <li>• The coach’s invitation to exploration precedes and is significantly greater than invitation to solution.</li> <li>• The coach appears as much an explorer as well as client.</li> <li>• The coach has not concluded what awareness should be (coach is willing not to know).</li> </ul>

	<ul style="list-style-type: none"> <li>• Coach seems to substitute assessments or standard coaching exercises for powerful questioning or inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• The questions are leading the client in a direction chosen by the coach without discussion with and assent to the direction by the client.</li> <li>• Coach is unable to move beyond standardized coaching questions or the coach's models of thinking and learning to the exclusion of the client's models of thinking and learning.</li> <li>• Coach significantly or dominantly relies on their own language, thinking models, and models of learning without use of the client's skill set in these areas.</li> <li>• Coach does not invite the client to share these areas as well as the client's intuition with the coach.</li> <li>• The coach is attached to a particular direction or outcome in the coaching.</li> <li>• Coach does not attend to the client's agenda, changes the agenda without input from the client.</li> <li>• Coach does not use the client's thinking and learning as tools within the coaching or does not use the client's language as a coaching tool.</li> <li>• Coach seems to substitute assessments or standard coaching exercises to the exclusion of using the tools already existing within the client to create awareness.</li> <li>• Coach states what awareness is (without exploring what the client's awareness is or seeking the client's input on whether the coach's observations are correct).</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of "fixing" a problem or the client.</li> <li>• There is a lovely sense of connected observation of totality of who client is and what client wants, sharing that with client, and creating space for client to share back.</li> <li>• The coach does not force awareness.</li> </ul> <p><b>Applicant will NOT receive a passing score if:</b> (See PCC)</p> <ul style="list-style-type: none"> <li>• Coach does not demonstrate questions that are evocative and ask the client to think in a larger space or an experimental space related to the client's agenda and stated objectives.</li> <li>• Coach frequently asks informational questions or questions that keep the client in the past or in present detail of a situation rather than in forward thinking.</li> <li>• The questions do not make frequent use of the client's language, thinking and creating style or do not make use of what the coach has learned about the client.</li> <li>• The questions reflect the coach's view of the situation, the coach's learning and processing style, or a preconceived answer by the coach.</li> <li>• Coach drives the client toward solution without fully exploring issues that may be important to gaining complete solution or accomplishment for the client.</li> <li>• Coach's communication reflects an agenda or directing of any kind by the coach.</li> <li>• Coach does not often create an easy place for the client to engage in deeper thinking, learning and discovery.</li> </ul>
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COMPETENCY	ACC	PCC	MCC
<p><b>8. Facilitates Client Growth</b></p> <p>Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.</p>	<ul style="list-style-type: none"> <li>• The coach tends to suggest homework and action that they think would best handle the problem or achieve the goal.</li> <li>• Actions tend to be one dimensional in nature.</li> <li>• Taking new actions that will most effectively lead to agreed-upon coaching results.</li> <li>• The coach tends to adopt goals suggested by the client at their most obvious level.</li> <li>• Planning and goal setting tend to be one dimensional in nature with the coach sometimes substituting his/her expertise for the clients.</li> <li>• The coach tends to suggest forms of accountability that may feel a bit parental in nature.</li> <li>• Accountability tends to be one dimensional.</li> </ul> <p><b>Applicant will NOT receive a passing score if:</b></p> <ul style="list-style-type: none"> <li>• Coach insists the client do what the coach has prescribed as homework.</li> <li>• The suggested homework does not have a clear relationship to the client's stated agenda.</li> <li>• The homework does not have a clear purpose and potential to move the client forward.</li> <li>• Suggested tools and structures clearly do not bear a relationship to the needs of the particular client or his/her agenda.</li> <li>• Coach insists that the client follow a prescribed plan familiar to the coach.</li> <li>• Coach is unable to support the client in developing an effective coaching plan.</li> <li>• The plan or goals do not have a clear relationship to the client's stated agenda and desired outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• The coach engages in some, but not a complete partnership with the client to develop actions.</li> <li>• The actions are attuned to solving the situational issue the client has presented rather than looking beyond the situation to other, broader learning that might be inherent in the situation.</li> <li>• The coach tends to define forward motion only in terms of physical action.</li> <li>• The coach engages in some, but not a complete partnership with the client to develop goals and plans.</li> <li>• The coach tends to edit plans presented by the client.</li> <li>• The coach in some partnership with the client develops methods of accountability.</li> <li>• These methods are often reflective of or use coach training tools.</li> </ul> <p><b>Applicant will NOT receive a passing score if: (See ACC)</b></p> <ul style="list-style-type: none"> <li>• There is little or no co-creation in the process of designing actions, plans and goals, measures of success or accountability structures</li> <li>• The actions do not have a clear relationship to the client's stated agenda and the client's style of learning and creating.</li> <li>• The actions, plan or goals do not have a clear purpose and potential to move the client forward.</li> <li>• Coach is the most significant voice in suggesting plans, goals setting and accountability structures.</li> <li>• Coach suggests standard coaching tools or exercises without discussing with the client the extent to which they might be of value to the client.</li> <li>• Coach is unable to support the client in developing an effective accountability structure.</li> </ul>	<ul style="list-style-type: none"> <li>• The coach works in complete partnership with the client to design actions, goals and planning or, in the alternative, lets the client lead in designing them.</li> <li>• The coach and client design actions, goals and plans that fit the client's learning style, and pace of wanted or necessary movement.</li> <li>• The coach allows action and plans to include thinking, creating, and doing.</li> <li>• The coach engages the client in relating designed actions, goals and plans to other aspects of what the client wants, thereby broadening the scope of learning and growth.</li> <li>• The coach encourages informed experimentation to help clients develop more powerful, leveraged actions.</li> <li>• The coach works with the client to clarify and develop goals that achieve more than just the presenting concerns of the client.</li> <li>• The coach has the client determine their own methods of accountability and offers support to those methods.</li> <li>• The client determines totally who should be on their accountability team and how to use each person, including the coach.</li> <li>• The coach trusts the client to be accountable to themselves and lovingly calls the client to account or discussion if agreed upon forward movement does not occur.</li> </ul> <p><b>Applicant will NOT receive a passing score if: (See PCC)</b></p> <ul style="list-style-type: none"> <li>• Coach does not invite full client participation in the design of activities or dominates in any way the design of activities.</li> <li>• The designed activities do not reflect a clear potential for forward learning or movement by the client related to the client's agenda, desired outcomes, or to</li> </ul>

