

Ignite Global 360 Advanced Coach Specific Education

ICF-ACCREDITED

TRAUMA-INFORMED PROFESSIONAL COACHING

ADVANCED MASTERY CERTIFICATION

SPECIALIZING IN PSYCHEDELIC INTEGRATION

GLOBALLY ACCREDITED ICF LEVELS EDUCATION

ENCOMPASSING ALL THREE ICF CREDENTIALS



Ignite Global 360 | Advanced Coach Education Evolving Temple | Psychedelic Integration

Fully-Accredited by the International Coaching Federation (ICF)
**TRAUMA-INFORMED PROFESSIONAL COACHING ADVANCED MASTERY CERTIFICATION
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Globally Accredited ICF Levels Education encompassing all three ICF Credentials

CURRICULUM

Advanced Coach-Specific Education at Ignite Global

At Ignite Global, we specialize in Advanced Coach Specific Education enabling you to become a masterful coach, embodying heart-based, holistic transformational coaching.

Our signature programs include Individual Coaching, Group & Team Coaching, Child/Adolescent Development, and Parenting Coaching with the possibility to specialize in a wide variety of coaching specialties such as Executive Coaching, Leadership Coaching, Life Coaching, Spiritual Coaching, Relationship Coaching, Psychedelic-Integrated Coaching and etc. All our programs are suitable for both individuals who intend to excel as Professional Coaches, and professionals passionate about sharpening their leadership communication.

As a professional Coach, you are aware of the lifelong transformational journey of development. Reassuring your further development, during this journey, you will explore ways to deeply look into your inner self and lead an inspired life. And most importantly gain the mastery of creating value and impact in others, and the world at large. Coaching is a unique higher vibrational profession and we are proud that coaching truly is a noble profession.

Professional Coaching Advanced Mastery Certification (PCAMC) is a Comprehensive Coach Specific Education Program and encompasses A to Z Professional Development, welcoming newcomer beginners to seasoned Master Certified Coaches. The program consists of Advanced Level Coaching Education, ICF Mentoring Requirements, ICF Assessment, ICF Credentialing Exam, and all-inclusive ICF Credential preparation as a one-stop service. We are fully equipped to guide you through all four ICF Credentials, ACC, PCC, MCC, and ACTC.

We are truly Global, our programs can be accessed from anywhere in the world at your fingertips. All our programs can be fully completed 100% virtually. And we also conduct retreat-based trainings in Asia.

Seven key highlights of our programs.

1. Your journey begins at the very basic, and we facilitate your development as an advanced professional systematically on an accelerated phase.
2. We only accept a maximum of 12 students into our public cohorts, providing individual attention focusing on your 360 development as a Professional Coach at every stage.
3. We are passionate about sharing this life-transforming knowledge and we want to make it available to as many individuals and professionals as possible, hence our world-class program fees are affordable. And our value-packed foundation programs are free.
4. We incorporate Coaching Science and Art, Psychology, Neuroscience, Industry Best Practices, and Practical Ancient Eastern Philosophies with science and energy perceptions in a good balance in building the legend of a Masterful Coach.
5. We utilized Experience Based Adult-Centric Learning Pedagogy in creating this program, including empowering, intriguing, and introspective activities that will keep your senses alive through and create paradigm shifts.
6. All Ignite program includes comprehensive Marketing and Business Development training, six months of Business Coaching, and an international professional network to practice coaching as a privilege of being an Ignite Certified Coach.
7. As a Leading Global Coach Education provider, we also support, nurture, and co-create with a large Professional Network of Coaches creating a thriving community.

This program is part of Ignite's Advanced Bridge Program, which enables you to embody masterful coaching from the very beginning of your coaching practice and create a direct professional development path towards all three ICF Credentials, and beyond.

It is essential to move beyond the mediocrity of average coaching at the dawn of the development of AI technologies. Undoubtedly, the coaches who embody the expression of 'humanness' navigating consciousness of the human condition, energetic perception, and intuitive abilities to deliver masterful coaching are inclined to excel and thrive.

If you intend to embody mastery in your coaching delivery at the Master Certified Coach Credential Level at your earliest (regardless of your credential level) and beyond, commencing advanced coach education at your earliest is essential. True mastery of coaching is gained through the application of advanced coaching knowledge, skills, and best practices over a significant period of time.

At Ignite Global we have extensive experience in delivering mastery of accredited quality coach education, enabling you to excel in industry standards confidently. Hence, commencing your advanced coach education journey at your earliest is essential to excel as a truly Masterful Coach.

This program encompasses advanced mastery level coaching education, ICF assessment requirements, and all-inclusive ICF Credential preparation as a one-stop service. We have an amazing group of aspiring coaches joining our programs from around the world, and we celebrate the excitement and value of co-creation together as an alliance.

Trauma-informed Coaching:

With a specialized focus on Trauma-Informed Coaching Certification, aspiring coaches will delve into a coaching modality that profoundly acknowledges the widespread influence of trauma on individuals. This curriculum is built upon the foundational principles of trauma-informed care, seamlessly integrated into the coaching process. Let's explore the core components:

1. **Recognizing Trauma:** At the heart of trauma-informed coaching is the realization that a substantial segment of individuals has faced trauma—be it adverse childhood incidents, accidents, losses, or various traumatic experiences.
2. **Prioritizing Safety:** This modality is anchored in the principle of curating a secure, non-judgmental space for clients. Recognizing the potential for triggers emphasizes necessary adjustments to ensure client comfort and security.
3. **Embracing Collaboration:** Moving away from a directive approach, trauma-informed coaching champions a collaborative stance, emphasizing client autonomy and choice throughout their healing trajectory.
4. **A Comprehensive Approach:** Acknowledging that trauma permeates the mental, physical, and spiritual dimensions, this methodology employs techniques catering to the entirety of an individual.
5. **Harnessing Resilience:** Central to this approach is a spotlight on an individual's innate resilience and strengths, guiding them to unlock their inherent healing and growth potential.
6. **Knowledge-Driven Coaching:** Leveraging deep insights into the neurological and behavioral ramifications of trauma, coaches equipped with this training offer strategies meticulously tailored to the needs of those impacted by trauma.

In summary, this curriculum immerses you in the art and science of trauma-informed coaching, refining your abilities to sensitively and effectively navigate the unique journeys of trauma-impacted clients, making coaching a transformative and restorative experience.

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Specialize in Psychedelic Integrated Coaching:

In the rapidly evolving landscape of personal and professional development, Psychedelic-Assisted Coaching emerges as a specialized modality and we have the world's first-ever ICF-Accredited Psychedelic-Integrated Coaching Certification delivered as a Professional Qualification, fusing traditional coaching tenets with the profound insights drawn from responsible psychedelic experiences. This curriculum delves deep into this innovative coaching method. Here's a brief breakdown:

1. **Core Coaching Values:** While venturing into the realms of psychedelic experiences, our program never loses sight of foundational coaching values—ensuring client autonomy, honing active listening skills, and effective goal-setting remain at the forefront.
2. **The Art of Integration:** This modality stresses the importance of weaving insights from psychedelic journeys into the fabric of one's daily life. Given the depth and magnitude of these experiences, integration becomes pivotal to make these revelations actionable and prevent them from being abstract or overwhelming.
3. **A Sanctuary of Safety & Ethics:** Recognizing the profound nature of psychedelic experiences, our training prioritizes the creation of a secure, confidential, and non-judgmental space for clients. This ensures they can freely share and reflect upon their journeys.
4. **A Holistic Approach:** Psychedelic experiences touch every facet of human existence—mind, body, and soul. Our coaching techniques, therefore, adopt a holistic stance, addressing clients' mental, emotional, physical, and spiritual dimensions.
5. **Knowledge Empowerment:** Our coaches are equipped with a deep understanding of how psychedelics impact the brain, their potential risks, and best practices for harm reduction. This knowledge ensures clients are well-informed as they embark on or reflect upon their psychedelic journeys.
6. **Joint Exploration:** Our curriculum emphasizes collaborative engagement, guiding coaches to walk alongside clients as they navigate the myriad meanings, insights, and challenges stemming from their psychedelic encounters. This collaborative stance aids in fostering personal growth and enduring benefits.

This Psychedelic-Assisted and Trauma-Informed Coaching Qualification seeks to empower aspiring coaches and their clients to harness the transformative essence of their psychedelic experiences, anchoring them firmly in their continuous journey of self-evolution. We operate within legal parameters, focusing on guiding and supporting clients post-experience, without promoting or endorsing any illegal activities.

We are authentic and BOLD, and we know our stuff. This is an invitation for you to co-create with us, if this ignites a spark in you!

Below are the main domains of the comprehensive ICF Professional Development Path Encompassing ACC, PCC, and MCC Credentials via Ignite Foundation for Coaching Mastery and Advanced Bridge Program and the additional domains essential for building a Coaching Practice.

