

Coaching Proficiency Leader Guide

Welcome. On behalf of the entire CV Team, I want to welcome you to the Coaching Proficiency Program.

The themes of the program:

Learn the basic coaching skills – the foundation of mastery (based on the ICF Core Competencies)
AND

Learn the 15 Proficiencies of masterful coaching

The BIG IDEA of this program is this: **The craft of Coaching has fundamental skills that you must learn to recognize and master.**

These skills are essential in your application of a Coaching method; where you guide your player toward playing better, and winning on their own terms!

And we will explore our fundamental coaching theory: **ANY endeavor in life can be played as a winnable game worth playing.**

The emphasis will be on PLAYING and adopting a “PLAY framework” in your personal, business and career life. We are reinventing professional coaching with the spirit of PLAY! And YOU are a part of it.

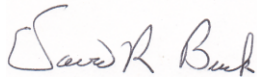
As the leader of the program you will provide a coach-like example as you facilitate dialogues, weaving your own coaching wisdom with the content of the program.

You will provide insight and feedback to the student during their practice sessions.

You will either conduct a coaching session during the class to demonstrate the skills being studied that day OR play a recording of a coaching session. In the case of the recording you will be responsible for debriefing the session to weave in point regarding the skills demonstrated by the recorded coach.

Finally, you will “Coach The Game” by providing feedback and encouragement to the students (aka players) via the Social Game System.

Enjoy the program and... Keep Playing!



Coach Dave Buck and the CV Team!

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0) Introduction

0.1) How to use this Leader Guide

The purpose of this leader guide is to provide you with both the important concepts that are the foundation of the program and specific timelines and dialogues for each class. Since the learning in our programs is largely based on the dialogue that occurs during the class there are key points for you to weave into the conversation. Of course weave in your own examples whenever possible while sticking to the time line ;-)

Pre Class Action Plan

- 1) Read the Entire Leader Guide
- 2) If you are coaching a player "live during class connect with them prior to your first session.
- 3) Set up / Update your CoachVille Profile – so that the students are inspired by you when they view your profile – because they WILL view your profile
- 4) Print 3 copies of the Play Two Win Method Playsheet
- 5) Re-Read the "Dyad Guide" (found in the syllabus)

You are READY for the first class!

0.2) Program Description

Coaching Proficiency

Details

3 key Points

Skills are your foundation for excellence

We will cover each of the 10 Basic Coaching Skills and the 15 Coaching Proficiencies one at a time, in a way that makes them easy to use and remember; and we will demonstrate how each skill naturally leads to the next. To be a master craftsperson you must know and practice the basic skills - over and over again. Using our active learning method, you will learn each skill through observation and practice. This is important because your ability to demonstrate these skills is what will ultimately lead to your certification.

How to talk like a coach with the Spirit of Play

When you look at the 10 skill and 15 Proficiencies it can look a bit overwhelming! The key is to MASTER them through continual practice and while learning to talk like a coach. When you are new to coaching, it is VERY easy to fall into conversational patterns that you are familiar with like friend, boss, colleague, parent (or counselor, therapist if you have done these). The Spirit of Play and Play Pattern language set the coach approach apart from other roles you may have played. When you keep your conversations around playing big and playing better you will never be confused with another role.

The Pursuit of Human Greatness

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The key distinction is how you balance support and challenge. To become great you must be challenged out of your comfort zone and then fully supported as you face these challenges. You will learn how to do this using the basic coaching skills.

The 10 Skills

- 1) Establish coaching agreement
- 2) Planning & Goal setting
- 3) Powerful questioning
- 4) Active listening
- 5) Direct communication
- 6) Creating awareness
- 7) Designing actions
- 8) Managing progress & accountability
- 9) Establishing trust & intimacy
- 10) Coaching presence

The 15 Coaching Proficiencies

- #1 Engage in Provocative Conversations
- #2 Reveals the Client to Themselves
- #3 Elicits Greatness
- #4 Enjoys the Client Immensely
- #5 Expands the Clients' Best Efforts
- #6 Navigates Via Curiosity
- #7 Recognizes the Perfection In Every Situation
- #8 Hones In On What Is Most Important
- #9 Communicates Cleanly
- #10 Shares What Is There
- #11 Champions the Client
- #12 Enters New Territories
- #13 Relishes Truth
- #14 Designs Supportive Environments
- #15 Respects the Client's Humanity

Themes

- 1) Coach pattern language is distinct from a therapist, a counselor, a manager or a friend
- 2) You are in charge of the players agenda! (huh?... we'll explain)
- 3) Using the cycle of Powerful Questioning, Active Listening and Direct Communication to Create Awareness
- 4) How Awareness leads to better Action Plans
- 5) Common Coaching Mistakes and how to avoid them
- 6) Proficiencies for Expanding Greatness
- 7) Proficiencies for Expanding Trust
- 8) Proficiencies for Expanding Credibility

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9) Understanding the Power of Pattern Language

The GAME!

In each class you will...

- a) Engage in a lively discussion about the topic of the day
 - b) Observe a real coaching session
 - c) Coach a classmate and be coached in YOUR game
- Each week between classes you will play a fun and challenging game where you earn points for:

- 1) answering questions about what you have learned
 - 2) completing exercises that prepare you for professional practice
 - 3) playing BIG in your own life
 - 4) conducting coaching sessions
 - 5) acquiring feedback letters from your players
 - 6) staying in contact with your player/coach
 - 7) supporting your team mates
 - 8) making a BIG WIN happen in your life
- Center for Coaching Mastery Students need a minimum of 250 points to pass the class.

How this program will make you a better coach

- 1) Mastering the skills always makes you better at anything!
- 2) Your confidence will increase as you learn how to talk like a Coach
- 3) Knowing the common mistakes and how to avoid them will allow you to coach full on and recover quickly when things go wrong

Peer Reviews

Jean Davies

MOST INTRIGUING -- I continue to mine value from the dynamic balance between supporting and challenging. SPECIFIC "WIN" -- I kept this Dynamic Balance clearly in mind in every coaching encounter this week, and looked for the "stretch" piece everywhere, not only for my players but also for me. It really injected vital intensity and energy into every encounter

Amy Magyar

I was most grateful for the coaching mistake - being reactive. Although this class was chocked full of amazing lessons, I really took to heart the lesson of not to be reactive with your player (which will be hard to do) especially when they themselves are emotionally charged. Comments such as "That's horrible" or "you know what you should do" are the wrong things to do when handling an emotionally charged player. Instead, focus in on helping them, not fixing them and by helping I mean, focusing them back to their goal, while still letting them vent, but bring them back to their game which will help them self soothe themselves.

