

## ICF ACC Markers

Assessment markers are the indicators that an assessor is trained to listen for to determine which ICF Core Competencies are in evidence in a recorded coaching conversation, and to what extent. The following markers are the behaviours that should be exhibited in a coaching conversation at the Associate Certified Coach (ACC) level. These markers support a performance evaluation process that is fair, consistent, valid, reliable, repeatable and defensible. Please note these markers are not a tool for coaching, and should not be used as a checklist or formula for passing the performance evaluation.

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### ICF Competency Levels

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**Competency 1: Meeting Ethical Guidelines & Professional Standards**

1. Assumed

**Competency 2: Establishing the Coaching Agreement**

1. Coach asks the client what they want to work on.
2. Coach attends to client's agenda throughout the coaching.

**Competency 3: Establishing Trust and Intimacy**

1. The coach shows genuine concern for the client and is attuned to the client's perceptions, learning style and personal being at a basic level.
2. The coach demonstrates an ability to provide ongoing support for new behaviours and actions at a basic level.

**Competency 4: Coaching Presence**

1. Coach seeks information from the client about client's agenda, and attends to client's agenda.
  2. Coach is responsive to information provided by the client as it relates particularly to actions to achieve the client's agenda.
  3. Coach is attentive to what actions the client is taking in relation to the agenda.
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**Competency 5: Active Listening**

1. Coach hears what the client says in relation to the client's agenda.
2. Coach's response is related to what the client is trying to achieve. Coach paraphrases client's statements and reinforces understanding of client's issues.
3. Listening is focused on helping the client achieve their agenda.

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**Competency 6: Powerful Questioning**

1. Coach uses inquiring versus telling methodology.
2. Coach explores what issues exist for the client, versus telling the client what the issues are, or suggesting solutions.
3. Questions attend to the client's agenda and seek information about that agenda.

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**Competency 7: Direct Communication**

1. Coach attends to client's agenda.
2. The coach is direct at times throughout the session, and the communication attends to the client's agenda.
3. The coach is objective, and does not appear attached to a particular outcome or solution or deviate from the client's stated agenda without discussion with and permission from the client.
4. Coach's questions and observations contain vocabulary from the coach's training.

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**Competency 8: Creating Awareness**

1. Coach focuses on inquiry and observations that relate to the client's stated agenda, with greater focus on inquiry rather than offering the coach's opinion
  2. The coach assists the client to explore the client's agenda more deeply, and without significant attachment by the
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coach to a particular outcome or direction.

3. Coach uses coaching tools in a manner that encourages rather than limits exploration.

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**Competency 9: Designing Actions & Practices**

1. The coach suggests homework and actions that are related to the client's stated agenda and measures of accomplishment of that agenda.
2. Suggested homework should have a clear purpose and potential to move the client forward in their thinking, learning, or action around the stated agenda.
3. Coach may also suggest tools or structures to assist the client so long as the tools are not forced on the client, and that the tools or structure bear an easily recognizable relationship to achieving the client's stated goals..
4. Actions identified are one dimensional in nature.
5. Actions identified lead to agreed-upon coaching results.

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**Competency 10: Planning and Goal Setting**

1. Coach adopts goals suggested by the client and/or helps client set goals that are clear on the surface and casually related to achieving the client's overall objectives and stated agenda.
  2. The plans and measures of accomplishment must have a clear purpose and potential to move the client forward in their thinking, learning or action around the stated agenda and toward the client's overall measures of success.
  3. Coach may also suggest tools and structures to assist the client so long as the tools are not forced on the client and that the tools or structure bear an
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easily recognizable relationship to achieving the client's stated agenda and desired outcome.

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**Competency 11: Managing Progress and Accountability**

1. Coach suggests measures of success and structures of accountability to the client and/or helps client develop measures of success and structures of accountability that are clearly and casually related to achieving the client's overall objectives and stated agenda.
2. The structures of accountability and measures of accomplishment must have a clear purpose and potential to move the client forward in their thinking, learning, or action around the stated agenda and toward the client's overall measures of success.
3. Coach may suggest tools or structures to assist the client so long as the tools are not forced on the client and that the tools or structure bear an easily recognizable relationship to achieving the client's stated agenda and desired outcome.