

Mentor Coaching Education Standard MCS Path

This Program is designed for experienced coaches who are ready to step into the role of Mentor Coach — developing the expertise, confidence, and professional practice needed to support other coaches in their growth and development.

This 41-hour Mentor Coaching Education Program is aligned with the ICF Mentor Coaching Competencies and focuses on developing practical capability through observation, formative evaluation, feedback, and reflective practice.

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Program Vision

To elevate Mentor Coaching as a distinct professional discipline and set a new standard for coach development—building Mentor Coaches who advance coaching competence over time and enhance the quality, integrity, and future of the coaching profession.

Program Philosophy

- **We believe Mentor Coaching is a developmental practice.**
  Through Mentor Coaching, coaches refine their coaching skills and develop their own coaching style in alignment with the ICF Core Competencies.
- **We believe meaningful development is grounded in practice over time.**
  Real coaching practice, formative evaluation, multiple observations with evidence-based feedback, reflection, and continued practice are essential to advancing coaching competence.
- **We believe effective Mentor Coaching requires both professional standards and developmental collaboration.**
  Mentor Coaches must uphold professional standards while collborate with coaches in their development, to refine their skills and style in alignement with ICF Mentor Coaching Competencies.

The program is designed for experienced coaches who:

- Have a strong foundation in coaching practice and the ICF Core Competencies.
- Are ready to align with a globally recognized standard for professional mentor coaching.
- Are prepared to step into the role of Mentor Coach, supporting the growth and development of other coaches while contributing to the future of credentialing and coaching excellence.
- Bring specialized expertise in coaching observation, precise feedback, and competency development.
- Are committed to practicing Mentor Coaching as a distinct professional discipline and a meaningful path of ongoing development.

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Learning Objectives

By the end of this program, participants will be able to:

1) Apply the 6 ICF Mentor Coaching Competencies to practice Mentor Coaching as a distinct professional discipline.
2) Manage the mentor coaching process from agreement through closing, including co-created development plans and learning environments.
3) Effectively evaluate coaching skill level at the appropriate credential level (ACC, PCC and ACC).
4) Provide meaningful, clear evidence-based observations along with the constructive feedback that supports continued learning, growth and development, all aligned with the ICF Core Competencies.

Program Structure

The program consists of 41 hours of interactive & transformative learning and practicum that will lead to a certificate of completion.

- Participant Contact hours: 21 (Synchronized)
- Total 20 hours of independent- study and practice, self-reflection and peer practice. (Asynchronized)

Dates and locations

Class dates may be reserved. Sessions may be conducted at AcComm's training venue or at a venue designated by the customer.

Languages

Classes are delivered in the Thai language with English materials. Participants are welcome to practice in either the English language or Thai language.

Number of participants per class

Recommended for 10 – 14 per class for effectiveness.

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Learning and Development Methodology

The program employs a blended, experiential, practice-based, reflective, and collaborative learning methodology designed to develop Mentor Coaching as a professional capability.

- **Blended learning** integrates multiple modes of learning to support different forms of knowledge acquisition and application.
- **Experiential learning** enables participants to learn through engagement, inquiry, application, and meaning-making.
- **Practice-based learning** connects learning directly to the realities and demands of the Mentor Coach role.
- **Reflective learning** develops participants' capacity to examine evidence, assumptions, judgment, and their own practice.
- **Collaborative learning** leverages peer practice, dialogue, shared inquiry, and diverse perspectives to deepen learning.

Requirements participants must meet to enter the program:

This program is designed for experienced coaches who:

- Hold a current ICF Credential in good standing (ACC, PCC, or MCC).
- Have practical coaching experience and a good understanding of the ICF Core Competencies.
- Are ready to develop the skills required to mentor, observe, and provide developmental feedback to other coaches.

Note: Completion of this program does not automatically grant an ICF Mentor Coach Qualification or Specialization. Participants are responsible for meeting the applicable ICF requirements at the time of application.

Program Requirements:

To complete the program, participants are required to participate actively 100% of the total hours.

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Program Structure:

1) Mindset (M): "How I approach the work."

Develop the **professional mindset and orientation** of a mentor coach, including the purpose of mentor coaching, a developmental approach, role clarity, ethical practice, professional boundaries, cultural awareness, and reflective practice.

2) Skill Sets (S): "What I can do."

Develop the **core capabilities** needed to practice mentor coaching, including establishing agreements, managing the mentor coaching process, conducting formative appraisal, giving feedback, facilitating client skill development, and managing group mentor coaching.

3) Tools Sets (T): "What I use."

Build the ability to **understand and use the frameworks and tools** that support mentor coaching, including the ICF Core Competencies, Mentor Coaching Competency Model, Code of Ethics, MSRs, evaluation frameworks, BARS/Markers, observation and review forms, and feedback guidance.

4) Practice Sets (P): "How I apply it."

Provide opportunities to **apply, demonstrate, and integrate the learning** through case study, observation, peer practice, recorded coaching, feedback activities, reflection, group sharing, and readiness activities.

