

# 2026 ICF ICF-ACC: Associate Certified Coach High Hit-Rate Simulated Test



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## ICF ICF-ACC Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none"><li>• Domain: Definition and Boundaries of Coaching: This section evaluates the expertise of Coaching Consultants in understanding the definition of coaching and the coaching process. It includes differentiating coaching from related professions like therapy, counseling, mentoring, and consulting. Additionally, it covers knowledge of when and how to make appropriate referrals to mental health professionals and recognizing signs of mental health conditions that may hinder coaching progress. This section ensures coaches maintain clear boundaries and make informed decisions for client well-being.</li></ul>
Topic 2	<ul style="list-style-type: none"><li>• Domain: Coaching Ethics: This section of the exam measures the skills of Professional Coaches and covers knowledge of professional ethics codes, including understanding what constitutes a conflict of interest. It also evaluates awareness of relevant laws, regulations, and organizational policies related to confidentiality, such as identifying factors that may necessitate breaking confidentiality. This section ensures that coaches adhere to ethical standards and legal requirements.</li></ul>
Topic 3	<ul style="list-style-type: none"><li>• Domain: Coaching Competencies, Strategies, and Techniques: This section measures the skills of Life Coaches in applying coaching competencies, strategies, and techniques. It includes knowledge of how to contract with clients, focusing on key elements of a coaching agreement. It also covers the ICF Core Competencies, goal setting, motivation, and a variety of coaching techniques, tools, and resources. This section ensures coaches are equipped to effectively support clients in achieving their goals.</li></ul>

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## ICF Associate Certified Coach Sample Questions (Q85-Q90):

### NEW QUESTION # 85

A client tells their coach that they can't stop thinking about harming themselves and shares specific information about when and how they are planning to do it Which action should the coach take first?

- A. Tell the client to call a therapist
- B. Discuss the issue with the client's family
- C. Schedule more frequent coaching sessions
- **D. Contact the appropriate emergency response services**

**Answer: D**

Explanation:

The ICF Code of Ethics (Section 4.3) allows breaches of confidentiality "when required by law or to prevent serious harm," and suicidal ideation with a specific plan constitutes an immediate risk. Coaching boundaries exclude handling mental health crises (ICF Definition of Coaching), requiring urgent action. Let's assess:

A . Tell the client to call a therapist: This delays intervention in a crisis and shifts responsibility to the client, who may not act, contradicting the coach's duty to prevent harm (ICF Code of Ethics, Section 2.5).

B . Contact the appropriate emergency response services: This is the first step when a client presents an imminent threat to themselves, aligning with ethical and legal obligations to prioritize safety (ICF Code of Ethics, Section 4.3).

C . Schedule more frequent coaching sessions: This is inadequate for an emergency and exceeds coaching's scope (ICF Coaching Boundaries).

D . Discuss the issue with the client's family: This breaches confidentiality without consent unless harm is imminent and emergency services are unavailable, making it a secondary step (ICF Code of Ethics, Section 4).

Option B is the first action, as it addresses the immediate danger per ICF ethics and boundaries.

### NEW QUESTION # 86

Which is essential to specify in a coaching agreement?

- A. The coach's qualifications
- **B. How and when sessions will be scheduled**
- C. The client's profession
- D. A list of professional development resources

**Answer: B**

Explanation:

The ICF Code of Ethics (Section 1.1) requires coaches to "create an agreement/contract regarding the roles, responsibilities, and rights of all parties involved" before coaching begins. ICF Competency 3 ("Establishes and Maintains Agreements") further emphasizes clarity on logistics, such as session scheduling, to ensure mutual understanding and a structured process. Let's evaluate the options:

A . A list of professional development resources: While resources might be helpful, they are not essential to the coaching agreement per ICF standards, which focus on the relationship and process, not supplementary materials.

B . How and when sessions will be scheduled: This is critical to specify, as it establishes the practical framework for the coaching relationship (e.g., frequency, duration, method), aligning with ICF's requirement for clear expectations (ICF Code of Ethics, Section 1.2).

C . The client's profession: This may inform coaching context but isn't essential to the agreement, which focuses on roles and process, not personal details (ICF Competency 3).

D . The coach's qualifications: While transparency about qualifications is ethical (ICF Code of Ethics, Section 2.1), it's not a mandatory component of the agreement unless requested by the client.

Option B is essential, as it directly supports the ICF's emphasis on a clear, operational coaching agreement.

### NEW QUESTION # 87

Most coaching tools and techniques reflect the principles associated with which discipline?

- **A. Positive psychology**
- B. Education science
- C. Sociology
- D. Social work

**Answer: A**

Explanation:

The International Coaching Federation (ICF) defines coaching as "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential" (ICF Code of Ethics, Introduction). Many coaching tools and techniques are designed to align with this definition by focusing on strengths, goal-setting, and fostering self-awareness—principles that are deeply rooted in positive psychology. Positive psychology, as a discipline, emphasizes the study and application of strengths, well-being, and optimal human functioning, which directly correlates with the ICF Core Competencies, such as "Facilitates Client Growth" (Competency 8) and "Cultivates Trust and Safety" (Competency 5).

For example, tools like the GROW model (Goal, Reality, Options, Will), commonly used in coaching, reflect positive psychology's focus on forward movement and solutions rather than dwelling on deficits, aligning with ICF's emphasis on "evoking awareness" (Competency 7). Similarly, techniques such as appreciative inquiry, which encourages clients to explore what works well and build on it, mirror positive psychology's strengths-based approach and are consistent with ICF's ethical boundary of empowering clients rather than fixing them (ICF Code of Ethics, Section 2.1).

In contrast:

B. Education science: While coaching may involve learning, it is not primarily instructional or pedagogical, as education science focuses on structured teaching rather than client-driven discovery.

C. Sociology: This discipline studies societal structures and group dynamics, which is broader and less individualized than coaching's focus on personal potential.

D. Social work: Social work often involves advocacy and addressing systemic issues, which exceeds coaching's boundaries as a non-therapeutic, client-led process (ICF Definition of Coaching).

Thus, positive psychology is the discipline most reflected in coaching tools and techniques, as verified by ICF's foundational principles and competencies.

#### **NEW QUESTION # 88**

Which adjectives best reflect the competency Embodies a Coaching Mindset?

- A. Careful, prepared and purposeful
- B. Focused, task-oriented and professional
- **C. Open curious, and flexible**
- D. Decisive, agreeable and observant

**Answer: C**

Explanation:

ICF Competency 2 ("Embodies a Coaching Mindset") describes a coach who is "open to not knowing, curious about the client's perspective, and flexible in adapting to the client's needs." This mindset prioritizes a non-judgmental, exploratory stance over rigidity or task focus. Let's evaluate:

A. Focused, task-oriented, and professional: While professionalism matters, "task-oriented" suggests a directive approach, misaligned with the client-centered curiosity of Competency 2.

B. Decisive, agreeable, and observant: "Decisive" implies control, and "agreeable" may suggest pleasing rather than challenging, both inconsistent with the exploratory nature of a coaching mindset.

C. Careful, prepared, and purposeful: These are positive traits, but "careful" and "prepared" imply caution and structure over the openness and adaptability central to Competency 2.

D. Open, curious, and flexible: These directly reflect Competency 2's emphasis on being receptive, inquisitive, and adaptable, fostering a mindset that supports client growth (ICF Code of Ethics, Section 1).

Option D best captures "Embodies a Coaching Mindset," per ICF's competency definition.

#### **NEW QUESTION # 89**

Which is typically specified as a responsibility of the coach in a coaching agreement?

- A. Determining what information is considered confidential



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