STAGE ONE: Foundation Level (Encompassing ICF Associate Certified Coach (ACC) Credential)

Domains of Mastery of Professional Coaching Education

1. Introduction to Coaching as a Profession
2. Essential Psychology & Neuroscience for Professional Coaches
3. Introduction to Coaching Science
4. Cultivating complex dynamics of coach-client relationship
5. Pragmatic execution of Professional Coaching at Industry Standard
6. Specializing in Coach Specific Technical Communication
7. Advanced awareness, attributes, and mental models for a Masterful Professional Coach
8. Trauma-Informed Coaching
9. Mastery of ICF Co-Competency and Minimum Skills Requirements for acquiring Professional Standard for ACC Level.
10. Acquiring Global Recognition ICF ACC Credential Bundle (Optional)

STAGE TWO: Practitioner Level (Encompassing ICF Professional Certified Coach (PCC) Credential)

Domains of Practical Mastery of Professional Coaching Education

11. Introduction to Masterful Coaching as a professional reflective practice
12. Deep awareness of human consciousness within and beyond (Elective, asynchronous)
13. Advanced Psychology & Neuroscience for a masterful Coach (Elective, asynchronous)
14. Complexities of Cultivating coach-client Relationship
15. Advanced mastery of Coaching Science as an action-focused reflective practice
15. Specializing in Coach Specific Technical Communication

17. Advanced Awareness, Attributes, and Mental Models for a Masterful Professional Coach
18. Mastery of ICF Co-competency and Minimum Skills Requirements for acquiring Professional Standard for PCC Level.
19. Acquiring Global Recognition ICF PCC Credential Bundle (Optional)

STAGE THREE: Advanced Mastery Practitioner Level (Encompassing ICF Master Certified Coach (MCC) Credential)

Domains of Advanced Mastery of Professional Coaching Education

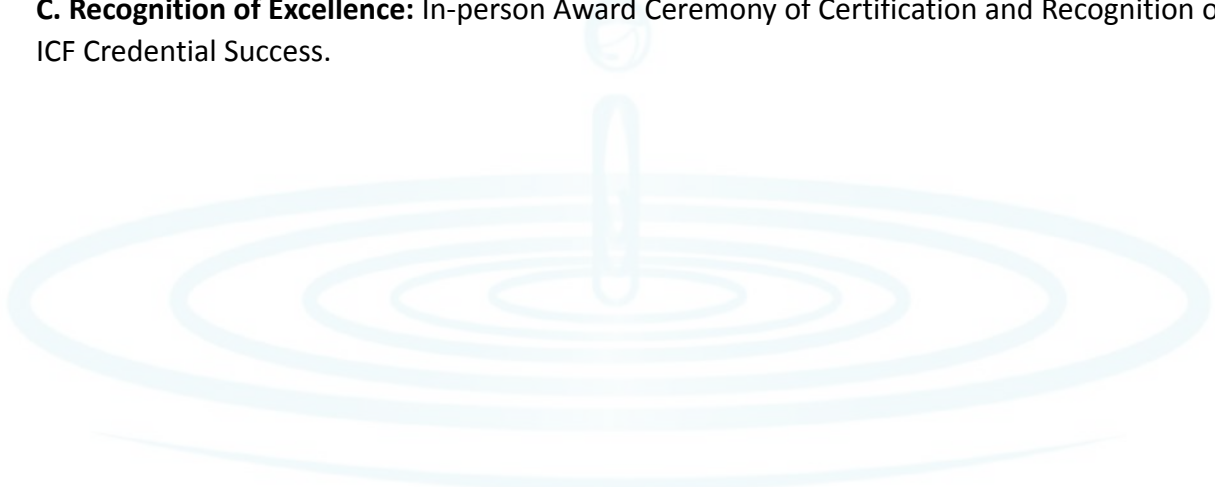
20. Foundations of Psychedelic Integrated Coaching
21. Understanding trauma: Definitions, sources, and manifestations
22. Overview of psychedelics and their effect on the brain
23. Principles of Safe and Effective Integration
24. Holistic and Client-Centered Approaches
25. Advanced Coaching Techniques for Integration
26. Ethical and Professional Considerations
27. The Therapeutic Potential of Psychedelics
28. Risk Management and Harm Reduction
29. Recognizing and managing adverse reactions
30. Mastery of ICF Co-competency and Minimum Skills Requirements for acquiring Master Practitioner Standard for MCC Level.
31. Acquiring Global Recognition ICF MCC Credential Bundle (Optional)

MARKETING & BUSINESS DEVELOPMENT

A. Ignite Credential Accelerator: Acquisition of coaching experience (ICF-recognized paid coaching hours)

B. Ignite Business Development Series: Essential business development aspects for a successful coaching practice

C. Recognition of Excellence: In-person Award Ceremony of Certification and Recognition of ICF Credential Success.



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Should you wish to connect with the program's lead facilitator for a consultation with regard to this professional certification, [choose the time that suits you best here](#) or reach out to us via email at leah@igniteglobal360.com.

PROGRAM STRUCTURE AND ICF ACCREDITATION STANDARD

Below is a brief summary of the components of the program through a step-by-step process for your comprehension. We are able to provide this program through our public cohorts as well as through customized programs addressing the unique needs of both individuals and organizations.

- ICF Synchronous mandatory education stipulates at least 50% of real-time coach educator-led training and 80% of the Coach Education must be based on ICF Co-competency.
- Ignite Global is accredited with ICF's newest accreditation standard – **Levels Certification**.
- Prerequisite: All participants are required to begin the program at the Foundation Level and no prerequisites are necessary to enroll in the Foundation Level.
- Age requirement: Individuals of age 18+
- Medium of delivery is English
- Completion of each stage may take up to 4 to 6 months to complete.

Do you require more information and your investment structure?

If you find yourself in need of additional information or if you'd like to gain a deeper understanding of our investment structure, please don't hesitate to reach out to our dedicated team. You can connect with us by sending an email to hello@igniteglobal360.com.

Ready to enroll in the program?

We welcome aspiring practitioners who are truly committed to pursuing this path. Prior to enrollment, we kindly ask that you arrange a consultation with the program's director, Fernando Hettiyadura, ICF MCC & Alternative Multidisciplinary Therapist. Please don't hesitate to [request your consultation call here](#).

Ignite Global 360 Advanced Coach Education

TRAUMA-INFORMED PROFESSIONAL COACHING ADVANCED MASTERY CERTIFICATION SPECIALIZING IN PSYCHEDELIC INTEGRATION

STAGE ONE: Foundation Level

(Encompassing ICF Associate Certified Coach (ACC) Credential)

1. Introduction to Coaching as a Profession

- 1.1. Understanding essential characteristics, mindsets, and behaviors of a Professional Coach
 - 1.1.1. The key attribute of a coach - curiosity
 - 1.1.2. Introduction to Consciousness and Fernando's Stages of Awareness Model
 - 1.1.3. Understanding oneself in depth – Psychometric Tests
 - 1.1.4. Coaching as a Reflective Practice
- 1.2. Understanding the professional role of a coach
 - 1.2.1. Creating a non-judgmental reflective space for your clients
 - 1.2.2. Introduction to embodiment of learner energy as a coach
 - 1.2.3. Introduction to navigating complexities of confidentiality in a coaching relationship
 - 1.2.4. Helping vs providing a professional service
 - 1.2.5. Introduction to coach doing vs being
- 1.3. Listening and examining a coaching conversation on overcoming unresolved emotional baggage

2. Essential Psychology & Neuroscience for Professional Coaches

- 2.1. Introduction to Essential Neuroscience
 - 2.1.1. In-depth neurological awareness of human emotion, feelings, and thoughts
 - 2.1.2. Introduction to good vs bad and pleasure vs pain
 - 2.1.3. Examining the neurology of a psychopath's brain
 - 2.1.4. Introduction to Trauma-Informed Coaching

2.2. Introduction to Integrative Psychological and Behavioral Science

- 2.2.1. Essential Human behavior dynamics - The Drama Triangle
- 2.2.2. Drama Triangle from a coaching lens
- 2.2.3. Windows of the blind spots of your clients
- 2.2.4. Understanding the dynamics of the human mind – Fernando’s Mind Mirror
- 2.2.5. Living in a prison without even knowing – the mind
- 2.2.6. Understanding Emotions vs Feelings and Thoughts (Recap)
- 2.2.7. The essentials of Emotional Intelligence for a professional coach
- 2.2.8. Energy alignments - How to use YALE Mood Meter in Coaching
- 2.2.9. Cognitive distortions - Psychology of limiting believes
- 2.2.10. Introduction to integrating Somatic Awareness in coaching

3. Introduction to Coaching Science

- 3.1. Understanding the professional definition of coaching
 - 3.1.1. History and evolution of coaching
 - 3.1.2. Technical understanding of coaching as a counterintuitive process
 - 3.1.3. Industry definition of professional coaching based on ICF standards
- 3.2. Listening to a coaching recording. Grief coaching session incorporating mastery level ICF competency.
- 3.3. Can coaching facilitate all developmental needs of individuals and organizations?
 - 3.3.1. Value proposition of coaching from the client’s perspective
 - 3.3.2. The fine line between Therapy, Counselling, Consulting and Mentoring vs Coaching
 - 3.3.3. ICF guide for referring clients to an appropriate professional.
 - 3.3.4. The indicators of identifying client’s need to be referred to an appropriate professional
 - 3.3.5. How is coaching packaged as a commercial service?

