



Minimum Skills Requirements for MCC 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>

General coaching behaviors for MCC applicants:

1. Coach invites the client to explore the lens through which the client is observing their current situation.
2. The coach's comments and questions come from the totality of what they have learned about who the client is and their coaching purpose.
3. Coach's invitations to the client primarily focus on exploring deeper learning or a path forward.

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

PASSING BEHAVIORS FOR COMP 1:

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 FOR COMP 1:

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 partners with the client to explore the topic or focus of the session at a level that is meaningful to the client.

3.2 Coach partners with the client to keep the desired outcome as a guide to the coaching conversation in a flexible, gentle and natural manner.

3.3 Coach notices subtle shifts in the conversation and invites the client to change direction if the client desires.

PASSING BEHAVIORS FOR COMP 3:

The coach fully explores with the client what the client wants to work on.

The coach partners with the client to thoroughly explore the importance of the topic to the client, measures of success, and any changes in the direction of the coaching conversation.

The coach ensures that both the coach and client are clear about the agenda, the measures of success, and the issues to be discussed, and the coach attends to that agenda and those measures throughout the coaching, unless redirected by the client.

The coach regularly checks with the client throughout the session to ensure that the client's goals for the session are being achieved and that the direction and process are supporting the client in moving toward their desired outcome.

NON-PASSING BEHAVIORS FOR COMP 3:

The coach does not demonstrate full partnership with the client in choosing the coaching topic or objective.

The 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.

The 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.

The coach does not check with the client about whether the client is moving toward what the client wanted from the session.

Competency #4: Cultivates Trust & Safety

SKILLS ASSESSED

- 4.1 Coach engages the client as an equal partner in a collaborative coaching process.
- 4.2 Coach exhibits genuine curiosity about the client as a whole person by inviting the client to share more about themselves or their identity.
- 4.3 Coach provides space for the client to fully express themselves, share feelings, beliefs, and perspectives, without judgment.
- 4.4 Coach acknowledges the client and celebrates client progress.

PASSING BEHAVIORS FOR COMP 4:

The coach demonstrates complete and open trust in the client and the process by engaging the client as an equal partner in the coaching.

The coach demonstrates willingness to be vulnerable with the client and creating a safe space for the client to be vulnerable in return.

The coach demonstrates a complete confidence in self, the coaching process, the client as a whole, and a genuine curiosity about and respect for the client's perceptions, learning style, and personal being.

The coach treats client as an equal partner in the relationship with a full invitation to participate in the development and creation of the coaching process and their own new learning and behaviors.

NON-PASSING BEHAVIORS FOR COMP 4:

The 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.

The coach exhibits an interest in the coach's view of the situation rather than the client's view.

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

The coach does not seek information about the client's goals.

The coach demonstrates a lack of interest in or disrespect toward the client as a whole.

The coach does not invite the client to share their thinking on an equal level with the coach.

The coach chooses the direction and approach without significant input from the client.

The coach is teaching rather than coaching.

Competency #5: Maintains Presence

SKILLS ASSESSED

5.1 Coach responds to the client in a manner that keeps the conversation flowing with the client leading the way.

5.2 Coach remains curious and attentive to the client, exploring what the client needs throughout the session.

5.3 Coach engages in the coaching conversation with ease and fluidity.

5.4 Coach leverages silence to support the client and the client's growth.

PASSING BEHAVIORS FOR COMP 5:

The coach fully partners with the client in the coaching dialogue and is a connected observer to the client, holding both objective and emotional perspectives simultaneously.

The connection is to the whole of the client, who the client is, what the client wants, how the client learns and creates, and how the client leads the coaching conversation.

The coach evidences a genuine curiosity in the client.

The coach is in a complete partnership with the client where the client is an equal or greater contributor to the conversation and direction of the coaching than the coach.

The conversation between coach and client is equal and easy, even in uncomfortable moments.

NON-PASSING BEHAVIORS FOR COMP 5:

The coach does not treat the client as a full partner by choosing the agenda or participating in the creation of the coaching process itself.

The coach exhibits interest in the coach's view of the situation rather than the client's view.

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

The coach does not seek information about the client's goals.

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

The coach does not invite the client to share their thinking on an equal level with the coach.

Competency #6: Listens Actively

SKILLS ASSESSED

6.1 Coach responds to client with an invitation into a deeper exploration of client thinking and behaviors.

6.2 Coach's responses to the client demonstrates an understanding of the client's emotions, energy, or learning and growth, in alignment with the client's agenda.