Karen Johnson-Taylor

I love the concept that coaching is about managing the energy. The idea of staying play- centered certainly lightens the energy. Focusing on "becoming", as a process, naturally pulls our energies forward, rather than pushing. I've been playing all week with this idea: that as we focus more on becoming/mastery (future oriented), this is what can help fuel us. In turn, allowing us to be more fully engaged in the moment (present oriented), which is where all the magic happens.

Super Details

The 9 Coaching Skills in Greater Detail



1) Establish coaching agreement

Agreement sets the tone for the coaching relationship. If you already have a relationship with the person you are about to coach (as a manager, colleague or friend for example) it is especially important to establish your roles as Coach and Player for coaching conversations. The player and coach must agree on the overall objectives for the player, and also for the focus of each coaching conversation.

2) Planning & Goal setting

Once the major objectives are identified the coach and player work together to further define specific short term goals with target dates. The coach must help the player choose goals from the often

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overwhelming number of options available. Then the actions that have been designed must be organized into coherent plans that take into account all areas of the players' life and work.

3) Powerful questioning

Powerful questions are the life blood of the coaching process. Some questions are simply curious, others are deep and penetrating. It is questions that create the expanded awareness that leads to action.

4) Active listening

Active listening is the most fundamental and essential of coaching skills. Without it coaching quickly devolves into a tip session. To listen in this way requires a relaxed attentiveness to what is said, what is said "between the lines" AND what is NOT said. It is also a way of listening that is open to new directions AND ready to respond.

5) Direct communication

Direct communication comes in many forms: Clear direction in the form of objectives and requests for action; Straight questions that get right to the point; Clear and articulate feedback of what the player is saying and doing. Direct communication is also highly respectful of the player and builds trust and credibility.

6) Create awareness

Creating awareness is about helping the player "see" more of what is happening within them (thoughts and feelings) and around them (in the environment). Often challenging the players' assumptions is the first step. Seeing more and more clearly helps the player make better decisions and respond more fully to any situation. Creating awareness is truly what makes coaching a unique service.

7) Design actions

Designing actions is the gateway to results and achievement. The key is to design actions that take into account the players' current skills and abilities as well as the current situation and overall strategy.

8) Manage progress & accountability

Establishing an effective accountability structure between the coach and player is often the one element that can make or break the relationship. The player must hold the Coach – and promises made to the coach – in high regard. The Coach must maintain attention on actions and track progress especially when the player gets sidetracked by competing commitments.

9) Establish trust & intimacy

The player - coach relationship is a unique and beautiful thing. We will explore the nature of trust and intimacy in the coaching relationship; without it, coaching is not possible. This requires that the coach maintain a high level of personal integrity and demonstrate a deep concern for the player.

10) Coaching presence

Establishing and maintaining coaching presence is a unique and powerful skill. The coach must be able to read the situation moment to moment to provide the player with just what is needed.

The 15 Proficiencies in greater detail

Coaching Proficiency #1 Engage in Provocative Conversations

Coaching sessions are generally short. By hearing what the player is saying and not saying, by questioning what you hear, by asking the right questions, pressing for clarity, and by sharing what you know and how you feel, provocative conversations can occur within minutes, not months. Find out what it means to be provocative and how you can start being provocative with your Players.

Coaching Proficiency #2 Reveals the Player to Themselves

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The more aware anyone is, the better choices they can make for themselves. Part of what Certified Coaches do with Players is to help them discover their gifts, talents, wants, values, needs and dreams, as well as come to understand what motivates and inspires them. The result? A well-informed Player, quickly moving forward on their path of self-awareness. Find out what works and what does not when revealing the Players to themselves.

Coaching Proficiency #3 Elicits Greatness

Who else is trained to be proficient in this, but the Certified Coach? And, while it is true that few Players come to a coach and specifically ask that we bring out and develop this greatness, this is what we do naturally when we ask the Player to think and act bigger, and by challenging the Player to continually raise their own bar and standards.

Coaching Proficiency #4 Enjoys the Player Immensely

How is enjoying the Player a proficiency? Simple. Because when you enjoy the Player in their entirety (including their upsides and downsides), high levels of trust naturally occur. And the benefit of that? Players naturally take more risks and move forward more quickly because they know you are totally there for them. When the coach is at this place with a Player, the coaching is collaborative and light, not heavy. Join us for a lively one hour discussion on how to enjoy your Players immensely. We will roll play examples of what works and what to avoid.

Coaching Proficiency #5 Expands the Players' Best Efforts

One of the reasons Players hire a coach is to support them to do more in a shorter period of time than they would do on their own. Hence, the coach acts as both a catalyst and accelerant. By supporting the Player to do more than they have done or think that they are capable of doing, significant value is added. We will show you examples of how to expand the Players best efforts and teach you when to know if you have gone too far.

Coaching Proficiency #6 Navigates Via Curiosity

The coach who is naturally curious can be well guided by that curiosity. After all, coaches are in the discovery business and how can you help the Player find new and better ways of doing things, if you are not curious? And the real benefit of curiosity is that it leads to learning for both the coach and Player. Join a lively discussion of what it looks like to navigate via curiosity, vs. the traditional method of navigating via interrogation.

Coaching Proficiency #7 Recognizes the Perfection In Every Situation

One way of looking at life is to believe that everything happens for a perfectly good reason, even if we cannot always see or know that reason within our own lifetime. The point here is to look for and find how a Players event, problem, situation or trait is perfect, even if it is clearly not. Seeking to understand and recognizing perfection first, instead of offering tips, techniques and solutions as a knee-jerk reaction, is what you will be taught during this hour long call.

Coaching Proficiency #8 Hones In On What Is Most Important

Depending on the day, hour or even minute, what is most important to the Player will change. Such is the nature of individuals in a high-growth phase of their lives. You will learn to recognize this moving target and be flexible enough to adjust the coaching to be effective in this new terrain.