3.4. Catalyst of transformational change in coaching

3.4.1. External Motivation vs Self-Motivation

3.4.2. Self-efficacy and metamorphosis - stages of change

3.4.3. Dynamics of Coaching Specialties

3.5. Stages of a coaching engagement from a practical and operational perspective

4. Cultivating complex dynamics of coach-client relationship

4.1. Coaching is an authentic relationship - Introduction to brain science of human connections

4.2. Influence vs authority in professional coaching

4.3. Coaching is an equal partnership

4.3.1. Exploring the involvement of empathy, sympathy, and apathy in coaching

4.3.2. Empathy Mapping - Can you cultivate empathy as a Professional Coach?

4.3.3. How to embody empathy as a professional coach

4.4. Establishing the foundation of coach-client relationship

4.5. Introduction to embodying the power of intense emotions, fear, and shadows in clients

4.6. Develop intuitive abilities in identifying the Strengths, Values, and Passions of the Client

4.7. The true power of the coach – the presence

4.7.1. What reflects in the mind mirror of a professional coach

4.7.2. Story of the little boy and the wise old man

4.7.3. Introduction to key aspects of coaching presence

4.7.4. Techniques to develop coaching presence

4.8. Never work harder than the client! How to be a catalyst of 'breakthrough coaching'?

4.9. Listening to a Coaching Recording – Parenting Coaching Session

5. Pragmatic Execution of Professional Coaching at Industry Standard

5.1. The zoom out - The Coaching Engagement A to Z

5.1.1. Story of the mountain climber and the treasure-hunt to the summit – Global coaching agreement

5.1.2. Simplifying Coaching Engagement

5.2. The zoom in - Simplifying Coaching Process A to Z

5.2.1. The consultation and compatibility - Creating a Vision

5.2.2. The three stages of contracting in coaching

5.2.3. Functional elements of a coaching session

5.2.4. Introduction on how to measure the impact of coaching - Conversion of Return on Investment (ROI) into Return on Expectations (ROE)

5.2.5. Foundation of setting the pace for a coaching conversation

5.3. Introduction to functional elements of a coaching session

5.3.1. Goal setting in coaching – Coaching agreement for the session

5.3.2. Introduction of advanced goal-setting techniques

5.3.3. Coaching the 'who' vs 'what'

5.3.4. Managing the direction of the coaching conversation

5.3.5. Essential key technicalities of coaching

5.3.6. Dancing in the moment with the client – deepening awareness

5.3.7. Key technicalities of deepening awareness

5.3.8. The importance of peak moments in the coaching conversation

5.3.9. How to identify peak moments

5.3.10. Introduction to action emerging reflective conversation

5.3.11. Coach as the partnering strategist and the client as the expert

5.3.12. Holding client accountable – a crucial element of client development

5.3.13. Complexities and the levels of accountability

5.3.14. Creating a lasting impact on client–support systems and resource pool

5.3.15. Concluding the coaching session on a high note

5.3.16. Evaluating levels of progress of the client development

5.3.17. Encouragement and celebration

5.4. Coaching is a co-active journey

5.4.1. Introduction to integration of coaching co-competencies, best practices, and mastery into a coaching session

5.4.2. Managing the coaching process throughout the coaching engagement

5.4.3. Embodiment of coaching mindset in client

5.4.4. How to conclude a coaching engagement

5.5. Introduction to ICF Professional Standard of Coaching

5.5.1. Introduction to International Coaching Federation (ICF)

5.5.2. ICF Code of Ethics and professional guidelines simplified with real-world industry scenarios

5.5.3. ICF Coach Education and Certification Standard

5.5.4. ICF Credentialing Paths Simplified

5.5.5. ICF Credentialing Mock Exam – the new structure

5.5.6. Advantages of becoming an ICF Member/ICF Credentialed Coach

5.6. Using Models to Strategize Problem Solving

5.6.1. Some Popular Approaches and Tools that can complement coaching

5.6.2. Pitfalls to avoid as a new coach for a successful coaching practice

5.6.3. Importance of self-care - mentoring and supervision for a professional coach

6. Specializing in Coach Specific Technical Communication

6.1. Attributes of a reflective practitioner

6.2. Introduction to technical listening in reflective practice

6.2.1. The story of burnt-out employee Jack Marvel

6.2.2. What are we listening for?

- 6.2.3. Deep listening goes beyond the ears
- 6.2.4. Inward and outward listening techniques - essential for a new coach!
- 6.2.5. Application of kinesthetic listening – essential for a new coach!
- 6.2.6. Introduction to intuitive listening – commencing the mastery
- 6.2.7. Reading between lines – Story of Georgia Nim and her friend
- 6.2.8. Providing unconditional positive regards to your client
- 6.3. Silence speaks volumes - the power of silence in coaching
 - 6.3.1. What is silence in coaching?
 - 6.3.2. The power of silence
 - 6.3.2. What does the silence say? Listening to silence
 - 6.3.3. Listening techniques for reflective practitioners
 - 6.3.4. How to practice listening – tangible techniques to implement immediately
- 6.4. Introduction to mindful inquiry – the driving force of coaching
 - 6.4.1. Questions vs Inquiry
 - 6.4.2. Levels of technical inquiry
 - 6.4.3. Questions (inquiry) are more powerful than the answer
 - 6.4.4. Introduction to Powerful Inquiry Techniques
- 6.5. Navigating the complexities of providing feedback to the client
 - 6.5.1. Windows of blind spots
 - 6.5.2. Redefining the definition of feedback for professional coaching
 - 6.5.3. Fernando’s three Step feedback Mechanism as a Coach
 - 6.5.4. 16 examples of real-world feedback scenarios
- 6.6. The 15 minutes before a coaching call
- 6.7. Techniques to mindfully pattern interrupt unconstructive dialogue

7. Advanced Awareness, Attributes, and Mental Models for a Masterful Professional Coach

- 7.1. What if the client is going in rounds with no value creation? Readiness for change assessment.
- 7.2. Coach as a professional artist - Power of creativity and imagination in coaching
- 7.3. Introduction of using metaphors and analogies
- 7.4. How to handle a client's intense or negative emotion
- 7.5. The world within the human being
- 7.6. The autopilot humans
- 7.7. Understanding the depths of consciousness and altered states of consciousness
- 7.8. Transformation of vibrational change
- 7.9. Three essential advance attributes masterful coaches embody
- 7.10. Understanding toxic positivity and managing the client's expectations
- 7.11. Trauma-informed coaching
 - 7.11.1. How human emotion, psychology, physiology, and behavior are connected
 - 7.11.2. Influences of human behavior
 - 7.11.3. Therapy modalities to create significant transformation in clients
- 7.12. Professional overview of Specializations of coaching
 - 7.12.1. Life Coaching
 - 7.12.2. Executive Coaching
 - 7.12.3. Leadership Coaching
 - 7.12.4. Relationship Coaching
 - 7.12.5. Child/Adolescent Development and Parenting Coaching
 - 7.12.5. Spiritual Coaching
 - 7.12.7. Career Coaching
 - 7.12.8. Creativity Coaching
 - 7.12.9. Confidence and Resilience Coaching
 - 7.12.10. Group and Team Coaching
 - 7.12.11. Coaching in Humanitarian Development

