



Name of Coach:	Carly Anderson	Name of Reviewer:	Carly Anderson
Name of Client &/or Recording Identifier	Matt #3	Length:	45 minutes

Important Notes: ICF ASSESSORS DO NOT USE PCC MARKERS FOR MCC ASSESSING. I use the PCC Markers, combined with MCC Characteristics because ICF does not have a defined set of MCC markers at this time.

The scoring outlined is the opinion of **Carly Anderson, MCC** based on years of experience of assessing for the ICF and other coach training organizations and training in the PCC Markers by the ICF. This scoring should not be interpreted as being the scoring you would receive from your official Assessors in the ICF credentialing process. The reason being is there are often competencies being demonstrated on the cusp of PCC to MCC, and ACC to PCC, and that is often the main difference in where scoring can differ. This then effects whether your overall score is at ACC, PCC, or MCC.

I've added MCC skill level scoring from my experience as an MCC Assessor. ICF requires a minimum overall average of 8.0 to pass MCC credential. You may choose to comment in the Strengths and Upgrades section at the bottom on any of the 10 characteristics being demonstrated, or maybe not so much.

PCC Markers	For MCC	Please give examples that demonstrate specific evidence of Markers.
Which of these characteristics were consistently demonstrated by the coach throughout the coaching session? Optional: You can highlight with yellow those consistently demonstrated, and/or make comments next to the characteristics.		10 Characteristics of MCC skill level: Connection Presence Partnering Spaciousness Emotional Content, the Light and the Shadow Simplicity Ignore Nothing Trust Vulnerability Expanded Learning
SETTING THE FOUNDATION		
Ethics and Standards		
Did you notice any ethical issues?		00:01 Thanks Matt for allowing me to record these, again. So yeah, what do you want to talk about? Where do you want to start today?
Competency: Creating the	7	



Coaching Agreement		
<p>1. Coach helps the client identify, or reconfirm, what s/he wants to accomplish in the session.</p>		<p>00:01 Thanks Matt for allowing me to record these, again. So yeah, what do you want to talk about? Where do you want to start today? 2:30 Yeah. I mean I've drawn the pyramid as you have described it. And ah, I'm wondering, would you like to dive deeper into this? Or is this just like something, you want to share what you've done?</p> <p>11:10 Hmm, so there's a whole boiling pot of stuff. Of feelings and - Things. I'm wondering, do you want to dive deeper today into some of that self-policing? Or into that, what would - ...be there in terms of habits or reflexes if you weren't feeling the way you are now? Is that an area? Or is there something else?</p> <p>11:39 How would you describe. What are you looking sort of to clarify?</p> <p>16:42 Yeah. Yeah, I'm glad you're taking all that to your therapist, and uh gaining the clarity that you are, around the pattern. I'm wondering, what's. So how would you define uh what you would like us to move forward around that, in your understanding today?</p> <p>20:12 Okay. So it seems like the theme of positive disruptions, using that as a vehicle for exploring some of the things you underlined around curiosity, experimentation, I don't know legacy, progress, knowledge.</p>
<p>2. Coach helps the client to define or reconfirm measures of success for what s/he wants to accomplish in the session.</p>		
<p>3. Coach explores what is important or meaningful to the client about what s/he wants to accomplish in the session.</p>		
<p>4. Coach helps the client define what the client believes he/she needs to address or resolve in order to achieve what s/he wants to accomplish in the session.</p>		



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<p>5. Coach continues conversation in direction of client's desired outcome unless client indicates otherwise.</p>		<p>31:31 Yeah. And uhm, let me check. Are we on the right path here? Do you feel like this is moving in the right direction for you today?</p> <p>37:29 Yeah. In terms of, you said you wanted some positive disruptions for yourself. I mean, how would you say, what did you get? What are you getting?</p> <p>43:50 Yeah? How would you describe the ground today for you?</p>
<p>CO-CREATING THE RELATIONSHIP</p>		
<p>Competency: Creating Trust and Intimacy</p>	<p>9</p>	
<p>1. Coach acknowledges and respects the client's work in the coaching process.</p>		<p>22:38 Yeah. I can relate to that. I have, there are things that it just takes time to work through. And uhm your ability to inquire into your own thought process and emotional reality is great.</p> <p>44:19 I think you should. It's a lot of work you've put in.</p> <p>44:23 Yeah, I'm glad this has catalyzed that. It seems like just having the structure [crosstalk].</p>
<p>2. Coach expresses support for the client.</p>		<p>5:12 Man, that sounds great.</p> <p>8:29 This is great work, Matt. I mean I heard your energy go down when you talked about some of this, and some of it goes up. I mean, what's, what's the feeling you get when you connect to all this possibility?</p>
<p>3. Coach encourages and allows the client to fully express him/herself.</p>		<p>Yes</p>
<p>Competency: Coaching Presence</p>	<p>9</p>	
<p>1. Coach acts in response to both the whole person of the client and what the client wants to accomplish in the session.</p>		<p>20:28 And it seems like finding some ways forward to experiment with, uhm. That somehow change the emotional experience that you're having of your life. That's my sense of it. I wonder what –</p> <p>23:24 Well let me ask you then. If you weren't intellectualizing right</p>



