

# Program Accreditation Call

November 20, 2019 at 9:00 A.M. & 6:00 P.M. Eastern Standard Time

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# Agenda

- Quick reminders
  - Incremental Renewal Surveys
- ICF Code of Ethics updates
- Core Competency Model updates
- Q&A

# Incremental Renewal Surveys

The new cycle of surveys will begin again at the end of November/ beginning of December.

# Revision to the ICF Code of Ethics



# Structure and Numbers

- Steering Committee = 6 people + 2 staff members
- Full CRT Team (inc. SC) = 23 people + 2 staff members
- 12 months for the full CRT + 3 months for the SC only; over 1000 person-hours spent
- 3 sub-teams working on different parts of the Code

# Demographics

- Countries - # members:
  - USA – 10
  - Germany, Mexico<sup>1</sup> – 2 each
  - Argentina, Canada, India, Kenya, Poland, Singapore<sup>2</sup>, Switzerland, Turkey, UK – 1 each
- **15 Women, 7 Men** (by appearance only; did not ask members their gender-identity)

<sup>1</sup> One member is from Puerto Rico, lives in Mexico

<sup>2</sup> The member is from USA, lives in Singapore

# Pre-work 1: Assessing Existing Code

- Is this ethics standard meaningful and actionable?
- Is this ethics standard confusing from a linguistic, cultural, or contextual perspective?
- How well does the intent of this standard translate into non-English languages?

# Pre-work 2: Thoughts for the New Code

- What is the purpose of the ICF Code of Ethics?
- Who does the ICF Code of Ethics serve?
- Who benefits from the ICF Code of Ethics and how?
- When is somebody acting in the capacity of an ICF Coach?
- When is the coach subject to the ICF Code of Ethics?
- What do you believe should be the two most important underlying moral principles of the ICF Code of Ethics?

# Other Resources Used

- American Psychological Association;
- American Nurses Association;
- Delta Airlines;
- The Global Code Of Ethics for Coaches, Mentors and Supervisors;
- British Association for Counselling & Psychotherapy;
- A meeting with Al Erisman on the «philosophy of ethics»

# The Code's Philosophy



# Main Premises

- There might be a lot of situations or examples of a breach of ethics that are not covered with the Standards.
- Ethics goes beyond a compliance to a law.
- The ICF Professional should go beyond the standards and should be able to make decision based on values and principles.
- Values are aspirational and should be used to understand and interpret the standards.
- Ultimate hope is that every ICF Professional reaches ethical maturity in the future.

# Other Approaches

- Combining the distributed ethics principles/information that was on the web, but not included in the earlier Code
- Putting more emphasis on diversity and inclusion
- Usage of gender non-binary pronouns
- Avoid usage of belittling words

# New Code



# The Main Parts

1. INTRODUCTION
2. KEY DEFINITIONS
3. ICF CORE VALUES AND ETHICAL PRINCIPLES
4. ETHICAL STANDARDS
5. PLEDGE

# The structure of the Code

- VALUES
  - PRINCIPLES
- STANDARDS
  - INTERPRETIVE STATEMENTS
  - FAQ

# What has changed

Existing Code	New Code
Preamble	1. Introduction
<b>Part One:</b> Definitions	2. Key Definitions
<b>Part Two:</b> The ICF Standards of Ethical Conduct	3. ICF Core Values and Ethical Principles
<b>Section 1:</b> Professional Conduct at Large	4. Ethical Standards
<b>Section 2:</b> Conflicts of Interest	<b>Section I</b> - Responsibility to clients
<b>Section 3:</b> Professional Conduct with Clients	<b>Section II</b> - Responsibility to practice and performance
<b>Section 4:</b> Confidentiality/Privacy	<b>Section III</b> – Responsibility to professionalism
<b>Section 5:</b> Continuing Development	<b>Section IV</b> - Responsibility to society
<b>Part Three:</b> The ICF Pledge of Ethics	5. The Pledge of Ethics of the ICF Professional

# Changes in definitions

- “Client”—the individual or team/group being coached, the coach being mentored or supervised, or the coach or the student coach being trained
- “ICF Professional”—individuals who represent themselves as an ICF Member or ICF Credential-holder, in roles including but not limited to Coach, Coach Supervisor, Mentor Coach, Coach Trainer, and Student of Coaching

# New Definitions

- “Equality”—a situation in which all people experience inclusion, access to resources and opportunity, regardless of their race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, religion, immigration status, mental or physical disability, and other areas of human difference
- “Systemic equality”—gender equality, race equality and other forms of equality that are institutionalized in the ethics, core values, policies, structures, and cultures of communities, organizations, nations and society