Coaching Proficiency #9 Communicates Cleanly

This should be obvious, yes? After all, the cleaner the communication, the less that gets in the way of great coaching. That said, most of us have stuff in our communication style, which slows down the super- conductive nature of the coaching process. Masterful coaches have worked to clean up the stuff that can get in the way of effective coaching. What kind of stuff? Everything from biases, judgments, unmet needs, shoulds, coulds, to singularity, vicariousness, agendas, arrogance and fears. It can all be cleaned up.

Coaching Proficiency #10 Shares What Is There

Players rely on our observations, intuition and even our inklings to help move them forward in life. Hence, the more often, and easily, a coach can share what they see, feel and hear, the more value that can be created for that Player. It is often the tiniest, most subtle inklings that can act as powerful beacons and catalysts to the Players life or business.

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Coaching Proficiency #11 Champions the Player

The more often, and deeply, the coach champions their Player at all levels (including their actions, progress, dreams, traits, commitments, gifts and qualities), the more encouraged the Player feels and the more likely they are to succeed. For the coach to merely be encouraging is not enough; there is a much higher level of support generated when the coach operates at the championing level, which is where the Certified Coach operates.

Coaching Proficiency #12 Enters New Territories

The Certified Coach expands the Players thinking by weaving in new concepts, principles and distinctions during the coaching session, and also by inviting the Player to experiment with new models, ways of doing things, and even to identify new goals or outcomes. Players do not usually ask the coach for this, but these are key ways that value is created for the Player.

Coaching Proficiency #13 Relishes Truth

This may sound obvious, and it is deeper than that. After all, truth is a level above mere honesty, as in there is always a truth about a situation, person or event that, when discovered and articulated, can transform ones life or business. Certified Coaches have come to enjoy and orient around truth as a source of joy and guidance.

Coaching Proficiency #14 Designs Supportive Environments

Success, not to mention personal evolution, becomes sustainable when there are environments and failsafe structures that support it. After all, who wants to rely on fortitude and willpower to get things done or to develop oneself? Enter the Certified Coach who has been specifically trained in helping the Player to design and install these environments.

Coaching Proficiency #15 Respects the Player's Humanity

We all have limits, both internal and external, and as much as coaching is about maximizing potential and opportunities, we are all human and the Certified Coach respects this. Success without stress is what we are all after and by recognizing limits and appreciating different paths to achievement, the Player is both individually and universally respected.

The Key Themes in Greater Detail

1) Coach distinct from a therapist, a consultant, a counselor or a friend

We will also discuss important distinctions between coaching and other helping professions such as Psychotherapy, Counseling and Consulting; including how and when to refer a coaching player to another professional.

2) You are in charge of the players agenda (huh?)

As a coach your first job is help your player figure out what they really want to accomplish; the main agenda is the players agenda! Then once that agenda is set, YOU are in charge of keeping the coaching conversation (in the micro) and relationship (in the macro) focused on that agenda. You have to be aware of common distractions and self-sabotage techniques that ALL of us are prone to.

3) Using the cycle of Powerful Questioning, Active Listening and Direct Communication to Create Awareness

There is a recurring pattern of conversation that is the nuts and bolts of a coaching conversation. Once you learn to use it you will always be at home as a coach. You ask great questions, listen between the lines and share insights until you spark a new awareness for your player.

4) How Awareness leads to better Action Plans

It is essential that your player get into action and stay in action. The question is: what actions? They are probably already doing too much - hey, we all are. So you have to be able to create new awareness that leads to getting better results from less effort.

5) Common Coaching Mistakes and how to avoid them

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Coaching is way more challenging than it first appears and mistakes WILL happen. Just like your players make mistakes in the game they are playing. Mistakes are a part of any worthwhile venture. The key is to be AWARE of the common mistakes so that you can avoid them and / or recover quickly when you make them.

6) Proficiencies for Expanding Greatness

Learning and using these proficiencies will help you to reliably expand the greatness in each person that you coach. Hey that's your job! Greatness is a state of being present in everyone not something to be achieved. This is the distinction greatness vs. the greatest. Greatness is the state that coaches help their players reclaim.

7) Proficiencies for Expanding Trust

Learning and using these proficiencies will help you to reliably expand the trust between you and each person that you coach. Trust is essential to the coaching experience. Trust is earned over time and there are specific ways to accelerate the process. The experience of trust means that the player KNOWS that the coach is on his or her side.

8) Proficiencies for Expanding Credibility

Learning and using these proficiencies will help you to reliably expand the credibility you have with your player. Credibility means that your player KNOWS that you know what you are talking about - that you know the game and that they are in good hands with you by their side.

9) Understanding The Power of Pattern Language

The concept of Pattern Language was originally developed by the architect / philosopher Christopher Alexander. The idea is that through specific language you can make an experience come alive. When an experience is alive it has the power to uplift everyone in the experience. The 15 proficiencies are the language patterns that make the experience of coaching - and playing - come alive. Here is a brief quote from Christopher Alexander's Seminal Book "A Timeless Way of Building".

"There is a central quality which is the root criterion of life and spirit in a man, a town, a building, or a wilderness. This quality is objective and precise, but it cannot be named.

The search which we make for this quality, in our own lives, is the central search of any person, and the crux of any individual person's story. It is the search for those moments and situations when we are most alive...

The specific patterns out of which a building or a town (our note: or a coaching conversation) is made may be alive or dead. To the extent they are alive, they let our inner forces loose, and set us free; but when they are dead, they keep us locked in inner conflict."

In this program you will learn the pattern language of coaching so that your coaching sessions will be full of life!"

0.3) Fundamental Coaching Theory

Coach Dave's Theory of Coaching

- 1) Any endeavor in life or business can be played as a winnable game worth playing
- 2) Humans are gifted with the spirit of play. The spirit of play brings aliveness, creativity, resourcefulness, resilience, engagement and connection to any endeavor
- 3) The purpose of coaching is to play better; to teach an individual or team to play the game better and win on their own terms
- 4) Masterful coaching is possible ONLY when the coach knows the game the player is playing. If you have played a game in life and won on your own terms then YOU can learn to coach that game. Whenever possible, Coach the games you know.