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	<p>now around positive disruptions, what would you be doing or experiencing instead?</p> <p>25:41 Hmm. So what would be the positive disruption in this instance, that you are seeking for yourself?</p>
<p>2. Coach is observant, empathetic, and responsive</p>	<p>5:12 Man, that sounds great.</p> <p>8:29 This is great work, Matt. I mean I heard your energy go down when you talked about some of this, and some of it goes up. I mean, what's, what's the feeling you get when you connect to all this possibility?</p> <p>22:38 Yeah. I can relate to that. I have, there are things that it just takes time to work through. And uhm your ability to inquire into your own thought process and emotional reality is great.</p> <p>44:23 Yeah, I'm glad this has catalyzed that. It seems like just having the structure [crosstalk].</p>
<p>3. Coach notices and explores energy shifts in the client.</p>	
<p>4. Coach exhibits curiosity with the intent to learn more</p>	<p>5:00 "Cultivate a legacy of curiosity and experimentation", in what?</p> <p>9:16 How does that feel to say that?</p> <p>27:14 Yes. And uh. Hmmm. Remind me again, what are the qualities, or definition of positive disruption for you?</p> <p>35:19 Okay. When you say, "Not sure of how to do it," what are you talking about?</p>
<p>5. Coach partners with the client by supporting the client to choose what happens in the session.</p>	<p>2:30 Yeah. I mean I've drawn the pyramid as you have described it. And ah, I'm wondering, would you like to dive deeper into this? Or is this just like something, you want to share what you've done?</p> <p>11:10 Hmm, so there's a whole boiling pot of stuff. Of feelings and - Things. I'm wondering, do you want to dive deeper today into some of that self-policing? Or into that, what would - ...be there in terms of habits or reflexes if you weren't feeling the way you are now? Is that an area? Or is there something else?</p> <p>35:16 Do you want to talk about some, do we want to get tactical right now?</p>
<p>6. Coach partners with the</p>	<p>29:53 That's interesting. As you're speaking, I have this sense that you've taken the focus off of you finding the joy, and just being</p>



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<p>client by inviting the client to respond in any way to the coach's contributions and accepts the client's response.</p>		<p>without a task, and given yourself a big task. I don't know, how does it feel to you? Is that true or not?</p> <p>33:51 Mm-hmm. I want to offer you something else as well. I love your experiment. I think that's great. One of the things you said you liked was when I said something about changing the emotional experience you're having of life. And I'm wondering, when you said something about while doing the laundry, I'm wondering whether you want to sort of consider, what's the emotional experience you want to have while, fill in the blank? Doing the laundry, for instance. I don't know. What's your thought?</p>
<p>7. Coach partners with the client by playing back the client's expressed possibilities for the client to choose from.</p>		<p>11:10 Hmm, so there's a whole boiling pot of stuff. Of feelings and - Things. I'm wondering, do you want to dive deeper today into some of that self-policing? Or into that, what would - ...be there in terms of habits or reflexes if you weren't feeling the way you are now? Is that an area? Or is there something else?</p>
<p>8. Coach partners with the client by encouraging the client to formulate his or her own learning.</p>		
<p>COMMUNICATING EFFECTIVELY</p>		
<p>Competency: Active Listening</p>	<p>9</p>	
<p>1. Coach's questions and observations are customized by using what the coach has learned about who the client is and the client's situation.</p>		<p>20:12 Okay. So it seems like the theme of positive disruptions, using that as a vehicle for exploring some of the things you underlined around curiosity, experimentation, I don't know legacy, progress, knowledge.</p>
<p>2. Coach inquires about or explores the client's use of language.</p>		<p>27:14 Yes. And uh. Hmmm. Remind me again, what are the qualities, or definition of positive disruption for you?</p>
<p>3. Coach inquires about or explores the client's emotions.</p>		<p>8:29 This is great work, Matt. I mean I heard your energy go down when you talked about some of this, and some of it goes up. I mean, what's, what's the feeling you get when you connect to all this possibility?</p>