Learning Structure	Asynchronous (Hours)	%	Synchronous (Hours)	%	Total	%
M — Mindset	0.0	0%	4.0	100%	**4.0**	**10%**
S — Skill Set	0.0	0%	11.0	100%	**11.0**	**27%**
T — Tool Set	8.0	73%	3.0	27%	**11.0**	**27%**
P — Practice Set	12.0	80%	3.0	20%	**15.0**	**37%**
Total	**20.0**	49%	**21.0**	51%	**41.0**	**100%**

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Course Descriptions and Agenda

#	Module	Learning Format	Topic	ICF Compe-tencies	Hrs.	Format
1	**Mentor Coaching Foundation**	*Class Preparation (Pre-Reading) (T)*	*ICF Core Competencies 2019-2025 Comparison Chart*	*CC1-8*	*0.5*	*Asynchronous*
			ICF Mentor Coaching Competency Model (September 2024)	*MC1-6*	*0.5*	*Asynchronous*
			ICF Mentor Coaching Handbook	*MC1-6*	*1.0*	*Asynchronous*
		Classroom/ Online (M)	**1) Introduction** > Background and Rationale > From Performance Evaluation to Mentor Coaching > The ICF Definition of Mentor Coaching > Understanding Mentor Coaching	MC1-6	1.5	Synchronous
		Classroom/ Online (M)	**2) ICF Mentor Coaching Competency Model** > The 4 domains: A) Foundation, B) Process Management, C) Client Development, and D) Group Mentor Coaching > The 6 Competencies within the 4 domains and their alignment with the ICF Core Competencies **3) Role Clarity - Mentor Coach vs. Other Roles** > Coach Educator > Coach Observer > Coach Assessor > Traditional Mentor > Professional Coach > Coach Supervisor	MC1-6	1.5	Synchronous
		Independent Study (Home Assignment) and Preparation for Class (Pre-Reading) (P)	*Case Study Practice: Role Clarity* *Pre-Reading: ICF Code of Ethics*	*MC1*	*1.5*	*Asynchronous*

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#	Module	Learning Format	Topic	ICF Compe-tencies	Hrs.	Format
2	**Ethical Foundations and Establishing Mentor Coaching Agreement**	Classroom/ Online (M)	**1) Competency 1: Models and Promotes Ethical Practice** > Understanding the ICF Code of Ethics, ICF Core Competencies and ICF Performance Standard > Understanding the distinction and similarity of coaching and other roles > Developing cultural sensitivity to client identity, context, and values > Managing client data and recordings securely and confidentially handling > Recognizing when to refer clients or seek outside supports > Building reflective practice and continuous professional development	MC1	1.0	Synchronous
		Classroom/ Online (S)	**2) Competency 2: Establishes and Maintains Mentor Coaching Agreements** > Relationship-level agreements: logistics, fees, scheduling, duration, termination, and confidentiality > Clarifying expectations around achievement of a particular credential level, the roles and responsibilities of both parties, and what is/is not appropriate in the relationship > Co-creating an overall engagement plan: developmental needs, goals, and measures of success for coaching skill development > Session-level agreements: identifying the goals and focus of each mentor coaching session together	MC2	1.0	Synchronous
		Independent Study (Home Assignment) (P)	*ICF Code of Ethics - Insights and Consideration for Ethics (ICE) rev. 2025.05.14* *Case Study Practice on Ethical Scenario*	*MC1-2*	*1.0*	*Asynchronous*
3	**Managing Mentor Coaching Process**	Classroom/ Online (S)	**1) Competency 3: Manages the Mentor Coaching Process** > Understanding Competency 3 > Experiential Learning in Mentor Coaching > Mentor Coaching Learning Cycle > Adapting Your Mentor Coaching to the Mentor Coaching Client	MC3	1.5	Synchronous

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#	Module	Learning Format	Topic	ICF Compe-tencies	Hrs.	Format
		Classroom/ Online (S)	**2) Structuring the Mentor Coaching Sessions** > Overall Engagement > Structuring the Mentor Coaching Sessions * Establishing the Agreement * Intake Session * One to One Mentor Coaching Session - Preparation Work - One-to-One Coaching * Final Engagement Session	MC3	1.5	Synchronous
4	**Formative Evaluation**	Classroom/ Online (S)	**Competency 4: Conducts Formative Appraisals** > Principles of Formative Evaluation: the distinction between formative evaluation and summative assessment > Evaluation Feedback > Feedback Best Practice > Strengths and Development Areas > Skill level required for each credential level using the ICF Core Competencies and Minimum Skills Requirement (MSRs) > Segmented vs. Holistic Approach to Mentor Coaching	MC4	3.0	Synchronous
		Independent Practice & Peer Practice (Home Assignment) (P)	*<u>Feedback Practice#1</u> 1) Individually review a recorded coaching session. 2) Pair with a classmate and discuss.*	*CC2-8 MC4*	*3.0*	*Asynchronous*
		Independent Study and Group Learning (T)	*ICF Coaching Skill Evaluation Training (ACC BARS/ PCC Markers/ MCC BARS)*	*CC2-8 MC4*	*4.0*	*Asynchronous*
		Class Preparation (Pre-Reading) (T)	*ICF Evaluation Feedback*	*CC2-6 MC4*	*1.0*	*Asynchronous*
		Independent Study for Class Activities (T)	*Pre-reading 1) ICF Mentor Coaching Session Observation Form (ACC/PCC) 2) ICF Mentor Coaching Competency Review Form (ACC/PCC)*	*MC4*	*1.0*	*Asynchronous*