- Teach an individual or team to play better and win on their own terms

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- Inspiring an individual or team to produce a desired result.
- Unleash the greatness in people
- An independent, knowledgeable observer, who shares feedback, teaches skills, expands awareness and provides what is needed for the player to improve performance.

The 3 core pursuits of Coaching

1) Pursuit of Human Greatness.

Playing BIG is the gateway to Human Greatness

2) Pursuit of the Inner Freedom

Expanding awareness of energy (thoughts, feelings and action) is the gateway to Inner Freedom

3) Personal Evolution

Designed environments are the gateway to Personal Evolution

Compare and contrast...

There are many theories and definitions of coaching. This is a good and natural thing for an emerging field – and coaching is definitely emerging. As a master craftsperson it is wise to learn and study several theories, methods, skills and language patterns and then ultimately you will define your own.

The ICF Definition of Coaching

The ICF has two coaching definitions. The first is the “official” definition that is part of the Code of Ethics.

The second is an informal definition that is used on the ICF marketing pages. It is interesting to note that they are quite different.

The “Official Definition”:

Coaching: Coaching is partnering with Players in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.

The “Informal Definition”:

The International Coach Federation adheres to a form of coaching that honors the Player as the expert in his/her life and work and believes that every Player is creative, resourceful, and whole. Standing on this foundation, the coach's responsibility is to:

- Discover, clarify, and align with what the Player wants to achieve
- Encourage player self-discovery
- Elicit player-generated solutions and strategies
- Hold the player responsible and accountable

In each meeting, the Player chooses the focus of conversation, while the coach listens and contributes observations and questions. This interaction creates clarity and moves the Player into action. Coaching accelerates the Player's progress by providing greater focus and awareness of choice. Coaching concentrates on where Players are now and what they are willing to do to get where they want to be in the future. ICF member coaches and ICF credentialed coaches know that results are a matter of the Player's intentions, choices and actions, supported by the coach's efforts and application of the coaching process.

Professional Coaching is an ongoing professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organizations. Through the process of coaching, Players deepen their learning, improve their performance, and enhance their quality of life.

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15 Coaching Principles by Thomas Leonard

And here are a few thoughts from Coaching Industry Founding Father Thomas Leonard. These principles are included here to allow you to hone in on some simple truths about the coaching process.

What is a principle?

A principle is something that is the truth, and you can understand and accept. Think of it like a "greater truth". It just is, regardless of how you want it to be. There is your truth, my truth and absolute truth – a principle that you can guide by.

What do the 15 coaching principles do?

1. They provide a powerful framework for understanding coaching.
2. They give you language you can use to describe what you do.
3. They can provide a development path for you.
4. It will develop and deepen your understanding of coaching.
5. Knowing the principles of coaching can help you be a better coach.
6. It provides a framework for discussing principles with your players.

The 15 coaching principles

1. You'll never know it all.
2. You don't have to know it all.
3. In the first few years of coaching you'll be doing a lot of self-development work.
4. Your players can be your ultimate coaches.
5. Invented meaning - a person can assign meaning to anything by choice.
6. There is a greater truth in almost every situation.
7. Deliberate over-responding expands who you are.
8. Personal evolution - when you create environments to be responsive, you evolve more quickly.
9. Synergy creates better results, more easily – Proper coach/player pairing is essential for synergy
10. When people are fully heard, they move forward immediately.
11. Fewer problems occur when you operate from a strong personal foundation. Rising above the muck of life is step #1 in coaching
12. Sometimes the coach has the answer, sometimes the player does. It doesn't matter where it comes from
13. Humans operate at 1% or less of their potential. Coaching increases this figure.
14. When players define their version of success the road becomes easier and collaborating with the coach does too.
15. Most people don't know what they really want and a coach can help them discover what it is.

Conclusion

All of these thoughts are good and valid. Which do you resonate with most?
We will explore theories, methods, skills and language patterns more in session #2 of this program.

0.4) What to do in a “Coaching” Conversation

One thing that really frustrates new coaches while they are learning the coaching skills is not knowing what to talk about as a Coach. You have to have an idea about how to coach before you can apply the skills to become better.

This is one of the reasons that we developed the “Play Two Win” method of coaching. This method is the subject of our Play Two Win method class which you may or may not have done it prior to taking this Basic Skills class. So we will provide a brief overview of the first few steps of the method so that you have a structure for your coaching while you are practicing the skills. The complete form is on the next page.

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IMPORTANT: it is helpful to print a few copies of this form for use in class

Use the Play Two Win Method Form

We will only use the left side of the form in the Basics Coaching class; you will learn how to use the whole form in the Play Two Win Method class. This steps of the method guide you through a powerful coaching conversation.

1) What is the big game you want to play better?

1A) The Purpose - why you are playing this game?
What purpose will it serve in your life?

2) Clarify 1-3 objectives in each of three categories for the next 3 months

a) a tangible measurable thing (what will you do?)

b) a get better at doing something (improve a skill)

c) a becoming more/less something (who will you become?)

3) Play! Identify the recurring activities of the game - what will you do almost every day and what are the results they are playing for?

4) Support - Challenge dynamic

What are the challenges in the game that will come from playing for these objectives;
What support do you need?

5) Results debrief - What happened in the game?

What can you do to play better in the next game?

Help your player become more masterful in the activities of the game and get better results.

The coaching challenge is to do this without too much teaching and NO TIPPING!

Go back to #3) Play the game again.

Coaching Proficiency Leader Guide

(Insert Play Two Win Method diagram here)

Coaching Proficiency Leader Guide

0.5) Finding 5 “Practice Players”

The only way to become a coach is by coaching! Sounds obvious I know. But you would be amazed at how many people think that they will become a great coach by simply attending the classes. Attending the classes will help you become great ONLY if you practice!

If you are already in one of our other programs then you probably already have 5 or more practice players and in this case you are set. You don't need 5 more. Although, when it comes to practicing your coaching “the more the merrier!”

So we urge you to find 5 people to practice your coaching with each week while you are in class. Each session with your practice player can be done in person or over the phone and should be for approximately 30 minutes – no more, no less.

You can coach these players pro bono or for a fee that you both agree upon. Typically a small fee is the best arrangement for both. Eg. In 1997 Coach Dave coached his first 10 players for \$25 for four 30 minute sessions.