# Implicitly Known Definitions

- “ICF Staff”— the ICF support personnel who are contracted by the managing company that provides professional management and administrative services on behalf of ICF
- “Internal Coach”— an individual who is employed within an organization and coaches, either part-time or full-time, the employees of that organization
- “Sponsor”—the entity (including its representatives) paying for and/or arranging or defining the coaching services to be provided
- “Support Personnel”—the people who work for ICF Professionals in support of their Clients

# Core Values and Ethical Principles

For the time being, the existing four core values are linked to the Code:

1. Respect
2. Integrity
3. Collaboration
4. Excellence

# Ethical Standards

A total of 28 Ethical Standards as before

- 3 deleted
  - Old #1 deleted, > in the pledge
  - Old #9 deleted, > in the introduction
  - Old #17 combined to old #5
- 3 new ones
  - Having multiple contracts with the same client
  - Power and status difference
  - ICF Professionals' and their clients' impact on society

# Roll-out Timeline

- Oct. 30 Ethics CP Presentation on the Process, Philosophy
- Nov. 8 Distribution of new Code to Training Providers
- Nov. 15 Distribution of new Code to ICF Chapter Leaders
- Nov. 20 Training Program Update Call
- Dec. 4 Distribution of new Code to Members, Credential Holders and the Public
- Jan. 1, 2020 New Code is in Effect

# Ethics Q&A



# Updated Core Competency Model



# Why conduct a job analysis?



Tasks performed by high performing job incumbents



Knowledge, Skills, Abilities, Other Characteristics (KSAOs) necessary to perform tasks



Utilize Subject Matter Experts (SMEs)

Need diversity in geography, gender, education, etc.



Global best practice for professional certification bodies



Update every 5-7 years



Data driven, evidence based

# Coaching Competency Activities I

- Kick-Off (October 2017)
- Interviews with SMEs (Subject Matter Experts)
- Face-Face Workshop in US
  - Critical Incidents of Coaching (>280)
  - 8 N. America, 1 S. America, 5 Europe, 1 Asia, 1 Africa
- Face-Face Workshop in London
  - Tasks, Knowledge, Abilities, Other Characteristics (KAOs)
  - 4 N. America, 5 Europe, 2 Asia, 1 Africa, 1 Oceania

# Coaching Competency Activities II

- Survey on Task Frequency & Importance, KAO Importance
  - 1,291 Responses
- Determined “Core” Tasks & KAOs
  - 79 Core Tasks, 56 Core KAOs
- Face-Face Workshop in US
  - Analyze Data
  - Recommend Changes to Existing Core Competency Model
  - 5 N. America, 3 Europe, 1 Asia, 1 Oceania
- Analysis

# Updated Coaching Core Competencies

- Virtually All Existing Concepts Included
- More Streamlined
- More Consistent Language
- Enhanced Some of the Concepts
- Enhanced Cohesion
- More Succinct
  - 1,537 Words → 1,109 Words

# Updated CCs 1 and 2

**1. Meeting Ethical Guidelines and Professional Standards**—Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations.

**1. Demonstrates Ethical Practice-**  
Understands and consistently applies coaching ethics and standards of coaching

**2. Embodies a Coaching Mindset-**  
Develops and maintains a mindset that is open, curious, flexible and client-centered

# Updated CCs 3 and 4

**2. Establishing the Coaching Agreement—**Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new client about the coaching process and relationship.