	<ul style="list-style-type: none"> <li>• The methods of accountability do not have a clear relationship to the client’s stated agenda and desired outcomes.</li> <li>• The methods of accountability do not have a clear purpose and potential to move the client forward.</li> </ul>		<p>some other learning that the client has defined as necessary for their growth.</p> <ul style="list-style-type: none"> <li>• Designed actions and/or discussion of designed actions involves only physical activity with no attention to the thinking, learning, being and creativity structures of the client.</li> <li>• Coach does not invite full client participation in planning strategies, designing goals and methods of accountability, or dominated in any way the creation of the above.</li> <li>• Coach is the most significant voice in setting accountability structures.</li> <li>• The measures and structures do not have a clear relationship to the client’s stated agenda and desired outcome or the client’s learning and creating processes.</li> <li>• The measures and structures do not have a clear purpose and potential to move the client forward.</li> <li>• Suggested tools and structures clearly do not bear a relationship to the needs of the particular client or his/her agenda or deeper learning designated by the client.</li> <li>• Coach does not encourage invention of structures by the client based on the client’s thinking, learning, being and creating style.</li> </ul>
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ICF 8 Core Competencies + Levels Table © International Coach Federation

This document was created using content put forth by the ICF regarding the expectations for the now outdated 11 Core Competencies. Powerhouse Coaching has reorganized and formatted ICF’s proprietary content to fit in the model of the newly updated 8 Core Competencies.



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