7.12.12. Wellness Coaching

7.12.13. Coaching Style Leadership Approach

7.12.14. Coaching Style Parenting Approach

7.12.15. Agile Coaching

8. Trauma-Informed Coaching

8.1. Foundations of Trauma-Informed Coaching

8.1.1. The evolution of trauma-informed practices in coaching

8.1.2. Ethical principles and professional boundaries in trauma-informed coaching

8.1.3. Recognizing the widespread impact of trauma in diverse populations

8.2. Advanced Trauma Theory and Neuroscience

8.2.1. Deepening understanding of trauma types: Acute, chronic, and complex

8.2.2. Neurobiology of trauma: Brain structures and processes

8.2.3. Polyvagal theory and its implications in coaching

8.3. Trauma's Impact on Identity and Worldview

8.3.1. Trauma narratives and their role in shaping self-concept

8.3.2. Cultural, societal, and intergenerational dimensions of trauma

8.3.3. Trauma's effects on memory, perception, and decision-making

8.4. Advanced Safety Creation in Coaching

8.4.1. Building profound trust and creating a secure environment

8.4.2. Recognizing and navigating triggers in coaching conversations

8.4.3. Safety planning and crisis management strategies

8.5. Trauma-Informed Coaching Techniques

8.5.1. Somatic approaches in trauma-informed coaching

8.5.2. Cognitive restructuring and reframing techniques

8.5.3. Mindfulness and grounding exercises tailored for trauma survivors

8.6. Resilience, Strengths, and Post-Traumatic Growth

8.6.1. The science of resilience and its role in healing

8.6.2. Coaching techniques to amplify strengths and adaptive capacities

8.6.3. Navigating the journey from trauma survivor to thriver

8.7. Ethical Considerations in Advanced Trauma Coaching

8.7.1. Complex ethical dilemmas in trauma-informed coaching

8.7.2. Dual relationships, power dynamics, and other potential pitfalls

8.7.3. Collaboration with other healthcare professionals and appropriate referrals

8.8. Special Topics in Trauma-Informed Coaching

8.8.1. Coaching survivors of specific traumas (e.g., sexual assault, war, natural disasters)

8.8.2. Trauma in marginalized and at-risk populations

8.8.3. Addressing trauma in systemic and organizational contexts

8.9. Vicarious Trauma and Coach Self-Care

8.9.1 Understanding the impact of trauma work on coaches

8.9.2 Strategies for self-care and preventing burnout

8.9.3 Building a support system and engaging in reflective supervision

8.10. Building and Growing a Trauma-Informed Coaching Practice

8.10.1 Niche marketing and branding in trauma-informed coaching

8.10.2 Establishing partnerships and networks with trauma-focused organizations

8.10.3 Continuous professional development and staying updated

8.10.4. Case study evaluation: Demonstrating trauma-informed coaching expertise

8.10.5. Self-reflective essay on personal and professional growth throughout the program

8.10.6. Peer-to-peer coaching demonstrations with comprehensive feedback

8.10.7. Post-Certification Supervision and Peer Support

9. Mastery of ICF Co-Competency and Minimum Skills Requirements for acquiring Professional Standard for ACC Level.

9.1. Group discussions addressing challenges, case studies, and advanced topics

10. Acquiring Global Recognition ICF ACC Credential Bundle (Optional)

10.1. Mentorship sessions with established trauma-informed Master Coaches

This advanced curriculum ensures that certified coaches are equipped with the deep knowledge, empathetic skills, and ethical grounding required to effectively support clients with trauma histories.



Should you wish to connect with the program's lead facilitator for a consultation with regard to this professional certification, [choose the time that suits you best here](#) or reach out to us via email at leah@igniteglobal360.com.

Ignite Global 360 Advanced Coach Education

TRAUMA-INFORMED PROFESSIONAL COACHING ADVANCED MASTERY CERTIFICATION SPECIALIZING IN PSYCHEDELIC INTEGRATION

STAGE TWO: Practitioner Level

(Encompassing ICF Professional Certified Coach (PCC) Credential)

11. Introduction to Masterful Coaching as a professional reflective practice

- 11.1. Understanding essential characteristics, mindsets, and behaviors of a Professional Coach
- 11.2. How the coach gets in the way of the client.
- 11.3. Embodiment of presence, energy, and states of being as a Masterful Coach
- 11.4. Letting the guard down and coaching as 'you'
- 11.5. Coaching as a holistic reflective embodiment as an advanced practitioner
- 11.6. The difference between a coach and a master coach
- 11.7. A mastery is a state of being
- 11.8. Multidimensional aspects of curiosity and identifying the right type of curiosity for masterful coaching
- 11.9. Reflection - Quantum-level understanding of the observer effect
- 11.10. Reactions vs observer
- 11.11. The artistry of masterful coaching
- 11.12. Value creation – Coach vs Client
- 11.13. Navigating complexities of confidentiality in a coaching relationship
- 11.14. Redefining co-creation as an advanced coach practitioner
- 11.15. Energy alignments required by an advanced Coach Practitioner.
- 11.16. Techniques to act in response to the 'whole person' as the client

12. Deep awareness of human consciousness within and beyond (Elective, asynchronous)

12.1. Human Consciousness

- 12.1.1. Deep understanding of levels of consciousness
- 12.1.2. The journey into the expansive universe inward and outward
- 12.1.3. The Earth - our place in the universe and how it relates to your client
- 12.1.4. Nature of vibrational existence and implications in your coaching practice
- 12.1.5. The bigger picture - the role consciousness plays in the expansion of the client and the coach

12.2. The Human Being.

- 12.2.1. The human condition
- 12.2.2. Moving beyond intrapersonal and interpersonal being - Fernando's Human Disintegration Model
- 12.2.3. Deep dive into the dynamics of the human mind – Fernando's Mind Mirror
- 12.2.4. Exploration of pain and pleasure in-depth, in connections to good vs bad and positive vs negative
- 12.2.5. Embodiment of consciousness and human condition at a cognitive level as an advanced reflective practitioner

12.3. Awareness of crucial embodiments of consciousness

- 12.3.1. Incorporating duality in your coaching
- 12.3.2. The altered and superior states of consciousness – Becoming the super observer
- 12.3.3. Alternative intelligence and somatic awareness
- 12.3.4. Awareness of human DNA and Evolution
- 12.3.5. Embodiment of time
- 12.3.6. The impact of embodiment death
- 12.3.7. Embodiment of Shadows
- 12.3.8. Can the word 'healing' be used in professional coaching context?

13. Integrating Psychology & Neuroscience in Advanced Coaching Practice (Elective, asynchronous)

13.1 The fine line between Therapy, Counseling, Consulting, and Mentoring vs Coaching

13.2 Exploration of psychology and neuroscience integrated coaching

13.3. Hierarchy of needs and theory of motivation

13.4. Trauma-Informed Coaching for Advanced Coach Practitioner

13.4.1. The importance of a coach's awareness of mental illness, emotional and psychological trauma

13.4.2. What is trauma and how to navigate trauma surfacing in coaching

13.4.3. What is addiction and how to manage surfacing addictions in coaching

13.4.4. Mental Health Screening techniques and tools

13.4.5. Introduction to combining Integrative Psychology and Behavioral Science in Coaching

13.4.6. Redefining healing and actualized awareness within the coaching context

13.5. Essential awareness of healing, therapy, and mindfulness modalities for Advanced Coach Practitioner

13.5.1. Epigenetics

13.5.2. Attachment systems

13.5.3. Internal Family Systems

13.5.4. Legacy Burdens

13.5.5. Cognitive Behavioral therapy

13.5.6. Clinical Theta Regression

13.5.7. Psychedelic Integration

13.5.8. Mindfulness-Based healing and development

13.5.9. Vipassana – Buddhist meditation practice

13.5.10. Compassion, Love & Self-actualization based healing (loving self)

13.5.11. Classical Conditioning – Psychology

13.5.12. Somatic awareness integrated coaching

13.6. Practical tools and best practices to identify, address and navigate emotional and psychological trauma and mental health aspects into client's development