**3. Establishes and Maintains Agreements—**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.

**3. Establishing Trust and Intimacy with the Client—**Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.

**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 respect and trust.

# Updated CCs 5 and 6

**4. Coaching Presence**—Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.

**5. Maintains Presence**- Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident

**5. Active Listening**—Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.

**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

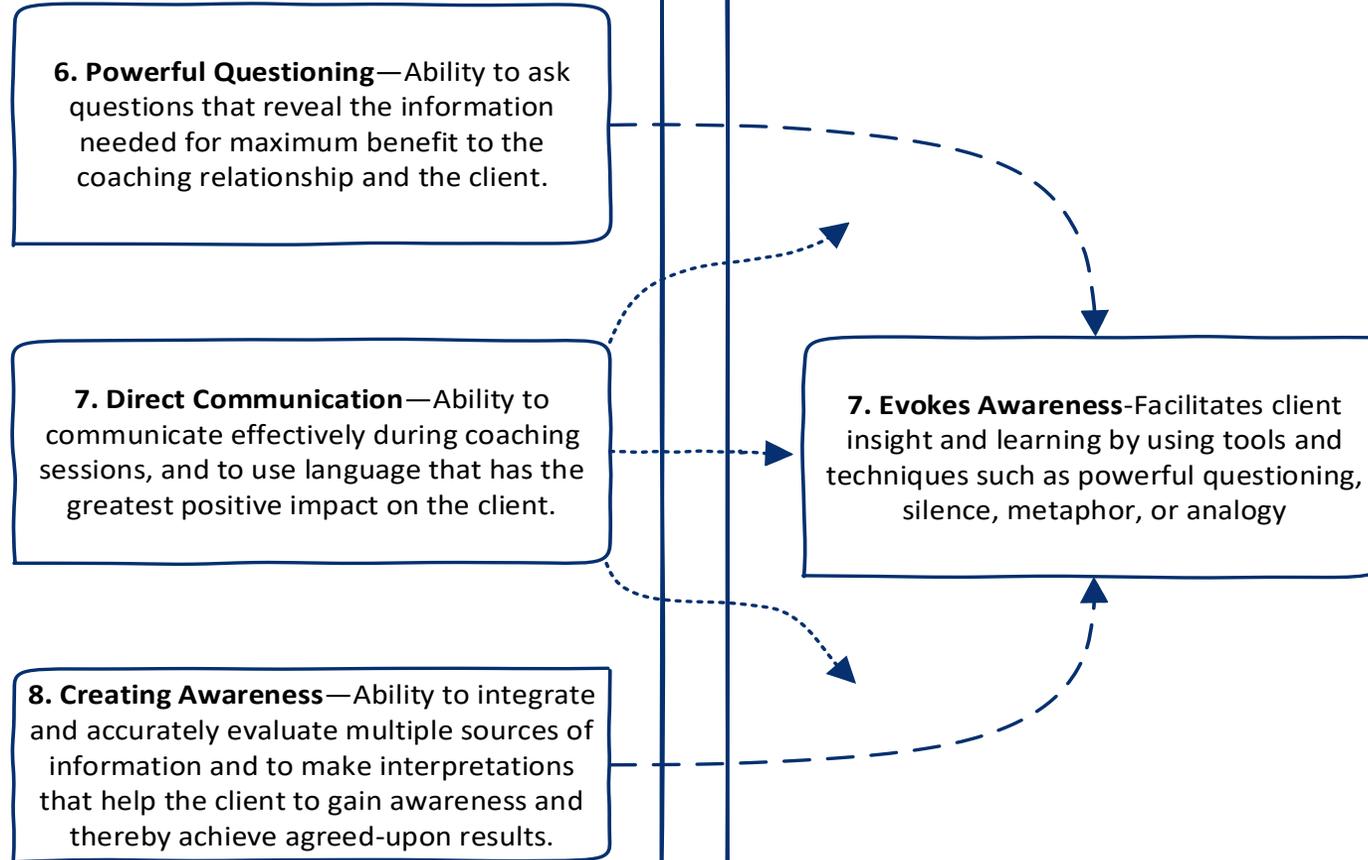
# Updated CCs 7

**6. Powerful Questioning**—Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

**7. Direct Communication**—Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.

**8. Creating Awareness**—Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.

**7. Evokes Awareness**-Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor, or analogy



# Updated CCs 8

**9. Designing Actions**—Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.

**10. Planning and Goal Setting**—Ability to develop and maintain an effective coaching plan with the client.

**11. Managing Progress and Accountability**—Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.

**8. Facilitates Client Growth**—Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.



# Next Steps

- Update ICF Credentialing assessment
  - Knowledge
  - Performance
- ✓ Updated credential assessment test blueprint
- ✓ Item development & validation
- ✓ Test construction
- ✓ Equivalence testing
- Update PCC Markers to ensure alignment

# Transition Timeline

- Launch updated assessment for ICF Credentialing – Early 2021
- Deadline for integration of updated Core Competency model in training curricula:
  - New accreditation applicants – January 2021
  - Existing accredited programs – Incremental renewal surveys 4 & 6, beginning in 2021

# Q&A

## Happy Holidays

We will start our calls again in February of 2020. Times and registration information will be sent to training providers soon.

Questions in the meantime?

