



Hey there SeattleCoach! Nice job getting to this stage in your professional development!

We've put together some guidelines as you prepare for your mentor coaching sessions, and then to complete a recording (usually 20-30") to submit for your performance review.

We'll keep [this page](#) updated with the steps in the credentialing journey, including how to sign up for your individual mentor coaching sessions and for your performance review.

- 1. Read [this document](#) thoroughly, then keep it on hand as you work with your mentor coach. In your three sessions, you'll have a chance to deepen and develop your coaching skills through the lens of the ICF's Core Competencies.**
- 2. The slides below summarize the skills required of an Associate Certified Coach (ACC). If you choose, your mentor coach can help you to evaluate a recording to submit. You'll want to record several.**
- 3. When you've got a winner, send the recording and transcript to [Patty](#).**
- 4. Once you've passed your performance review, we will send you your official "L1" certificate to submit with your application.**

How the ICF will measure your grasp of: Core Competency #1, Demonstrates Ethical Practice and Core Competency #2, Embodies a Coaching Mindset.

Both are required for credentialing at all levels. Both are difficult to measure behaviorally. Both will be evaluated more directly in the ICF Credentialing Exam that you'll take after your application to the ICF is accepted.

So, in your coaching, keep in mind, bottom line:

- ***For CC#1, The job is to “remain consistently in the role of coach” in your performance review. If your agreement is to coach, don’t slip into advising, mentoring, directing, telling, rescuing, etc.***
- ***For CC#2, The job is to stay steadily in your coaching presence, the “being” of the coach.***

CC #3: Establishes and Maintains Agreements

Partners with the client and relevant stakeholders about the coaching relationship. Establishes agreements for the overall coaching engagement as well as those for each session.

**These are the “minimum skills requirements” that your ACC performance review will assess.
What Key Skills could you use?**

- 1. The clarity and depth in creating an agreement for the session***
- 2. The coach’s ability to partner and the depth of partnering with the client in the creation of agreement, measures of success, and issues to be addressed***
- 3. The coach’s ability to attend to the client’s agenda throughout the session.***

CC #4: Cultivates Trust and Safety

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

These are the “minimum skills requirements” that your ACC performance review will assess.

What Key Skills could you use?

- 1. The coach’s depth of connection to and support of the client***
- 2. The coach’s demonstration of trust in and respect for the client and the client’s processes of thinking, creating***
- 3. The coach’s willingness to be open, authentic and vulnerable with the client to build mutual trust***

CC #5: Maintains Presence

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

These are the “minimum skills requirements” that your ACC performance review will assess.

What Key Skills could you use?

- 1. The coach’s depth of focus on and partnership with the client*
- 2. The coach’s depth of observation and use of the whole of the client in the coaching process*
- 3. The coach’s ability to create space for reflection and remain present to the client through both conversation and silence*

CC #6: Listens Actively

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.

These are the “minimum skills requirements” that your ACC performance review will assess.

What Key Skills could you use?

- 1. The coach’s depth of attention to what the client communicates in relation to the client and the client’s agenda***
- 2. The coach’s ability to hear on multiple levels including both the emotional and substantive content of the words***
- 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***
- 4. The coach’s ability to hear and integrate the client’s language and to invite the client to deeper exploration.***

CC #7: Evokes Awareness

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

These are the “minimum skills requirements” that your ACC performance review will assess.

What Key Skills could you use?

- 1. The coach’s use of inquiry, exploration, silence and other techniques that support the client in achieving new or deeper learning and awareness*
- 2. The coach’s ability to explore with and evoke exploration by the client of the emotional and substantive meaning of the client’s words*
- 3. The coach’s ability to explore with and evoke exploration by the client of the underlying beliefs and means of thinking, creating, and learning that are occurring for the client*
- 4. The coach’s ability to support the client in exploring new or expanded perspectives or ways of thinking*
- 5. The coach’s invitation to and integration of the client’s intuition, thinking, and language as critical tools in the coaching process.*

CC #8: Facilitates Client Growth



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

These are the “minimum skills requirements” that your ACC performance review will assess.

What Key Skills could you use? Hint: This doesn't just happen at the end of a session.

- 1. The coach's ability to support the client in exploring their learning about themselves and their situation and the application of that learning toward the client's goals*
- 2. The coach's ability to partner fully with the client in designing actions from their new awareness, which may include thinking, feeling or learning, that support the client in moving toward their stated agenda or goals*
- 3. The coach's ability to support the client in developing measurable achievements that are steps toward the client's stated goals or outcomes*
- 4. The coach's ability to partner with the client to explore and acknowledge the client's progress throughout the session*
- 5. The coach's depth of partnership in closing the session.*