6.3 Coach reflects what the client communicates in relation to the context of the whole person.

PASSING BEHAVIORS FOR COMP 6:

The coach listens as a learner and demonstrates an ability to listen at the logical and emotional level at the same time.

The coach's responses evidence learning about the client at multiple levels.

The coach's responses evidence that the coach is hearing the client's intuitive abilities, the client's energy, when the client speaks of important things, when new growth is occurring for the client, how that growth is related to the client's stated objectives and agenda, and when the client is finding, creating, and using a more powerful sense of self.

The coach is able to hear the client's current thinking and growth and relate it to the future the client is trying to create.

The coach hears the totality of the client's greatness and gifts as well as limiting beliefs and patterns.

The coach's listening is cumulative from session to session and throughout each individual session.

NON-PASSING BEHAVIORS FOR COMP 6:

The 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.

The coach's listening is filtered only through the coach's methods of thinking, learning, and creating and does not actively hear and use as a significant coaching tool, the client's methods of thinking, learning, and creating.

The coach's responses do not reflect nuances of the client's language.

The coach does not respond to what the client communicates.

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

The coach's listening is primarily focused on the client's problems or weaknesses.

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 partners with the client to explore the client's stories, metaphors and imagery that support growth and learning.

7.2 Coach stimulates new client insights with minimal, precise questions.

7.3 Coach asks questions that challenge the client to explore more deeply or to go beyond current thinking or feeling.

7.4 Coach shares with fluidity insights, observations, or questions, from the client's words and actions to foster awareness.

PASSING BEHAVIORS FOR COMP 7:

The coach's invitation to the exploration of important issues precedes and is significantly greater than the invitation to a solution.

The coach's way of being is consistently curious; the coach is willing to not know and allow the exploration to evolve based on the client's thinking, learning, and creating.

The coach asks mostly, if not always, direct, evocative questions that are fully responsive to the client in the moment, to the client's agenda and stated objectives, and that require significant thought by the client or take the client to a new place of thinking.

The coach makes frequent and full use of the client's language and learning style to craft questions, insights, or observations that provide a space for a client to use and expand their own style of thinking, learning, and creating, and to discover their power, gifts, and strengths.

The coach provides sufficient space and encouragement to allow the client to integrate and use new awareness to identify patterns of thinking or behavior, resolve current challenges, achieve current goals, and think how the new awareness may be used in the future.

NON-PASSING BEHAVIORS FOR COMP 7:

The coach does not demonstrate an ability to use questions, insights, silence or other techniques that encourage the client to deepen their thinking in a larger, more reflective space related to the client or the client's agenda.

The coach frequently asks questions that keep the client in the past or in present detail of a situation rather than in forward thinking.

The coach drives the client toward solutions without fully exploring issues that may be important to gaining complete solution or accomplishment for the client.

The coach does not provide sufficient space for the client's full participation in creating awareness.

The coach's communication reflects an agenda or directing of any kind by the coach.

The coach does not evidence frequent use of the client's language, learning, thinking, and creating styles.

The coach does not often create an easy place for the client to engage in deeper thinking, learning, and discovery.

The coach's communication limits the thinking and learning direction for the client without specific interaction with, discussion of, and assent by the client to the limitation.

Competency #8 Facilitates Client Growth

SKILLS ASSESSED

8.1 Coach checks in with client and their progress, learnings, and insights in natural and spontaneous ways throughout the session.

8.2 Coach invites the client to sense and reflect on what they are learning about themselves.

8.3 Coach cultivates an environment for the client to intentionally apply their own learning.

PASSING BEHAVIORS FOR COMP 8:

The coach fully partners with the client to explore the client's learning about their situation and themselves, and ways to apply new awareness to support the client's agenda, desired goals, and future growth.

The coach partners with the client throughout the session to explore the client's progress and learning and supports the client in reflecting on what the client is discovering about themselves.

The coach demonstrates trust in the client to develop actions and accountability structures that are reflective of the client's agenda and broader learning or accomplishment that the client wants to obtain, integrate the client's strengths as well as the best of the client's learning and creating methodologies.

NON-PASSING BEHAVIORS FOR COMP 8:

The coach does not invite full client participation or does not encourage client leadership in planning strategies, actions and methods of accountability.

The coach dominates in any way the actions or applications of learning that are created.

The coach does not invite or partner with the client to explore what the client is learning about themselves and possible applications of that learning.

The applications of learning do not reflect a clear potential for forward movement by the client related to the client's agenda, desired outcomes, or to some other learning that the client has defined for as necessary.

The designed plans and goals involve only physical activity with no attention to the thinking, learning, being, and creativity structures of the client.