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		<p>9:16 How does that feel to say that?</p> <p>42:55 Hmm. So what's the baby step that you could take to show your emotions?</p>
4. Coach inquires about or explores the client's tone of voice, pace of speech or inflection as appropriate.		
5. Coach inquires about or explores the client's behaviors.		<p>23:24 Well let me ask you then. If you weren't intellectualizing right now around positive disruptions, what would you be doing or experiencing instead?</p> <p>25:41 Hmm. So what would be the positive disruption in this instance, that you are seeking for yourself?</p>
6. Coach inquires about or explores how the client perceives his/her world.		<p>8:29 This is great work, Matt. I mean I heard your energy go down when you talked about some of this, and some of it goes up. I mean, what's, what's the feeling you get when you connect to all this possibility?</p> <p>35:19 Okay. When you say, "Not sure of how to do it," what are you talking about?</p>
7. Coach is quiet and gives client time to think.		Yes
Competency: Powerful Questioning	7	
1. Coach asks questions about the client; his/her way of thinking, assumptions, beliefs, values, needs, wants, etc.		9:16 How does that feel to say that?
2. Coach's questions help the client explore beyond his/her current thinking to new or expanded ways of thinking about himself/herself.		<p>8:29 This is great work, Matt. I mean I heard your energy go down when you talked about some of this, and some of it goes up. I mean, what's, what's the feeling you get when you connect to all this possibility?</p> <p>23:24 Well let me ask you then. If you weren't intellectualizing right now around positive disruptions, what would you be doing or experiencing instead?</p>



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		<p>25:41 Hmm. So what would be the positive disruption in this instance, that you are seeking for yourself?</p> <p>36:07 Yeah. So it's perfect timing that we'll be doing your emotional intelligence assessment debrief next week or so. Uhm, my invitation is, what's the being versus the doing? I'm sorry if that's coach-y jargon.</p> <p>36:24 That's what came to mind to me is uhm. What is the experience of being that you want to have, in any mundane everyday task? Uhm.</p>
<p>3. Coach's questions help the client explore beyond his/her current thinking to new or expanded ways of thinking about his/her situation.</p>		
<p>4. Coach's questions help the client explore beyond current thinking towards the outcomes/he desires.</p>		
<p>5. Coach asks clear, direct, primarily open-ended questions, one at a time, at a pace that allows for thinking and reflection by the client.</p>		<p>Yes</p>
<p>6. Coach's questions use the client's language and elements of the client's learning style and frame of reference.</p>		<p>Yes. One example: 25:41 Hmm. So what would be the positive disruption in this instance, that you are seeking for yourself?</p>
<p>7. Coach's questions are not leading, i.e. do not contain a conclusion or direction.</p>		<p>Yes</p> <p>This could be a bit leading: 33:51 Mm-hmm. I want to offer you something else as well. I love your experiment. I think that's great. One of the things you said you liked was when I said something about changing the emotional experience you're having of life. And I'm wondering, when you said something about while doing the laundry, I'm wondering whether you want to sort of consider, what's the emotional experience you want to have while, fill in the blank? Doing the laundry, for instance. I don't know. What's your thought?</p>



Competency: Direct Communication	8	
1. Coach shares observations, intuitions, comments, thoughts and feelings to serve the client's learning or forward movement.		<p>22:38 Yeah. I can relate to that. I have, there are things that it just takes time to work through. And uhm your ability to inquire into your own thought process and emotional reality is great.</p> <p>33:51 Mm-hmm. I want to offer you something else as well. I love your experiment. I think that's great. One of the things you said you liked was when I said something about changing the emotional experience you're having of life. And I'm wondering, when you said something about while doing the laundry, I'm wondering whether you want to sort of consider, what's the emotional experience you want to have while, fill in the blank? Doing the laundry, for instance. I don't know. What's your thought?</p>
2. Coach shares observations, intuitions, comments, thoughts and feelings without any attachment to them being right.		<p>20:28 And it seems like finding some ways forward to experiment with, uhm. That somehow change the emotional experience that you're having of your life. That's my sense of it. I wonder what -</p> <p>29:53 That's interesting. As you're speaking, I have this sense that you've taken the focus off of you finding the joy, and just being without a task, and given yourself a big task. I don't know, how does it feel to you? Is that true or not?</p>
3. Coach uses the client's language or language that reflects the client's way of speaking.		<p>Yes.</p> <p>One example: 25:41 Hmm. So what would be the positive disruption in this instance, that you are seeking for yourself?</p>
4. Coach's language is generally clear and concise.		Yes
5. The coach allows the client to do most of the talking.		Yes
6. Coach allows the client to complete speaking without interrupting unless there is a stated coaching purpose to do so.		Yes
FACILITATING LEARNING		