Email us at  
[support@coachfederation.org](mailto:support@coachfederation.org)





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**Q: Do the updated ethics reflect an equal representation of cultures? Meaning, the member who represented Singapore, were they a Singaporean or someone from another country who just lives in Singapore? Will that person truly understand the South Eastern culture?**

*A: The members of the Code Review Team were selected among members who had volunteered for the task. Therefore the representation of cultures were limited to the volunteering members. My personal opinion is that it is better to have someone who is familiar with the culture than having none to represent that culture.*

**Q: What definition is used for the phrase “Ethical Maturity”?**

*A: We understand Ethical Maturity as the ability not only to judge right from wrong, but to make the right choice when issues in a relationship require the individual to weigh competing values when making decisions and taking actions. For the ICF Professional, it is going beyond compliance to a law, i.e. the standards, and being able to make decisions based on values and principles.*

**Q: What would be an example of conflict of interest in multiple contracts?**

*A: Coaching a client 1:1 and at the same time coaching the client's team could cause a potential conflict of interest. Coaching and training the same person is another area where a potential conflict of interest may arise. The standard does not refer to multiple contracts but to multiple relationships too. So there might be many more examples.*

**Q: Does an ICF professional include a student who is not yet an ICF member but is coaching other students or volunteer clients as part of a training program?**

*A: The definition in the Code includes students of training, although the Ethical Conduct Review (ECR) process is only applicable to ICF members and credential holders. Like the ICF Staff, students that are in an ICF approved/accredited program would be asked to commit to ethical conduct and the Core Values and Ethical Principles that underpin the ICF Code of Ethics.*

**Q: Can schools receive a copy of the interpretive statements sooner? This will help with the needed revisions that are needed for training program curriculum.**

*A: Unfortunately, that is not possible because the interpretive statements are still “under construction.”*

**Q: What do the training programs need to change to accommodate the new code? Coach mentors? When will the new Code be required in training content?**

*A: As was relayed in the call, there are only three new standards. The others are the same standards that are now succinct, clearer to comprehend, in different sections. Therefore, there is not much to change apart from putting more emphasis on the values, giving clearer information who and when a coach is subject to the Code of Ethics. The Code will be in full effect on January 1, 2020, so training content after that date will want to teach to the revised Code.*

**Q: For individuals preparing for the exams (CKA and Performance Evaluation), which version of the Code of Ethics should they prepare with?**

*A: The ICF Credentialing assessment will continue to reflect the existing Core Competencies and Code of*



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*Ethics until early 2021, however a candidate may choose to prepare with the updated versions of these documents. While important revisions have been made to the organization and structure of the Core Competencies and Code of Ethics, the core content, or essence, of each has remained virtually the same.*

**Q: When will translated versions of the updated Code of Ethics be available?**

*A: The translated versions of the updated Code are being completed currently. We anticipate being able to release these in December.*

**Q: In the updated Core Competencies CC1 part 4: 'Abides by the ICF Code of Ethics and upholds the Core Values'. Does this mean that the core values are separate from the ICF Code of Ethics or are they the same?**

*A: The ICF Code of Ethics is based on the ICF Core Values ([link](#)) and the actions that flow from them. All values are equally important and support one another. These values are aspirational and should be used as a way to understand and interpret the standards. All ICF Professionals are expected to showcase and propagate these Values in all their interactions.*

**Q: Regarding CC2: where should we gather evidence?**

*A: As part of the next phase of work in assessment development, ICF will update the Minimum Skills Requirements for each credentialing level, which will provide guidance on the specific skills and behaviors that should be demonstrated for each competency.*

**Q: There is a concern that the competency of Powerful Questioning has been diluted by being combined into Evoke Awareness. How did the decision come about to take the emphasis off Powerful Questioning as a separate Core Competencies?**

*A: Through analysis of data collected by ICF through the job analysis research, it became clear that powerful questioning is a critical method, among others such as metaphors and silence, used by coaches to evoke awareness in the client. With this in mind, these important methods have been combined into a single competency that articulates the ultimate purpose for each—Evokes Awareness.*

**Q: In the updated competency #3, why is there inclusion of items we are not measuring (agreements, processes, contracts etc.)? If it is not going to be measured, why does it have its own competency? Doesn't that create a gap?**

*A: There are multiple ways to measure competencies, including both a knowledge assessment and through a performance evaluation. Some knowledge, abilities, and tasks can be more effectively measured by certain methods of assessment (such as a knowledge exam) over others. As part of the next phase of this work, assessment development, ICF will work with its research partners and with subject matter experts to determine the best way to measure a candidate's understanding and skill for each competency area.*

**Q: The updated Core Competency Model seem to highlight multi-cultural aspect but does not highlight cultural sensitiveness. Will that be included in the updated Core Competencies?**