If you have already started either the Play Two Win Method course or the Step up and Stand Out course, then you know how to approach prospective players and what to offer them. In the event that you have not done either of these courses yet, no worries! Here is what you need to do:

- 1) Contact people you know and tell them that you are studying to become a coach.
- 2) You need 5 players to coach for practice while you are in class
- 3) As their coach you will help them play the game of their life better and win on their own terms. They can focus on business, career, relationships, health – whatever is important to them. You may not be an expert in that topic but you will help them focus on what is most important and find ways to play vs. work and get better results while having more fun.
- 4) Tell them that they will get a lot out of it because you plan on being a very good coach.

THE BIG POINT HERE: You can approach it as asking them for a favor if that works for you. BUT you don't have to. You can approach it as they will be the lucky first ones that get to coach with you at such a low fee! This is how I (Coach Dave) did it. In 1997 I coached my first 10 people for \$50/month for four 30 minute sessions. Putting that \$500 in the bank every month felt REALLY good. You may wonder how you can charge for coaching when you don't even know what you are doing yet. You will have to trust me that with the methods and skills you will learn in class you will actually provide GREAT value way before you are even good at it.

- 5) Let them know how much you will charge for each session or if it will be pro bono.
- 6) Tell them that you will provide them with a simple agreement form to document this arrangement.
- 7) If you want, you can invite them to do what we call a “Play BIG” exploratory session. The outline for this session is below.

Now all you need is the courage to go and do it!
Ah ha! Your first coaching challenge.

Here is the outline for the “Play Big Session”

0.6) Sample Coaching Agreement

Feel free to use the text of this agreement completely or as a starting point for your basic coaching agreement. Also, there are two additional examples in your syllabus.

Coach Dave Buck – When Playing BIG is your ONLY Option!

PLAYER / PLAYER COACHING AGREEMENT

Coaching Proficiency Leader Guide

Welcome as a player / player! I look forward to being your partner in creating the life you desire by playing BIG and winning on your own terms! I'm not big on rules – but here are a few things that honor the professional nature of our relationship.

PLAYER / PLAYER FEE POLICIES AND PROCEDURES

FEE: The fee per month is \$500 – payable by credit card. Your credit card will be charged at the beginning of each month. The charge on your credit card statement will read "CoachVille LLC"

DEFINITION OF SERVICE

- a) CALLS: Our agreement includes 2 45-50 minute conversations each month. We will "book" 60 minutes in the calendar in the event that we need a little extra time.
- b) Check in calls during the weeks in between our coaching sessions. These calls will be 5-10 minutes.
- c) Email: I am available by email for questions and "sharing": news, insights, challenges, and accomplishments. I will typically reply to these communications within 24 hours, though if my travel schedule has me out of the office for an extended period it may be a few days longer.

LENGTH OF AGREEMENT

Our agreement is open ended / month to month – I recommend at least 6 months.

PROCEDURE

For our official coaching sessions I use a flexible schedule. We will set up our next appointment each time we talk. For our check-in calls call me when you have a few free minutes during the business day.

CHANGES

If you need to reschedule your call, please give me at least 24-hours notice. Occasionally I may need to reschedule and I will give you at least 24 hours notice as well. If an emergency occurs for either of us, we'll work around it and reschedule.

PROBLEMS

If I ever say or do something that upsets you or doesn't feel right please bring it up. I promise to be open to anything you need to say and I will do my best to make it right.

CONFIDENTIALITY

I recognize that certain information of a confidential nature may be shared during our sessions. I will not use this information for personal gain or disclose this information to anyone else without your specific approval.

THE NATURE OF THE RELATIONSHIP

Our coaching relationship is not to be considered psychological counseling or any type of therapy.

The MOST IMPORTANT THING

is that you are ready to play and win the games of your life on your own terms. I cannot play the game for you. I will support you and challenge you in every way that I know. When you win, we both win.

_____	_____
David R Buck, Coach Date	Name, Player / Player Date

David R. Buck, Coach | PO Box 904 Hopatcong, NJ 07843 | 973-601-9444

0.7) Every Participant is a Coach and a Player

Since everyone will practice coaching as a part of this program, it follows then that everyone will also have to be a player! The participants will be partnered through the 6 sessions which will create a realistic experience of coaching someone over time. So the BIG question is: What is the game that each person is playing that is BIG enough to need a coach to play better?

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Remember: Coaching is about playing better – it is not an intervention for problems!

Here are a few essential points to being a good player:

1) Choose something that you are DEFINITELY doing in your life right now. Do not choose something that you may not have time for on a given week.

2) Choose something that you have a desire to do better; to get better results. Do NOT choose something that you are doing but wish you were not doing. Your coachable topic should NOT be whatever is bothering you that day!

3) If you are definitely going to invest the time each week to pursue coaching players for your new practice, then that can be an excellent game to choose.

4) Your partner Coach can help you refine the idea for your game, but remember, they are a new coach! So it is better if you come in with a pretty clear idea.

5) Remember also that this program is 6 fast weeks. So your game should be something that you know you are doing over this short time frame. Again, it can be something you are already doing; it does not have to be a new thing.

5) Game Ideas include: Boost your career, Build your business, Energize your relationships, Expand your network, Rejuvenate your health, Reduce your tolerations

What are your game ideas?

