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ICF Associate Certified Coach Sample Questions (Q82-Q87):

NEW QUESTION # 82
Which best describes the coaching approach?

- A. Coaches strive to stay ahead of the conversation by thinking and analyzing different options
- B. Coaches let clients both drive the coaching and make choices about the tools used during it
- C. Coaches measure their performance by how well the client meets a set of objectives.
- D. Coaches choose the direction of the session in advance based on what worked with previous clients

Answer: B

Explanation:
The ICF Definition of Coaching emphasizes a "partnership" where clients are the experts in their lives, and coaches facilitate rather than direct (ICF Code of Ethics, Section 1). Competency 3 ("Establishes and Maintains Agreements") and Competency 8 highlight client autonomy in shaping the process. Let's review:

* A. Coaches choose the direction of the session in advance based on what worked with previous clients: This is coach-driven, contradicting ICF's client-led approach.
* B. Coaches strive to stay ahead of the conversation by thinking and analyzing different options:
This focuses on the coach's agenda, not the client's (Competency 2).
* C. Coaches let clients both drive the coaching and make choices about the tools used during it:
This reflects ICF's emphasis on client autonomy and partnership (Competency 5, Competency 7).
* D. Coaches measure their performance by how well the client meets a set of objectives: This shifts focus to coach outcomes, not client-driven growth (ICF Code of Ethics, Section 1).
Option C best describes the coaching approach, per ICF standards.

NEW QUESTION # 83
Your client is a very creative person who thinks in pictures and learns visually. You, as a coach, are not naturally visual. In order to encourage and facilitate your client's learning, the worst response is:

- A. Bring a whiteboard into the coaching session where you and the client can use the space to draw pictures, connections, or add any visual aids that might encourage your client's learning.
- B. Tell your client that you are not able to work with them, as you are not a visual and creative person, therefore not a good coaching match.
- C. Let your client know that to solve problems it is more important to be rational and to approach the problem from a more sensible point of view.
- D. Ask the client about what they know about their preferred learning style and enquire whether using a whiteboard would be a good idea.

Answer: C

Explanation:
The worst response is C because it dismisses the client's unique learning style and imposes the coach's perspective, violating ICF Core Competency 7, "Evokes Awareness" (7.1), which requires leveraging the client's strengths, not redirecting them to align with the coach's preferences. It also contradicts Competency
4.1, which calls for creating a safe environment tailored to the client's needs, and the ICF Code of Ethics, Section 1, "Responsibility to Clients" (1.1 - Respecting client individuality).
Option A, while not ideal, reflects a boundary-setting choice, though it lacks adaptability. Option B shows effort to accommodate, even if presumptive. Option D is the best, as it partners with the client (Competency
2.2). By contrast, C shuts down the client's process, making it the least aligned with ICF standards.
References: ICF Core Competencies (4.1, 7.1); ICF Code of Ethics (Section 1.1).

NEW QUESTION # 84
Which reflects an ethical violation that would fall under a coach's responsibilities related to practice and performance?

- A. freaking confidentiality when a client is threatening to harm themselves
- B. Meeting with a sponsor to discuss their role in the coaching process
- C. Failing to alert involved parties when there is a conflict of interest
- D. Providing coaching to some clients and consultation to others

Answer: C

Explanation:
The ICF Code of Ethics (Section 2, "Responsibility to Practice and Performance") includes obligations to maintain professional integrity, such as disclosing conflicts of interest (Section 3.2: "I will disclose to my clients any conflict of interest"). Failing to do so violates this responsibility. Let's evaluate:
A . Providing coaching to some clients and consultation to others: This is permissible if roles are clear and agreed upon (ICF Code of Ethics, Section 1.2), not an ethical violation.
B . Breaking confidentiality when a client is threatening to harm themselves: This is allowed under Section 4.3 ("to prevent serious harm"), not a violation.
C . Meeting with a sponsor to discuss their role in the coaching process: This is ethical if disclosed in the agreement (Section 1.2), not a violation.
D . Failing to alert involved parties when there is a conflict of interest: This breaches Section 3.2, undermining the coach's responsibility to practice with transparency and integrity.
Option D reflects an ethical violation under "Responsibility to Practice and Performance."

NEW QUESTION # 85
Which of the following examples best reflects a conflict of interest?

- A. Accepting professional recognition instead of payment because the recognition is greatly valued by the coach
- B. Coaching a peer while competing with them for the same work because that may interfere with the coach's objectivity
- C. Receiving payment from a client's employer for coaching the client because the employer may try to influence the coach
- D. Providing individual coaching to a married couple because they may discuss each other's sessions

Answer: B

Explanation:
The ICF Code of Ethics (Section 3.1) defines a conflict of interest as "a situation in which a coach has a private or personal interest sufficient to appear to influence the objective exercise of their professional duties." Objectivity and impartiality are critical to maintaining trust and integrity in the coaching relationship (ICF Competency 2: "Embodies a Coaching Mindset"). Let's evaluate the options:
A . Receiving payment from a client's employer for coaching the client because the employer may try to influence the coach: While this could raise concerns about influence, it's not inherently a conflict unless the coach's objectivity is compromised (e.g., prioritizing the employer's agenda over the client's). ICF allows third-party payment if disclosed and agreed upon (ICF Code of Ethics, Section 1.2).
B . Accepting professional recognition instead of payment because the recognition is greatly valued by the coach: This is a personal preference, not a conflict, as it doesn't inherently affect the coach's ability to serve the client objectively.
C . Providing individual coaching to a married couple because they may discuss each other's sessions: This involves confidentiality risks (ICF Code of Ethics, Section 4), but it's not a conflict of interest unless the coach has a personal stake in their relationship. ICF permits this if boundaries are clear and agreed upon.
D . Coaching a peer while competing with them for the same work because that may interfere with the coach's objectivity: This is a clear conflict of interest. Competing with the client creates a personal interest (e.g., career advancement) that could bias the coach's actions, undermining ICF's requirement for impartiality (ICF Code of Ethics, Section 3.2: "I will disclose any conflict of interest").
Option D best reflects a conflict of interest, as it directly threatens the coach's objectivity, a cornerstone of ICF ethics.

NEW QUESTION # 86
Most coaching tools and techniques reflect the principles associated with which discipline?

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

Answer: D

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 # 87
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