13.7. Referring the client to relevant professionals and determining the right role for you as a coach

13.8. Multidimensional advantages of building an alliance with interlinked professionals.

14. Complexities of cultivating Coach-Client Relationship

14.1. Redefining compassion, empathy and the role of the master practitioner

14.2. Vulnerability in coaching

14.2.1. Vulnerability as a way of establishing a powerful coach-client relationship

14.2.2. Can a coach display vulnerability?

14.2.3. Arts of the Masters - Vulnerability as a driving force for client development

14.3. Multidimensional aspects of confidence in Advanced Coach Practitioner

14.4. Advanced techniques of embodying the power of intense emotions, fear, and shadows in clients

14.5. Deep dive into embodying intuitive abilities

14.6. Levels of energy alignments for a masterful reflective practitioner

14.7. Coaching is an equal partnership

15. Advance mastery of Coaching Science as an action-focused reflective practice

15.1. Reality check - Transformational value-derived coaching

15.2. Creating your own Signature Definitions of coaching as an advanced coach practitioner

15.3. Client-centered and client-led coaching

15.4. Visioning coaching engagement as a co-active process for client's growth and development

15.5. Intricacies in advanced techniques for coaching the person vs problem

15.6. Coach and understanding the client

15.7. The value creation through the power of unknown

15.8. Expertise in being in the moment as an advanced coach practitioner

15.9. Coach and tough love

15.10. Integration of coaching co-competencies, best practices, and mastery into a coaching session Live

15.10.1. Goal setting in coaching, Global Goal & Session Goals

15.10.2. Mastering the goal-setting techniques for transformational coaching

15.10.3. Facilitating Client Growth

15.10.4. Levels of client development

15.10.5. How to end a coaching session on a high note

15.11. ICF PCC Requirements

15.11.1. ICF PCC Competency Breakdown

15.11.2. Listening to Coaching recording incorporating PCC Levels skills and debrief

15.12. ICF MCC Requirements

15.12.1. ICF MCC Competency Breakdown

15.12.2. Listening to a coaching recording incorporating MCC Level Skills. Parenting Coaching Session.

16. Specializing in Coach Specific Technical Communication

16.1. Artistry of presence for a masterful coach

16.2. Advance technical listening for a masterful practitioner

16.2.1. The stories silence says

16.2.2. Listener as a full spectrum learner

16.2.3. Linear and nonlinear listening

16.2.4. Cumulative listening

16.3. Questions vs Inquiry

16.3.1. What is more important in a coaching session, the inquiry or the answers?

16.3.2. Simplicity in advanced techniques of mindful inquiry

16.4. Masters explore beyond comfort zones

17. Advanced Awareness, Attributes, and Mental Models for a Masterful Professional Coach

- 17.1. How to navigate lack, insecurities, and adversarial behaviors of clients
- 17.2. The mastery of language use for a reflective practitioner
- 17.3. Advanced reflective practices – Coach does not have to ‘work’ to coach
- 17.4. The coach trusts that value is inherent in the process versus having any need to create value.
- 17.5. Creating High-value Signature Offers and creating solutions using coaching as the key driver
- 17.6. Coaching and the future

18. Mastery of ICF Co-competency and Minimum Skills Requirements for acquiring Professional Standard for PCC Level.

19. Acquiring Global Recognition ICF PCC Credential Bundle (Optional)

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Ignite Global 360 Advanced Coach Education

TRAUMA-INFORMED PROFESSIONAL COACHING ADVANCED MASTERY CERTIFICATION SPECIALIZING IN PSYCHEDELIC INTEGRATION

STAGE THREE: Advanced Mastery Practitioner Level

(Encompassing ICF Master Certified Coach (MCC) Credential)

20. Foundations of Psychedelic Integrated Coaching

- 20.1. Introduction to Psychedelic Integrated Coaching
- 20.2. Ethical considerations and legal parameters
- 20.3. Historical and cultural contexts of psychedelic use
- 20.4. Distinction between traditional coaching and psychedelic integrated coaching

21. Understanding trauma: Definitions, sources, and manifestations

- 21.1. Understanding trauma: Definitions, sources, and manifestations
- 21.2. Neurological implications of trauma
- 21.3. Trauma's impact on personal identity and worldview
- 21.4. The intersection of trauma and psychedelic experiences

22. Overview of psychedelics and their effect on the brain

- 22.1. Overview of psychedelics and their effect on the brain
- 22.2. Psychedelic experiences: Neurological and psychological perspectives
- 22.3. Integration: The neuroscience of consolidating psychedelic experiences

23. Principles of Safe and Effective Integration

- 23.1. The importance of set and setting pre, during, and post-experience
- 23.2. Techniques for grounding and managing overwhelming experiences
- 23.3. Translating insights into actionable life changes

24. Holistic and Client-Centered Approaches

- 24.1. The body, mind, and spirit in psychedelic integrated coaching
- 24.2. Ensuring client autonomy in the integration process
- 24.3. Collaborative goal-setting in the context of psychedelic insights

25. Advanced Coaching Techniques for Integration

- 25.1. Active listening and powerful questioning for deeper exploration
- 25.2. Visualization, anchoring, and other NLP techniques tailored to integration
- 25.3. Strength-based approaches to leverage psychedelic insights

26. Ethical and Professional Considerations

- 26.1 Boundaries in the coaching relationship
- 26.2 Addressing potential biases, prejudices, and cultural sensitivity
- 26.3 Knowing when to refer clients to other professionals (e.g., therapists)

27. The Therapeutic Potential of Psychedelics

- 27.1. Review of clinical studies and their implications for coaching
- 27.2. The future of psychedelic research and its impact on coaching
- 27.3. Case studies: Real-world applications and lessons learned

28. Risk Management and Harm Reduction

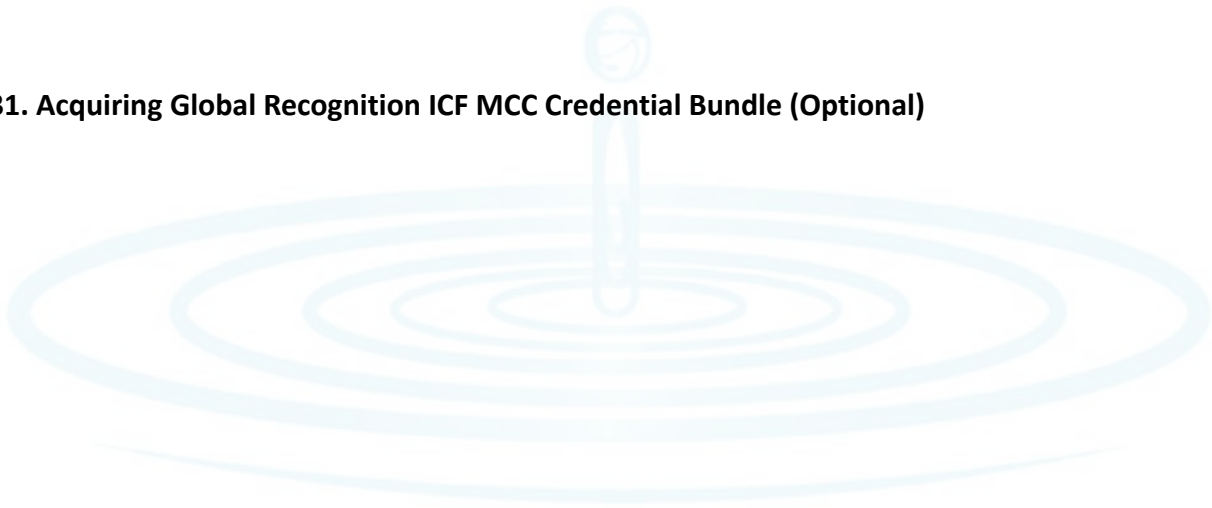
- 28.1. Recognizing and managing adverse reactions
- 28.2. Educating clients about responsible use
- 28.3. Addressing the stigmas associated with psychedelic use

29. Recognizing and managing adverse reactions

29.1. Building a Psychedelic Integrated Coaching Practice

30. Mastery of ICF Co-competency and Minimum Skills Requirements for acquiring Master Practitioner Standard for MCC Level.

31. Acquiring Global Recognition ICF MCC Credential Bundle (Optional)



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ADDITIONAL DOMAINS FOR A SUCCESSFUL COACHING PRACTICE

Mastery of ICF Co-Competency and Minimum Skills Requirements for acquiring Professional Standard for ACC, PCC, and MCC Credentials

- + Please find the ICF Co-competency in Appendix A
- + And the ICF Minimum Skills Requirement for MCC Credential (MCC Markers) in Appendix B

MARKETING & BUSINESS DEVELOPMENT

A. Ignite Credential Accelerator: Acquisition of coaching experience (ICF-recognized paid coaching hours)

As a professional coach, it is natural that you are determined to acquire ICF Credentials, ACC, PCC, or MCC designations at your earliest. Being directly designated by ICF as an accredited Coach certainly increases your credibility leading to building a successful Coaching Practice as a Professional Coach. We commend your passion and dedication to take your professional Development to the next level.

We at Ignite Global, as an ICF-accredited Coaching Education Provider, understand your desire to acquire ACC, PCC, or MCC designations, and we have witnessed many coaches struggle to gain these designations on their own and even give up after trying hard. So, we have created a platform that will accelerate gaining your ACC, PCC, or MCC credentials with constant motivation and accountability.

More about [Ignite Credential Accelerator](#).

B. Ignite Business Development Series: Essential business development aspects for a successful coaching practice

B.1 [Ignite Business MasterMind](#)

Twelve months of proven business development & marketing strategies via live masterclasses. Ignite Business MasterMind runs for over a year providing you with organic business and marketing strategies for establishing a coaching business step by step.

B.1.1. Diminishing mental blocks and cultivating a Winning Money Mindset - Shamelessly!

B.1.2. Learn to break rules! Avoid the biggest self-branding mistakes most coaches make!

B.1.3. How to deliver a Winning Sales Call

B.1.4. Business success and Networking Smart, over networking hard!

B.1.5. Using assessments & testing tools for Business Success

B.1.6. How to create a co-active business funnel for a Snowballing Income

B.1.7. How to create an organic following of paying clientele

B.1.8. Can't sell your packages? You are probably doing it wrong! How to create Irresistible Money-Magnet Offers.

B.1.9. How to master pricing your offers for truly an abundant income.

B.1.10. How to build a corporate clientele organically.