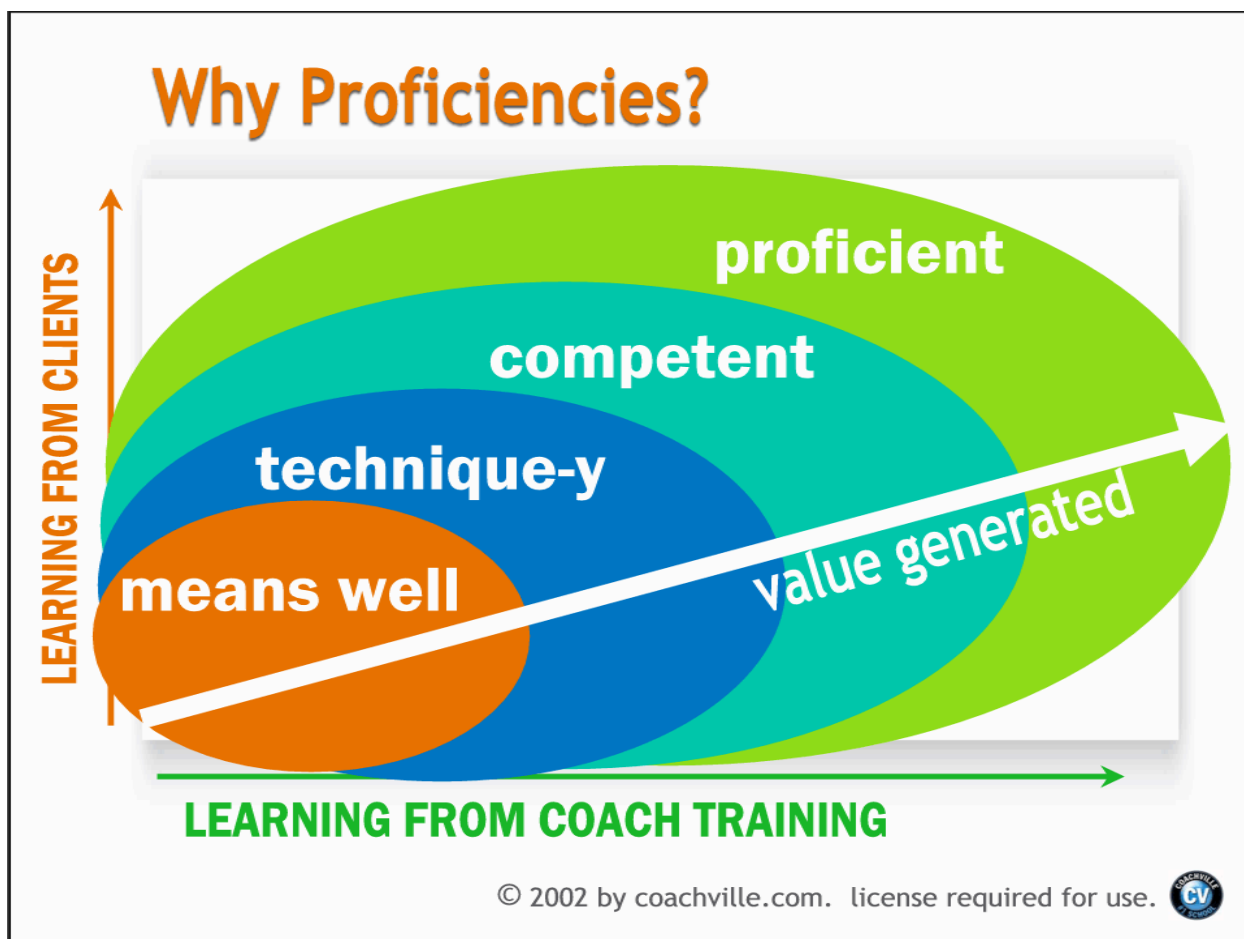
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0.8) Diagrams Thomas Created to set the stage for coaches using the 15 Proficiencies









0.9) The Proficiencies are the Pattern Language of Coaching

The 15 Coaching Proficiencies were originally developed to create a new and better way to evaluate coaching and provide the foundation for the CoachVille Certified Coach Designation. We still use them – along with the 10 Core Competencies – for this purpose.

It was after Thomas passed on that we realized that we had something much greater than a way to evaluate coaches. We also had a complete language set to explain the experience of being coached. This is the definition of a “Pattern Language”: a distinct set of phrases that bring an experience to life and can be recognized even when they take an infinite number of forms.

The best example of this is with Proficiency #1: Engages in Provocative Conversations; There are an infinite number of Provocative Conversations however, you always know if you are in one AND if you are NOT in one.

One of the best ways to learn the proficiencies is to attend Coaching Practicum as an observer and listen to coaching. While you are listening see if you can recognize each of the proficiencies as present or absent from the conversation. This is exactly what the certifiers are trained to do.

Coaching Proficiency Leader Guide

Session #1 – The Purpose of Coaching

Instructor Outline

00-03: Welcome!
03-10: What is the purpose of coaching?
10-20: The Transformation from Management Science to Coach Approach
20-30: Planning and Goal Setting
30-60: Coaching Demonstration & Debrief
60-95: Coaching Practice
95-115: Debrief and expanded exploration of Planning and Goal setting
115-120: Highlights from the session + Encourage them to play the Game Card to access the Supplemental Learning Resources

0-03: Welcome to class

Instructor Say: Welcome to class everyone!

WELCOME to CoachVille and your BIG adventure to masterful coaching and bringing the coach approach to your business and life.

Ok, a few important points to remember:

1) You are relatively new to coaching! Be easy on yourself as you practice. Don't expect to be a masterful coach right away; Even if you have been coaching for a long while.

2) We use a DIALOGUE based learning method suited to "Graduate" level learners.

So we expect you to participate. What you share matters!

03-10: What is the purpose of Coaching?

Instructor Question: Let's start the conversation with a BIG question:
What is the purpose of Coaching?

Listen...

Weave in:

- Get results
- Pursuit of Excellence
- **Play Better and WIN on your own terms**
- Help people clarify What's next
- "Hold space" - elicit greatness
- Realizing dreams
- Provide challenge and support = pursuit of greatness
- Play with Purpose
- Create Possibility

10-20: The Transformation from Management Science to Coach Approach?

Instructor Say: Next we will start a BIG conversation about the transformation from Traditional Management Science to the Coach Approach.

Traditional Management science was the predominant philosophy of Human Organization of the 20th Century. It was born out of the Industrial revolution and became the foundation of business organization AND the School systems most of us grew up in. It was formulated primarily to run factories, but the general concepts have been used to organize almost everything we do in groups.

We describe Traditional Management Science as the 3 C's: Command, Control and Compliance.
Tell people... What to do, How to do it and Make sure they do it right and on time.

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Even if you don't resonate with these words, this is how we were taught in school so it is a part of our mental framework.

We describe the Coach Approach as the 3 P's: Permission Space, Positive Influence and Play Better. We will talk about each one for a few minutes.

Instructor Ask: What does it mean to Command someone vs. what is Permission Space?

Listen...

