

MENTOR COACHING FOR CREDENTIALING: THE ICF'S DEFINITION **

For purposes of credentialing exam requirements, “mentor coaching means an applicant being coached on their coaching skills rather than coaching on practice building, life balance, or other topics unrelated to the development of an applicant’s coaching skill.”

BEING A MENTOR COACH For the ICF Credentialing Process

Definition by International Coach Federation:

Providing professional assistance in achieving and demonstrating the levels of coaching competency demanded by the desired credential level sought by a coach-applicant (mentee) [i.e. offering coaching on coaching skill/competency development].

REQUIREMENTS TO BE A MENTOR COACH

- ❖ Graduate from a coach-specific learning program (training and/or education).
- ❖ Demonstrate coaching competence and practice standards
 - ❖ Hold an up-to-date ICF credential at a level equal to, or higher than the mentee
- ❖ Have completed training in the *assessment* of coaching competency/skills
 - ❖ Engage in ongoing continuing education related to coaching competency development.
 - ❖ Establish and maintain generative thinking partnerships related to the evolution of coaching competency.
- ❖ Professional Competency in *coaching skill development*, through:
 - ❖ Training or teaching the core coaching skills
 - ❖ Modeling/Demonstrating coaching skills and way of being
 - ❖ Supervision of other coaches in coaching competency
 - ❖ Work as an assessor of coaching skills competency.
 - ❖ Demonstrated ability to give supportive developmental feedback.
- ❖ Professional Competency in the *delivery of coaching services*
 - ❖ Track record of delivering coaching services, either as a percentage of their business or as an internal expert.
 - ❖ Have coached at least 25 non-coach/non-student clients as a part of the delivery of coaching services. (via own business or internal, organizational).
- ❖ Conduct: Agree and adhere to the ICF Code of Ethics (signed)
 - ❖ Not under any sanction by the ICF independent review board for violations of ethical conduct.
 - ❖ Represent and be an ambassador for professional coaching.

DUTIES OF A MENTOR COACH

Offered by the Association of Coach Training Organizations (ACTO), in partnership with the International Coach Federation (ICF). May 2011

- ❖ Models effective initiation and contracting of client relationship
 - ✧ Explores fully with a potential mentee what they are looking to achieve
 - ✧ Ensures both are clear about the purpose of the mentoring
 - ✧ Establishes measures of success in partnership with the mentee
 - ✧ Fully discusses fees, time frame, and other aspects of a mentor coaching relationship.
 - ✧ Inform and brings alive the ICF code of ethics
 - ✧ Inform mentee of the availability of the Ethical Conduct Review Board

- ❖ Supports mentee self-confidence by encouraging potential mentees to interview more than one mentor coach candidate in order to find the best match.
- ❖ Makes no guarantee to the mentee that as a result of the mentoring the mentee will obtain the credential level s/he is seeking.
 - ✧ Write a letter of recommendation for the mentee, verifying mentoring time and/or level of coaching competency observed.
- ❖ Focuses on core competency development by reviewing and providing oral and written feedback on a series of the mentee's coaching sessions.
 - ✧ These sessions are to be conducted one at a time, with a feedback session between each one, giving enough time between sessions to allow for incorporation of the mentee's learning and development.
- ❖ Provides specific verbal and/or written feedback, using targeted examples from the sessions so that:
 - ✧ The mentee will know exactly what s/he is doing well.
 - ✧ The mentee understands what needs to be done to develop a deeper level of mastery in coaching.
- ❖ Demonstrates that s/he is learning about the mentee at many levels at once and is able to hold all of that in the context of:
 - ✧ Who the mentee is
 - ✧ What the mentee is seeking
 - ✧ And honors the mentee's unique style

PERSONAL TRAITS

- ❖ Is trustworthy and has the ability to connect with the mentee in terms of fit, chemistry and compatibility.
- ❖ Is someone who encourages the mentee to reach beyond what the mentee initially feels is possible, assisting in broadening their creative process.
- ❖ Demonstrates equal partnership by being open, vulnerable and willing to take appropriate risks, for example, in providing feedback that may make one or both individuals uncomfortable.
- ❖ Understands and is able to model the value of partnership and, as an example, allows/encourages the mentee to lead in designing areas to be

worked on between sessions that will lead to more powerful, leveraged coaching.

- ❖ Has the ability to be supportive and authentic in celebrating who the mentee is, her/his achievements and growth throughout the process.
- ❖ Is secure in their own work and is able to demonstrate appreciation and respect for the unique style of each mentee.
- ❖ Encourages the development of the mentee's own coaching style
- ❖ Is willing to hold both self and mentee accountable for performance and to periodically encourage mutual assessment of the effectiveness of the relationship

COMPETENCIES

- ❖ Listens beyond content to discern application of the skills related to the core competencies (i.e. skill versus direction, skill versus style or skill versus outcome for the client.)
 - ✧ Listens on all levels: physical, intellectual, emotional and intuitive
 - ✧ Listens equally for strengths and areas for growth
 - ✧ Aware of and allows for differences in style, culture, and language.
- ❖ Ability to distinguish between the levels of competency displayed (i.e. ACC/PCC/MCC) and then assigning a specific measurement to the competency observed.
 - ✧ Listen both for the presence of individual competencies and for the overall totality of skill level.
 - ✧ Ability to distinguish which critical underlying competency (s) may be giving rise to ineffective or limited coaching impact.
 - ✧ Ability to discern and articulate the gap between levels of skill demonstrated and next skill level to attain.
- ❖ Discern and articulate areas of growth, competency use, and skill level using competency based language and specific behavioral examples from the coaching.
 - ✧ Create a safe and trusting space for the delivery of feedback, using a respectful, clear, judgment free tone.
 - ✧ Ability to articulate with specific detail and examples, what is being observed and the specific development needed to move to the next skill level, delivered with sensitivity to the impact of the feedback.
 - ✧ Ability to offer feedback that is relevant to each specific coaching core competency, recognizing strengths as well as potential growth areas.
- ❖ Demonstrate ability to self-manage relative to any coaching model preferences and stay focused on the skill assessment related to the core coaching competencies.

****For a comprehensive definition of Mentor Coaching that includes not only the definition for credentialing purpose, but for Mentor Coaching overall, please reference the document 'Choosing a Mentor Coach'. ([link if possible](#))**

Offered by the Association of Coach Training Organizations (ACTO), in partnership with the International Coach Federation (ICF). May 2011