AND RESULTS		
Competency: Creating Awareness	9	
1. Coach invites client to state and/or explore his/her learning in the session about her/his situation (the what).		37:29 Yeah. In terms of, you said you wanted some positive disruptions for yourself. I mean, how would you say, what did you get? What are you getting?
2. Coach invites client to state and/or explore his/her learning in the session about her-/himself (the who).		40:23So what did you learn about yourself today, if anything?
3. Coach shares what s/he is noticing about the client and /or the client's situation, and seeks the client's input or exploration.		<p>29:53 That's interesting. As you're speaking, I have this sense that you've taken the focus off of you finding the joy, and just being without a task, and given yourself a big task. I don't know, how does it feel to you? Is that true or not?</p> <p>33:51 Mm-hmm. I want to offer you something else as well. I love your experiment. I think that's great. One of the things you said you liked was when I said something about changing the emotional experience you're having of life. And I'm wondering, when you said something about while doing the laundry, I'm wondering whether you want to sort of consider, what's the emotional experience you want to have while, fill in the blank? Doing the laundry, for instance. I don't know. What's your thought?</p>
4. Coach invites client to consider how s/he will use new learning from the coaching.		
5. Coach's questions, intuitions and observations have the potential to create new learning for the client.		<p>20:28 And it seems like finding some ways forward to experiment with, uhm. That somehow change the emotional experience that you're having of your life. That's my sense of it. I wonder what -</p> <p>23:24 Well let me ask you then. If you weren't intellectualizing right now around positive disruptions, what would you be doing or experiencing instead?</p> <p>36:24 That's what came to mind to me is uhm. What is the experience of being that you want to have, in any mundane everyday task? Uhm.</p>

<p>Competency: Designing Actions, Planning And Goal Setting, And Managing Progress And Accountability</p>	<p>8</p>	
<p>1. Coach invites or allows client to explore progress towards what s/he want to accomplish in the session.</p>		<p>31:31 Yeah. And uhm, let me check. Are we on the right path here? Do you feel like this is moving in the right direction for you today?</p> <p>37:29 Yeah. In terms of, you said you wanted some positive disruptions for yourself. I mean, how would you say, what did you get? What are you getting?</p> <p>43:50 Yeah? How would you describe the ground today for you?</p>
<p>2. Coach assists the client to design what actions/thinking client will do after the session in order for the client to continue moving toward the client's desired outcomes.</p>		<p>28:15 Hmm. Uh, so how do you apply that?</p> <p>38:18 Hmm. So I wonder how you can apply some of this wonderful ahh uhm, analytical energy to this whole realm of relaxing and enjoyment, and. What's the. What's the key phrase or? What would help you?</p> <p>39:22 That's great. What would be the experiment that you could run around that?</p> <p>42:55 Hmm. So what's the baby step that you could take to show your emotions?</p> <p>43:31 Okay. Anything else you can think of?</p>
<p>3. Coach invites or allows client to consider her/his path forward, including, as appropriate, support mechanisms, resources and potential barriers.</p>		<p>42:06 Hmm. Yeah. Uh. I'm wondering if there is anyone else other than your therapist that you want to have support you, or not?</p>
<p>4. Coach assists the client to design the best methods of accountability for her/himself.</p>		<p>40:16 Yeah. How does that sound to you? Doable? Not doable?</p> <p>43:26 Okay. How does, how does that resonate with you, as doable, not doable?</p>
<p>5. Coach partners with the client to close the session.</p>		<p>43:41 [laughter] Yeah. As we. Are you sort of okay? Does it feel like time to wrap up? Or is there something else that you'd like to address?</p>



		45:06 All right. Anything else?
6. Coach notices and reflects client's progress.		
Overall score for MCC	8.2	ICF requires a minimum average of 8.0 to pass MCC

<p>Acknowledgements of areas of Competency Strength</p>	<p>Active Listening. Coach was very spacious in her listening. Coach picked up on emotional content of the client early, even what was just below the surface. Example: "And it seems like finding some ways forward to experiment with uhm, that somehow change the emotional experience that you're having of your life. That's my sense of it. I wonder what..."</p> <p>Coaching Presence – Partnering. Coach partnered fully with her client to establish coaching session outcome. Refer to marker 5, 7.</p> <p>Direct Communication, marker 2. Coach offered comments, without attachment (also Coaching Presence, marker 6 and Creating Awareness, marker 3). Example: 29:53 That's interesting. As you're speaking, I have this sense that you've taken the focus off of you finding the joy, and just being without a task, and given yourself a big task. I don't know, how does it feel to you? Is that true or not?</p> <p>Creating Awareness. Coach inquired into learning including: 37:29 Yeah. In terms of, you said you wanted some positive disruptions for yourself. I mean, how would you say, what did you get? What are you getting? 40:23So what did you learn about yourself today, if anything?</p>
<p>Suggestions for Competency Development Upgrades</p>	<p>Coaching Session Agreement. The client started out wanting to share a lot and the coach allowed the client to choose what he did at the beginning and he wanted to continue sharing. Coach later clarified further the outcome for the session. No measures of success were inquired about; ask a further question to help client clarify, such as: "What evidence would you have at the end of this session that it was time well spent today?"</p>



	<p>Powerful Questioning. Direct Communication. Ask succinct questions. Be succinct with offering comments and observations.</p>
Other observations and comments:	