Key points to weave in:

- Command is where you tell someone what to do and you assume they are going to do it.
- Permission Space is a place of mutual respect between two people
- Permission Space is where you collaborate to figure out what to do
- Permission Space is where if one person has more expertise they ask permission to suggest and guide the other person.

Instructor Ask: What are your thoughts about the transformation from Controlling someone to Positive Influence?

Listen...

Key points to weave in:

- Control is where you have the power to make someone do something
- Positive Influence is a relationship established with trust and credibility
- Positive Influence is a relationship that is developed over time
- Positive Influence is a skill based in shared values and objectives

Instructor Ask: What are your thoughts about the transformation from Compliance to Play Better?

Listen...

Key points to weave in:

- Compliance is based on the idea that there is one right way to do something and the person has to do it the right way every time without making mistakes.
- Play better is based on the possibility that there are many ways to do something
- Play better is based on the idea that each person can be creative in finding their own best way to do something.
- Play better is based on the pursuit of mastery where the other person will fail and make mistakes on the path

Instructor Say: This is a very juicy topic that we will continue to explore throughout the program!

Instructor Say: The first skill of coaching is called Coaching Agreement.

This is where YOU as the coach affirm with the other person that you will be coaching them.

Depending on your current relationship with the person, adding the "Coach Approach" may be a small change or it could be a BIG change.

So your first step is to affirm with them that they agree to have you as their coach.

(add to playbook: how to introduce coaching agreement to employees)

20-30: Planning and Goal Setting

Instructor Say: Once you have a coaching agreement, then the next skill you need is called planning and goal setting.

Instructor Ask: What are the important things to remember when we are helping someone define their goals and plans?

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Listen...

Weave in Concepts from Play Two Win including:

- Name the big game
- Define the purpose of the game for the player
- Identify Tangible Objectives (pursuit of results)
Identify Skills to Improve (pursuit of mastery)
Identify the "Becomings" (pursuit of learning)
- Identify RECURRING actions that lead to results

Weave in additional concepts from ICF Core Competency

- Identifies and targets early successes that are important to the Player,*
- Makes plan adjustments as warranted by the coaching process and by changes in the situation,*
- Helps the Player identify and access different resources for learning (e.g., books, other professionals)*

30-60 Coaching Demonstration and Debrief

Demonstration Prep

Instructor: I will now do a coaching session where we establish our "agreement" and start goal setting and planning.

Listen for the effect of Play Language on the conversation and how it sounds different than typical conversations you might have.

Observe how I (the coach) follow the Play Two Win playsheet to identify your players game, purpose and objectives; and set up one recurring action to get the game started.

After the session we will debrief together and I will ask you what you learned.

Coach – 20 minutes

Note to Instructor: be careful to watch the time and end in 15-20 minutes to set a good example for the student practice sessions which are 15 minutes.

Instructor REMEMBER: for the most part your students will be coaching in 15 minute conversations NOT typical professional coaching sessions.

Agreement

SAY: Thank you so much for being my player! The first thing I want to do is to affirm that you agree for me to coach you in this conversation. Is that ok with you?

WAIT for your player to say: YES.

Name the game

SAY: Wonderful. OK let's get right into it.

ASK: What is your big game right now?

Listen and clarify.

Purpose of the game

ASK: Why do you want to play this game better?

Listen and clarify.

ASK: What purpose does this game serve in your life?

Listen and clarify.

Goal Setting

2) **SAY:** Next let's start to set some goals by clarifying your objectives for the next 3 months

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ASK: What are some tangible objectives that you want to accomplish?

Listen and clarify.

ASK: What are some skills you want to acquire or improve?

ASK: Who do you need to become to win this game?
More of something or Less of something?

Action Planning

3) **ASK:** What is one activity that you can focus on doing every day this week to play your game better?

WRAP UP

4) **Say:** OK Let's recap our game plan for the week:

a) **Say:** Clarify your objectives (and enter them into the game card).

b) **Say:** Do at least the one thing every day to PLAY your game this week. (and enter it into the game card)

c) **ASK:** Anything else you want to commit to doing?

Listen...

D) **ASK:** Please give me your 1-minute recap from today's coaching session...
Listen...

Debrief with the class – 5-10 minutes

Instructor ASK: Did you notice the quick affirmation we did at the beginning to establish agreement?

Say: This is the first step in creating permission space!

Ask: What did you learn from observing?

ASK: What did you learn about the player?

60 – 95 : Coaching Practice Dyad (15 minutes each)

Note to instructor:

- Visit each session at least once while the dyads are in progress.
- Announce your presence if it is a "virtual room". Ask: who is the coach and who is the player?
- Ask if they have any questions?
- Listen for a few minutes.
- If they seem to be going off track from the assignment, encourage them to refocus.
- Before you move on to the next group, say something acknowledging to the coach or the player or both.
- WATCH THE TIMER – Play the 1 minute warning tone at 14 minutes and 29 minutes; and the change partner tone at 15 minutes.
- At the conclusion of the practice time, encourage them to connect between sessions and thank each other for the session. (give them a few extra minutes to wrap up together)

95-115: Debrief & further explore Planning and Goal Setting

ASK: What did you learn about planning and goal setting?

ASK: What insights did you gain about the transformation from Management Science to Coach Approach?

ASK: Anyone have any questions about how to establish a coaching agreement with your "players"?

SAY: It is important that you set up a coaching agreement with AT LEAST 5 people. Even if you are a manager with a group of employees to coach, have the coaching agreement and "GAME" conversation with at least 5 of them.

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115-120 : Highlights

ASK: What is your 30 second highlight from today's coach training session?

Instructor: Hand out the play sheet with instructions on how to access the game card and start playing on the game.

Supplemental Material

Instructor: This is from the Play Book for your understanding:

The Spirit of Play

Instructor: At CV we believe that the Human Spirit of Play is essential to the coaching relationship.

Instructor: What does the Spirit of Play mean to you?

Weave in:

- joy & fun & creativity
- resilient and resourceful
- free to look at things in a new way
- ok to fail and try again
- sense of wonder
- being open to possibility
- take risks - fear stops us
- passion and feeling in what we do
- unique quality of aliveness
- Play BIG – expand your comfort zone
- Serious Play vs. Play is only frivolous

How to talk like a coach using the Play Two Win method

Instructor Note: We will only use the left column of the Play Two Win Method Form in this class.