B.1.11. And many more pre-recorded additional Business Development Content

B.2. [Ignite Business Incubator](#)

Ignite Business Incubator is six months of business coaching guiding you to strategize your Coaching Business from scratch to success. The cohort includes 12 Business Coaching sessions, each with 90 minutes. The sessions are conducted in a small group setting providing you individual attention to maximize your business impact.

The dates and the timing of the sessions are mutually agreed upon between the team you are assigned to. And we will match the Group and Team coaches with you based on the best convenient time zone for you.

B.3. Coaching Contract and confidentiality logistic

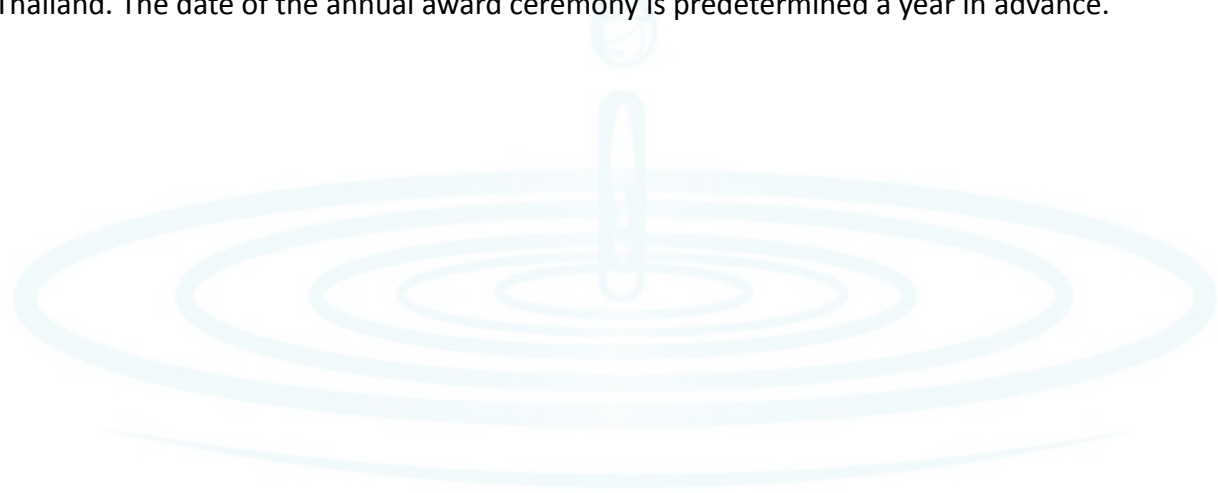
B.3.1. Ignite Global Coaching Agreement and Logistical Agreement (Editable)

B.3.2. Ignite Global Service Provider Agreement (Editable)

B.3.3. ICF Sample Coaching Agreements

C. Recognition of Excellence: In-person awarding of Certification and Credential

Graduation ceremony is organized by Ignite Global on an annual basis to honor the coaches who excel at ACSTH, Levels Certification, and/or ICF Credentials. You receive the printed Certificate, Award, or Badge of recognition depending on the level you qualify for the attendance of the Grand Award Ceremony. Participation is not mandatory, as you are able to use the digital certification officially. The graduation ceremony takes place in February each year in Bangkok, Thailand. The date of the annual award ceremony is predetermined a year in advance.



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APPENDIXES

Mastery of ICF Co-Competency and Minimum Skills Requirements for acquiring Professional Standard for MCC Level

Appendix A:

ICF Core Competencies

The ICF Core Competencies were developed to support greater understanding about the skills and approaches used within today's coaching profession as defined by ICF. These competencies and the ICF definition of coaching serve as the foundation of the Credentialing process, including the ICF Credentialing Exam. ICF defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.

The ICF Core Competencies are organized into four domains based on commonalities and interdependencies between competencies within each domain. There are no domains nor individual competencies that are weighted—they do not represent any kind of hierarchy. Rather, each competency is considered core and critical for any competent coach to demonstrate.

The ICF Core Competencies were originally created in 1998, consisting of 11 Core Competencies. In November 2019, ICF released an updated version of the competencies. The updated Core Competencies were integrated in ICF-Accredited Coach Education Programs curricula beginning in January 2021. As of August 1, 2022, the updated Core Competencies were integrated into the Credentialing Performance Evaluation and written exam requirements.

Credential applications submitted on or after August 2, 2022, at Noon EDT (New York) will be assessed to the ICF Core Competences found immediately below, not the original ICF Core Competencies. Applicants are required to successfully complete the new ICF Credentialing Exam, and candidates required to submit a performance evaluation will be assessed using updated Performance Evaluation criteria.

A. Foundation

1. Demonstrates Ethical Practice

Definition: Understands and consistently applies coaching ethics and standards of coaching.

- 1.1. Demonstrates personal integrity and honesty in interactions with clients, sponsors and relevant stakeholders
- 1.2. Is sensitive to clients' identity, environment, experiences, values and beliefs
- 1.3. Uses language appropriate and respectful to clients, sponsors and relevant stakeholders
- 1.4. Abides by the ICF Code of Ethics and upholds the Core Values
- 1.5. Maintains confidentiality with client information per stakeholder agreements and pertinent laws
- 1.6. Maintains the distinctions between coaching, consulting, psychotherapy and other support professions
- 1.7. Refers clients to other support professionals, as appropriate

2. Embodies a Coaching Mindset

Definition: Develops and maintains a mindset that is open, curious, flexible and client-centered.

- 2.1. Acknowledges that clients are responsible for their own choices
- 2.2. Engages in ongoing learning and development as a coach
- 2.3. Develops an ongoing reflective practice to enhance one's coaching
- 2.4. Remains aware of and open to the influence of context and culture on self and others
- 2.5. Uses awareness of self and one's intuition to benefit clients

- 2.6. Develops and maintains the ability to regulate one's emotions
- 2.7. Mentally and emotionally prepares for sessions
- 2.8. Seeks help from outside sources when necessary

B. Co-Creating the Relationship

Competency 2: Embodies a Coaching Mindset is more directly evaluated in the ICF Credentialing written exam.

3. Establishes and Maintains Agreements

Definition: 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.

- 3.1. Explains what coaching is and is not and describes the process to the client and relevant stakeholders
- 3.2. Reaches agreement about what is and is not appropriate in the relationship, what is and is not being offered, and the responsibilities of the client and relevant stakeholders
- 3.3. Reaches agreement about the guidelines and specific parameters of the coaching relationship such as logistics, fees, scheduling, duration, termination, confidentiality and inclusion of others
- 3.4. Partners with the client and relevant stakeholders to establish an overall coaching plan and goals
- 3.5. Partners with the client to determine client-coach compatibility
- 3.6. Partners with the client to identify or reconfirm what they want to accomplish in the session
- 3.7. Partners with the client to define what the client believes they need to address or resolve to achieve what they want to accomplish in the session
- 3.8. Partners with the client to define or reconfirm measures of success for what the client wants to accomplish in the coaching engagement or individual session
- 3.9. Partners with the client to manage the time and focus of the session
- 3.10. Continues coaching in the direction of the client's desired outcome unless the client indicates otherwise
- 3.11. Partners with the client to end the coaching relationship in a way that honors the experience

4. Cultivates Trust and Safety

Definition: 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.

- 4.1. Seeks to understand the client within their context which may include their identity, environment, experiences, values and beliefs
- 4.2. Demonstrates respect for the client's identity, perceptions, style and language and adapts one's coaching to the client
- 4.3. Acknowledges and respects the client's unique talents, insights and work in the coaching process
- 4.4. Shows support, empathy and concern for the client
- 4.5. Acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs and suggestions
- 4.6. Demonstrates openness and transparency as a way to display vulnerability and build trust with the client

Key Skills Evaluated

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.

5. Maintains Presence

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

- 5.1. Remains focused, observant, empathetic and responsive to the client
- 5.2. Demonstrates curiosity during the coaching process
- 5.3. Manages one's emotions to stay present with the client
- 5.4. Demonstrates confidence in working with strong client emotions during the coaching process
- 5.5. Is comfortable working in a space of not knowing
- 5.6. Creates or allows space for silence, pause or reflection

C. Communicating Effectively

6. Listens Actively

Definition: 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

- 6.1. Considers the client's context, identity, environment, experiences, values and beliefs to enhance understanding of what the client is communicating
- 6.2. Reflects or summarizes what the client communicated to ensure clarity and understanding
- 6.3. Recognizes and inquires when there is more to what the client is communicating
- 6.4. Notices, acknowledges and explores the client's emotions, energy shifts, non-verbal cues or other behaviors
- 6.5. Integrates the client's words, tone of voice and body language to determine the full meaning of what is being communicated
- 6.6. Notices trends in the client's behaviors and emotions across sessions to discern themes and patterns

Key Skills Evaluated

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.