*A: Through the ICF Coaching Job Analysis process, we heard from many coaches around the world that*



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*cultural, contextual and systemic awareness is important for a coach to best serve the whole person of the client and what a client may bring to coaching. The updated Core Competencies therefore highlight the need for cultural, contextual and system awareness through several subcompetencies including 2.4: Remains aware of and open to the influence of context and culture on self and others.*

**Q: Based on the information provided, there does not appear to be a strong South Eastern representation on these committees. Is there an effort to correct this in the future?**

*A: ICF remains committed to including a diverse representation of our global community in ICF Global initiatives. In this work, ICF was pleased to include subject matter experts from India, Malaysia and the Philippines. We are committed to continuing to include coaches representing our entire global community in our future work.*

**Q: What exactly is the evidence that the new competency model works? Were the competencies measured in a more direct way to ensure these new competencies will work? Were there control groups?**

*A: The individual interviews and workshops were held with very experienced and educated coaches. At the time of this work, good coaching outcome measures had not yet been established and therefore we were unable to compare coaching efficacy with competencies used. We now have some good outcome measures (DiGirolamo, Barney, & Tkach, 2019) and future research will likely incorporate comparisons of competencies to coaching outcomes.*

*DiGirolamo, J. A., Barney, M., & Tkach, J. T. (2019, October 18). A validated set of coaching outcome measures. Proceedings from Institute of Coaching Conference in Boston, MA.*

**Q: What does KAO stand for?**

*A: Knowledge, abilities and other characteristics.*

**Q: Is there any way that training providers could see the KAO list?**

*A: Not at this time, however, we are looking at ways to disseminate some of this information.*

**Q: Will the Minimum Requirements document be updated based on the updated ICF Core Competencies?**

*A: Yes, as part of our next phase of work in assessment development, the Minimum Skills Requirements will be revised to reflect the updated Core Competencies.*

**Q: Can training providers adopt the update Core Competency Model and have that recognized sooner than 2021?**

*A: Training providers are more than welcome to incorporate the new ICF Core Competencies into training curriculum as soon as they would like, however, the ICF Accreditation Department will still evaluate curriculum and Incremental Renewal Surveys with the original Core Competencies until 2021.*



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**Q: If training organizations are free to implement the new competency model now and it is integrated into within content, how will that affect how people will be assessed fairly under “old rules” until 2021 when the new competencies are implemented?**

*A: While the updated Core Competencies reflect some organizational changes, virtually every existing ICF Core Competency is still reflected in the updates. The existing and updated Core Competencies reflect the same competencies, but are simply organized and articulated slightly differently. Thus no significant impacts are anticipated for coaches being trained under the updated Core Competencies but who may be assessed under the existing Core Competencies.*

**Q: When will translated versions of the Core Competencies be available?**

*A: ICF plans to release English, French, German, Portuguese, and Spanish translated versions of the Updated Core Competency Model. The translations of the updated Core Competency model are currently being reviewed by Subject Matter Experts (SME). ICF hopes to have these translations ready by early 2020.*

**Q: Are training providers able to use the comparison slides of the updated Core Competencies and the original Core Competencies when speaking with students and alumni about the new model?**

*A: Yes, training providers may use information offered in this presentation when speaking with students and alumni about the updated Core Competencies.*

**Q: Will the same ICF assessors continue doing the assessments for ICF or will new assessors come on board with the adoption of the updated Core Competencies?**

*A: ICF will offer training to existing ICF Portfolio assessors on the updated Core Competencies in preparation for the integration of the updated Core Competencies into the assessment process.*

**Q: Does ICF have an official definition of partnership?**

*A: The updated Core Competencies includes a focus on the importance of a coach partnering with their client. In the development of the updated Core Competencies, the ICF used the following definition of partnership: a coach and client coming together to develop a working relationship in which both parties work toward a common client-centric goal.*

**Q: How can I volunteer my expertise and be more involved with ICF?**

*A: ICF has a form that can be completed at <https://coachfederation.org/leading-the-future-of-coaching>*

**Q: What are the PCC Markers?**

*A: The PCC Markers are assessment markers/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 behaviors that should be exhibited in a coaching conversation at the Professional Certified Coach (PCC) 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. <https://coachfederation.org/pcc-markers>*



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**Q: Will there be ACC and MCC Markers? When? Will they include the new competency model and the updated Code of Ethics?**

*A: This will be explored as part of the next phase of this work—assessment development.*