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#	Module	Learning Format	Topic	ICF Compe-tencies	Hrs.	Format
5	**Feedback Practices**	Classroom/ Online (S)	**1) Guidelines for Evaluation Feedback** > Experience Sharing > Effective Feedback	MC4	1.0	Synchronous
		Classroom/ Online (T)	**2) Standard ICF Documentation Tools for Feedback** > ICF Mentor Coaching Session Observation Form > Practices and Discussion > ICF Mentor Coaching Competency Review Form > Practices and Discussion	MC4	3.0	Synchronous
		Individual Practice and Peer Practice (Home Assignment) (P)	*<u>Feedback Practice #2</u> 1) Pair with classmate as a learning partner. 2) Conduct 30 minute-coaching with the client. 3) Exchange the recorded coaching session with your partner. 4) Individually review your partner's recorded coaching session and complete Session Observation Form. 5) Exchange feedback and discuss.*	*CC2-8 MC1-6*	*4.0*	*Asynchronous*
6	**Facilitates Client's Skill Development**	Classroom/ Online (S)	**Competency 5: Facilitates Client's Skill Development** > Building Strengths and Encouragement > Connecting Resources and Networks	MC5	1.0	Synchronous
7	**Manage Group Mentor Coaching**	Classroom/ Online (S)	**1) Competency 6: Manages Group Mentor Coaching** > Creating the Group Coaching Container > Managing the Group as a Learning Process > Requirement and Optional Approaches	MC6	1.0	Synchronous
		Classroom/ Online (S)	**2) Manages Group Dynamics** > Creating a Respectful, Collaborative, and Inclusive Group Learning Experience > Enabling Meaningful Participation > Facilitating the Coaching Flow	MC6	1.0	Synchronous
8	**Reflection Integration and Growth**	*Self -Reflection (P)*	*Final Reflective Journal and Readiness Check*	*MC1-5*	*2.5*	*Asynchronous*
		Classroom/ Online (P)	Preparation for MCS Application Reflection and Celebration	MC1-6	3.0	Synchronous
					41.0	

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Asynchronized Learning: Duration 20 hours in total

1. Class Preparation (4.5 hours)

1.1. Pre-Reading for In-Class Activities and Discussion

1.1.1. **ICF Core Competencies 2019-2025** Comparison Chart (0.5)
(https://coachingfederation.org/resource/icf-core-competencies-comparison/)

1.1.2. **ICF Mentor Coaching Competency Model** (September 2024) (0.5)
(https://coachingfederation.org/wp-content/uploads/2024/10/icf-cs-mentorcoachingcompetencies-2024.09.10.pdf)

1.1.3. **ICF Mentor Coaching Handbook** (1.0)
(https://coachingfederation.org/resource/mentor-coaching-handbook/)

1.1.4. **ICF Code of Ethics** (0.5) (https://coachingfederation.org/credentialing/coaching-ethics/icf-code-of-ethics/)
(https://coachingfederation.org/credentialing/coaching-ethics/icf-ethical-resources/)
(https://coachingfederation.org/resource/insights-and-considerations-for-ethics-2020/)

1.1.5. **ICF Evaluation Feedback** (1.0)
(https://coachingfederation.org/credentialing/performance-evaluations/)

1.1.6. ICF Mentor Coaching **Session Observation Form** (ACC/PCC) (0.5)
(https://coachingfederation.org/resource/acc-session-observation-form/)
(https://coachingfederation.org/resource/pcc-session-observation-form/)

1.1.7. ICF Mentor Coaching **Competency Review Form** (ACC/PCC) (0.5)
(https://coachingfederation.org/resource/acc-competency-review-form/)
(https://coachingfederation.org/resource/pcc-competency-review-form/)

2. Independent Study (6.0 hours)

2.1. Case Study

2.1.1. Role Clarity (1.0)

2.1.2. Ethical Scenario (1.0)

2.2. ICF Coaching Skill Evaluation Training + Group Learning (4.0)

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3. Peer Practice (7.0 hours)

3.1.1.Feedback Practice#1 (3.0)

1) Individually review a recorded coaching session.

2) Pair with a classmate and discuss.

3.1.2.Feedback Practice #2 (4.0)

1) Pair with classmate as a learning partner.

2) Conduct 30 minute-coaching with the client.

3) Exchange the recorded coaching session with your partner.

4) Individually review your partner's recorded coaching session and complete the Session Observation Form.

5) Exchange feedbacks and discuss.

4. Self -Reflection (2.5 hous)

4.1. Final Reflective Journal and Readiness Check (2.5)

For more information, please contact us:

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