7. Evokes Awareness

Definition: Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy

- 7.1. Considers client experience when deciding what might be most useful
- 7.2. Challenges the client as a way to evoke awareness or insight
- 7.3. Asks questions about the client, such as their way of thinking, values, needs, wants and beliefs
- 7.4. Asks questions that help the client explore beyond current thinking
- 7.5. Invites the client to share more about their experience in the moment
- 7.6. Notices what is working to enhance client progress
- 7.7. Adjusts the coaching approach in response to the client's needs
- 7.8. Helps the client identify factors that influence current and future patterns of behavior, thinking or emotion
- 7.9. Invites the client to generate ideas about how they can move forward and what they are willing or able to do
- 7.10. Supports the client in reframing perspectives
- 7.11. Shares observations, insights and feelings, without attachment, that have the potential to create new learning for the client

D. Cultivating Learning and Growth

8. Facilitates Client Growth

Definition: Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.

- 8.1. Works with the client to integrate new awareness, insight or learning into their worldview and behaviors
- 8.2. Partners with the client to design goals, actions and accountability measures that integrate and expand new learning
- 8.3. Acknowledges and supports client autonomy in the design of goals, actions and methods of accountability
- 8.4. Supports the client in identifying potential results or learning from identified action steps
- 8.5. Invites the client to consider how to move forward, including resources, support and potential barriers
- 8.6. Partners with the client to summarize learning and insight within or between sessions
- 8.7. Celebrates the client's progress and successes
- 8.8. Partners with the client to close the session

Appendix B

Minimum Skills Requirements by Credential (ICF MCC Markers)

ICF believes that it has an obligation to support its member coaches in the growth of their skill set. Every Master Certified Coach (MCC) started as a beginner. They progressed through an intermediate level of skill, and became masterful, where the hallmark is complete evidence of the coach's role as learner about the client. ICF's three levels of Credentials reflect the continuum of growth and learning along the coaching journey.

This document has been created to support coaches as they prepare for the MCC credential performance evaluation. We also hope that this document will assist mentor coaches and supervisors in supporting these coaches, and coaching education and training providers in undertaking accreditation of their programs. The aim is to support coaches in successfully completing the MCC performance evaluation and in continuing to develop their skill set as coaches, in alignment with the updated ICF Core Competencies (2019).

For those seeking a credential, this document will provide an understanding of what assessors evaluate in relation to each ICF Core Competency. It will offer the minimum level of skill necessary to successfully demonstrate an MCC level of competency, and also help you understand what non-coaching behaviors might prevent successful completion of the MCC performance evaluation. This document can help each individual coach answer the following queries:

1. What does it mean to be an MCC coach?
2. What do ICF assessors listen for when they are evaluating my coaching?
3. As I progress on my coaching journey, what are my strengths and what are the skill set areas that I need to grow to pass the MCC performance evaluation?

Finally, ICF strongly believes that clients receive real and substantive value from MCC coaches. That value rests always in the coach's complete attention to the client and what the client wishes to accomplish, the complete level of partnership with the client, as well as the coach's complete support of the client's agenda. We honor each and every coach on their journey and look forward to supporting your path of growth as a coach and your credentialing path within ICF.

Overall Behaviors for MCC-level Coaching

Among the hallmarks of MCC-level coaching is the fluidity and artistry with which a coach engages in a coaching conversation. This can manifest in a variety of ways. Most commonly, MCC-level coaching is demonstrated through the depth of skill in a specific coaching behavior or through the integration of multiple competencies simultaneously in a seamlessly blended manner.

The structure of the Minimum Skills Requirements for MCC-level coaching is designed to reflect the unique characteristics of masterful coaching, with behaviors identified for each of the Core Competency areas, as well as overarching behaviors and skills that reflect MCC-level coaching across the competencies. Both the overall MCC-level coaching behaviors and the competency-specific skills have been identified through research with MCC-credentialed coaches.

At the MCC level of coaching, an applicant should demonstrate trust in the client as a full partner throughout the coaching engagement, supporting the client in directing the focus and approach of the session and exploring the client's learning in a way that supports their continued growth. An applicant should exhibit a genuine interest and curiosity in and support for the client as a whole person—beyond the client's situation or immediate goals—and should support the client in reflecting on their learning and discovery about themselves at a holistic level. The applicant should also demonstrate genuine trust in and respect for the client's choices, perceptions, insights and contributions throughout the coaching, engaging in the coaching as a supporter and active learner and encouraging the client to explore their learning and growth at a deep level.

Specifically, MCC applicants are assessed on the following general coaching behaviors as part of the performance evaluation process:

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

1. Demonstrates Ethical Practice

Definition: Understands and consistently applies coaching ethics and standards of coaching.

1. Demonstrates personal integrity and honesty in interactions with clients, sponsors and relevant stakeholders
2. Is sensitive to clients' identity, environment, experiences, values and beliefs
3. Uses language appropriate and respectful to clients, sponsors and relevant stakeholders
4. Abides by the ICF Code of Ethics and upholds the Core Values
5. Maintains confidentiality with client information per stakeholder agreements and pertinent laws
6. Maintains the distinctions between coaching, consulting, psychotherapy and other support professions
7. Refers clients to other support professionals, as appropriate

Important Note: 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 – Associate Certified Coach (ACC), Professional Certified Coach (PCC) or Master Certified Coach (MCC).

An applicant must demonstrate alignment with the ICF Code of Ethics in the performance evaluation. An applicant who commits a clear violation of the ICF Code of Ethics within a performance evaluation recording would not pass this competency and would be denied a Credential.

An applicant must also remain consistently in the role of coach within the performance evaluation. This includes demonstrating a knowledge of the coaching conversation that is focused on inquiry and exploration, and a focus based on present and future issues. An applicant would not pass this competency if they focus primarily on telling the client what to do or how to do it (consulting mode) or if the conversation is based primarily in the past, particularly the emotional past (therapeutic mode).

If an applicant is not clear on basic foundation exploration and evoking skills that underlie the ICF definition of coaching, that lack of clarity in skill use will be reflected in skill level demonstrated in some of the other competencies listed below. For example, if a coach almost exclusively gives advice or indicates that a particular answer chosen by the coach is what the client should do, trust and safety, presence, active listening, evoking awareness, and facilitating client growth will not be present and a credential at any level would be denied.

2. Embodies a Coaching Mindset

Definition: Develops and maintains a mindset that is open, curious, flexible and client-centered.

1. Acknowledges that clients are responsible for their own choices
2. Engages in ongoing learning and development as a coach
3. Develops an ongoing reflective practice to enhance one's coaching
4. Remains aware of and open to the influence of context and culture on self and others
5. Uses awareness of self and one's intuition to benefit clients
6. Develops and maintains the ability to regulate one's emotions
7. Mentally and emotionally prepares for sessions
8. Seeks help from outside sources when necessary

Competency 2: Embodies a Coaching Mindset serves as a foundational competency for coach practitioners, focused primarily on the "being" of the coach. The related behaviors 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.

3. Establishes and Maintains Agreements

Definition: 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.

1. Explains what coaching is and is not and describes the process to the client and relevant stakeholders
2. Reaches agreement about what is and is not appropriate in the relationship, what is and is not being offered, and the responsibilities of the client and relevant stakeholders
3. Reaches agreement about the guidelines and specific parameters of the coaching relationship such as logistics, fees, scheduling, duration, termination, confidentiality and inclusion of others
4. Partners with the client and relevant stakeholders to establish an overall coaching plan and goals
5. Partners with the client to determine client-coach compatibility
6. Partners with the client to identify or reconfirm what they want to accomplish in the session
7. Partners with the client to define what the client believes they need to address or resolve to achieve what they want to accomplish in the session
8. Partners with the client to define or reconfirm measures of success for what the client wants to accomplish in the coaching engagement or individual session
9. Partners with the client to manage the time and focus of the session
10. Continues coaching in the direction of the client's desired outcome unless the client indicates otherwise
11. Partners with the client to end the coaching relationship in a way that honors the experience

Key Skills Evaluated

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.

At an MCC level, the minimum standard of skill that must be demonstrated to achieve a passing score for Competency 3: Establishes and Maintains Agreements is that 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. Through a partnering discussion, 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.

Specifically, MCC applicants are assessed on the following skills within Competency 3: Establishes and Maintains Agreements as part of the performance evaluation process:

- Coach partners with the client to explore the topic or focus of the session at a level that is meaningful to the client
- Coach partners with the client to keep the desired outcome as a guide to the coaching conversation in a flexible, gentle and natural manner
- Coach notices subtle shifts in the conversation and invites the client to change direction if the client desires

A coach will not receive a passing score for Establishes and Maintains Agreements on the MCC performance evaluation if full partnership with the client is not demonstrated. Full partnership will not be demonstrated if the coach chooses the topic(s) for the client or if the coach does not coach around the topic(s) the client has chosen. The evaluation for this competency will also be negatively impacted if 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, does not allow the client full input into the issues that should be discussed relative to the client's stated objectives for the session, or does not check with the client about whether the client is moving toward what the client wanted from the session.

4. Cultivates Trust and Safety

Definition: 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.

1. Seeks to understand the client within their context which may include their identity, environment, experiences, values and beliefs
2. Demonstrates respect for the client's identity, perceptions, style and language and adapts one's coaching to the client
3. Acknowledges and respects the client's unique talents, insights and work in the coaching process
4. Shows support, empathy and concern for the client
5. Acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs and suggestions
6. Demonstrates openness and transparency as a way to display vulnerability and build trust with the client

Key Skills Evaluated

1. The coach's depth of connection to and support of the client
2. The coach's depth 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.

At an MCC level, the minimum standard of skill that must be demonstrated to receive a passing score for Competency 4: Cultivates Trust and Safety with the client is that the coach demonstrates complete and open trust in the client and the process by engaging the client as an equal partner in the coaching, and by the coach's willingness to be vulnerable with the client and creating a safe space for the client to be vulnerable in return.

The MCC level 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 client is treated 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.

Specifically, MCC applicants are assessed on the following skills within Competency 4: Cultivates Trust and Safety as part of the performance evaluation process:

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

A coach will not receive a passing score for Cultivates Trust and Safety on the MCC performance evaluation if 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. Lack of full partnership will be demonstrated if the coach exhibits an interest in the coach's view of the situation rather than the client's view, does not seek information from the client about the client's thinking, does not seek information about the client's goals, or the coach demonstrates a lack of interest in or disrespect toward the client as a whole. In addition, the evaluation will be negatively impacted if the coach does not invite the client to share their thinking on an equal level with the coach or if the coach chooses the direction and approach without significant input from the client. Any indication that the coach is teaching rather than coaching will also result in a score below the MCC level for this competency area.

5. Maintains Presence

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

1. Remains focused, observant, empathetic and responsive to the client
2. Demonstrates curiosity during the coaching process
3. Manages one's emotions to stay present with the client
4. Demonstrates confidence in working with strong client emotions during the coaching process
5. Is comfortable working in a space of not knowing
6. Creates or allows space for silence, pause or reflection

Key Skills Evaluated

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.

At an MCC level, the minimum standard of skill that must be demonstrated to receive a passing score for Competency 5: Maintains Presence is that the coach is fully partnering 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. As with Cultivates Trust and Safety, 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. At the MCC level, the conversation between coach and client is equal and easy, even in uncomfortable moments.

Specifically, MCC applicants are assessed on the following skills within Competency 5: Maintains Presence as part of the performance evaluation process:

- Coach responds to the client in a manner that keeps the conversation flowing with the client leading the way
- Coach remains curious and attentive to the client, exploring what the client needs throughout the session
- Coach engages in the coaching conversation with ease and fluidity
- Coach leverages silence to support the client and the client's growth

ICF notes that Cultivates Trust and Safety and Maintains Presence are quite related competencies. Therefore, a coach will not receive a passing score Competency 5: Maintains Presence with the client on the MCC performance evaluation if 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. Such lack of full partnership is demonstrated if the coach exhibits interest in the coach's view of the situation rather than the client's view, does not seek information from the client about the client's thinking, does not seek information about the client's goals, or if the coach's attention seems to be on the coach's own performance or demonstration of knowledge. In addition, the evaluation will be negatively impacted if the coach does not invite the client to share their thinking on an equal level with the coach.

6. Listens Actively

Definition: 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

1. Considers the client's context, identity, environment, experiences, values and beliefs to enhance understanding of what the client is communicating
2. Reflects or summarizes what the client communicated to ensure clarity and understanding

3. Recognizes and inquires when there is more to what the client is communicating
4. Notices, acknowledges and explores the client's emotions, energy shifts, non-verbal cues or other behaviors
5. Integrates the client's words, tone of voice and body language to determine the full meaning of what is being communicated
6. Notices trends in the client's behaviors and emotions across sessions to discern themes and patterns

Key Skills Evaluated

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.

At an MCC level, the minimum standard of skill that must be demonstrated to receive a passing score for Competency 6: Listens Actively is that the coach listens as a learner and demonstrates an ability to listen at the logical and emotional level at the same time. Responses from the coach 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 also able to hear the client's current thinking and growth and relate it to the future the client is trying to create. An MCC level 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.

Specifically, MCC applicants are assessed on the following skills within Competency 6: Listens Actively:

- Coach responds to client with an invitation into a deeper exploration of client thinking and behaviors
- 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
- Coach reflects what the client communicates in relation to the context of the whole person

A coach will not receive a passing score for Listens Actively on the MCC performance evaluation if 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 will not receive a passing grade at this level if the 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 score for this competency will also be negatively impacted if nuances of the client's language are not reflected in the coach's responses, or if the coach does not respond to what the client communicates, the coach's response is not related to what the client is trying to achieve, or the coach's listening is primarily focused on the client's problems or weaknesses. The coach will not receive a passing grade on the MCC performance evaluation if 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.

7. Evokes Awareness

Definition: Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy

1. Considers client experience when deciding what might be most useful
2. Challenges the client as a way to evoke awareness or insight
3. Asks questions about the client, such as their way of thinking, values, needs, wants and beliefs
4. Asks questions that help the client explore beyond current thinking
5. Invites the client to share more about their experience in the moment

6. Notices what is working to enhance client progress
7. Adjusts the coaching approach in response to the client's needs
8. Helps the client identify factors that influence current and future patterns of behavior, thinking or emotion
9. Invites the client to generate ideas about how they can move forward and what they are willing or able to do
10. Supports the client in reframing perspectives
11. Shares observations, insights and feelings, without attachment, that have the potential to create new learning for the client

Key Skills Evaluated

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 content of the 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.

At an MCC level, the minimum standard of skill that must be demonstrated to receive a passing score for Competency 7: Evokes Awareness is that the coach's invitation to the exploration of important issues precedes and is significantly greater than the invitation to a solution. At an MCC level, 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.

Specifically, MCC applicants are assessed on the following skills within Competency 7: Evokes Awareness as part of the performance evaluation process:

- Coach partners with the client to explore the client's stories, metaphors and imagery that support growth and learning
- Coach stimulates new client insights with minimal, precise questions
- Coach asks questions that challenge the client to explore more deeply or to go beyond current thinking and feeling
- Coach shares with fluidity insights, observations, or questions, from the client's words and actions to foster awareness

A coach will not receive a passing score for Evokes Awareness on the MCC performance evaluation if 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 evaluation will be negatively impacted if the coach frequently asks questions that keep the client in the past or in present detail of a situation rather than in forward thinking, or if 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 evaluation will also be negatively impacted if the dialogue does not provide sufficient space for the client's full participation in creating awareness; if the coach's communication reflects an agenda or directing of any kind by the coach; if the coach does not evidence frequent use of the client's language, learning, thinking, and creating styles; or if the coach does not often create an easy place for the client to engage in deeper thinking, learning, and discovery. The coach will not receive a passing score for this competency area if 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.

8. Facilitates Client Growth

Definition: Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.

1. Works with the client to integrate new awareness, insight or learning into their worldview and behaviors
2. Partners with the client to design goals, actions and accountability measures that integrate and expand new learning
3. Acknowledges and supports client autonomy in the design of goals, actions and methods of accountability
4. Supports the client in identifying potential results or learning from identified action steps
5. Invites the client to consider how to move forward, including resources, support and potential barriers
6. Partners with the client to summarize learning and insight within or between sessions
7. Celebrates the client's progress and successes
8. Partners with the client to close the session

Key Skills Evaluated

1. The coach's ability to support the client in exploring their learning about themselves and their situation and the application of that learning to support 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.

At an MCC level, the minimum standard of skill that must be demonstrated to receive a passing score for Competency 8: Facilitates Client Growth is that 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 MCC 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.

Specifically, MCC applicants are assessed on the following skills within Competency 8: Facilitates Client Growth as part of the performance evaluation process:

- Coach checks in with client and their progress, learnings, and insights in natural and spontaneous ways throughout the session
- Coaches invites the client to sense and reflect on what they are learning about themselves
- Coach cultivates an environment for the client to intentionally apply their own learning

A coach will not receive a passing score for Facilitates Client Growth on the MCC performance evaluation if the coach does not invite full client participation or does not encourage client leadership in planning strategies, actions and methods of accountability or if the coach dominates in any way the actions or applications of learning that are created. The evaluation will also be negatively impacted if 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, or if 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 for their growth. The evaluation will also be negatively impacted if designed plans and goals and/or discussion-designed actions involves only physical activity with no attention to the thinking, learning, being, and creativity structures of the client.

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