In the first session just focus on steps 1 and 2 and a little taste of 3.

Instructor: This is a basic skills class. However, it is important to have a little structure to guide your coaching while you are learning the skills. Depending on when you start in our school you may or may not have done the Play Two Win Method program.

- We will use the first part of the Play Two Win method and form to guide the structure of our coaching sessions and to help us focus on talking like a coach by using play language.
- Make sure you have a few copy of the form in front of you while you are coaching.
- The Play Book has sample questions to guide you through your initial coaching sessions.

Instructor: Our coaching theory: **ANY endeavor can be a play-able, coach-able and win-able game**

How will this theory help you talk like a coach?

Weave in:

The form will guide you in a new language: Play language

Asking about the game and how to play vs. what are you working on?, what are your tasks?

Talking about Purposeful play vs. on a mission with a deadline

How to do dyad/ how to be a great player / coach

Instructor: now we are going to break out into groups of 2 so that you can practice which other. Your partner today will most likely be your partner throughout the program.

It is easy to get into typical patterns of chatting to get to know each other. DON'T DO IT.

Get right into coaching each other using the form. Get to know each other this way.

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Key for player: BE REAL!

Key for Coach: Don't try to solve the problems or give suggestions;

Focus on clarifying the purpose, objectives and game action

If you get disconnected from the bridge for any reason, just call right back in and I will reconnect you with your partner.

Follow the questions in the Playbook!

Session #2: The Coaching Power Cycle

Outline

1. Welcome back! Celebrations and Challenges
2. The Coaching Power Cycle
3. Powerful Questions
4. Active Listening
5. Direct Communication
6. Find the Game = Actions : Challenges : Results
7. Coaching Demonstration and Practice – Find the game using the Power Cycle
8. Coaching Practice
9. Practice Debrief – Highlight the value the players received
10. Wrap up the session

00-05 Welcome Back

Welcome Back!

ASK: How did it go talking with your “players” about their game?

IMPORTANT: Call on certain people based on what you read on the game cards; some participants need to be encouraged to share. That is YOUR job to draw them out and not allow anyone to hide.

05-25 Coaching Power Cycle

SAY: The coaching power cycle is the core of the coaching experience. There are three skills:

Asking powerful questions

Active Listening

Direct Communication

Let's explore these three skills and how they play together.

ASK: Let's talk about Asking Powerful Questions first.

What makes a question a powerful question?

Listen and weave in:

- Asks open-ended questions that create greater clarity, possibility or new learning
- Asks questions that evoke discovery, insight, commitment or action
- Ask questions that challenge the players assumptions,
- Asks questions that move the Player towards what they desire, not questions that ask for the Player to justify or look backwards.

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- Asks questions that reveal the information needed for maximum benefit to the coaching relationship and the player
- Ask questions that reflect understanding of the Player's perspective,

Instructor Say:

Let me give you some sample questions and tell me if you think they are powerful questions or not:

- Have you tried putting a profile on facebook? (1 - 5)
- What have you tried so far? (1 - 5)
- What have thought of that you haven't tried? (1 - 5)

Instructor ASK: What is ACTIVE Listening?

Listen and weave in:

- Ability to focus completely on what the Player is saying and is NOT saying,
- Understand the meaning of what is said in the context of the player's desires, and to support player self-expression
- Hears the player's concerns, goals, values and beliefs about what is and is not possible,
- Distinguishes between the words, the tone of voice, and the body language,
- Encourages, accepts, explores and reinforces the player's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.,
- *"Bottom-lines" or understands the essence of the player's communication and helps the Player get there rather than engaging in long descriptive stories,*
- *Allows the Player to vent or "clear" the situation without judgment or attachment in order to move on to next steps.*
- *USES ARTFUL INTERRUPTING – to move the conversation forward if the player is going too far into a story.*
- Occasionally Summarizes, paraphrases, reiterates, mirrors back what player has said to ensure clarity and understanding,
- Attends to the player and the player's agenda, and not to the coach's agenda for the player,
- Integrates and builds on player's ideas and suggestions,

Instructor ASK: What is direct communication?

Listen and weave in:

- Use Permission Space before sharing feedback, observations and new ideas
- Communicate effectively by getting quickly to your point
- Use positive language that has the greatest positive impact on the Player
- Is clear, articulate and direct in sharing and providing feedback,
- Reframe and articulate different perspectives
- Before suggesting a specific technique clearly state your coaching objective and the purpose of techniques or exercises,
- Uses language appropriate and respectful to the Player (e.g., non-sexist, non- racist, non-technical, non-jargon),
- *Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.*
- Share your observations, intuitions actively
- Share your expertise ONLY when needed

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25-30 Find the Game (From the Play Two Win Method)

Instructor Say: Today in the coaching session we will move forward with our player using the Play Two Win method while integrating our new skills

The next step in the coaching method is to Find The Game by identifying the recurring Actions, Challenges and Results

Actions are what you do over and over again while you are playing the game: like in the business game talking to potential customers

Results are what you want to have happen by the action: like in the business game the potential customer says: YES! I will hire you

Challenges are ANYTHING that could happen to prevent you from getting the desired result. Like in the business game the potential customer says they can't afford to hire you right now.

You can follow the dialogue in the Playbook

While you are exploring actions, challenges and results, you will use the coaching power cycle of powerful questions, active listening and direct communication.

30-60 Coaching Demonstration and Debrief

Note to Instructor: use these questions in your coaching demonstration;

And of course add in your own curious questions and observations along the way to demonstrate the Coaching Power Cycle.

1) Welcome

SAY: Welcome back! Thanks again for being my player.

2) Check in from last session

ASK: Did you have any new clarity about your game objectives?;
Are you satisfied with them or would you like to revise them in any way?

Listen and clarify...

ASK: How did it go with your recurring action that we identified last week?

Listen...

3) Clarify Recurring Actions

SAY: This week let's get you fully into your game.

ASK: What are the 3 recurring actions that are MOST important for you to do well and reach your objectives?

Listen and clarify...

(you may need to help them figure out if an action is a recurring action or a one-time task)
(you may need to challenge their selection of actions if you think they may be missing something or avoiding something)

4) Clarify Results

ASK: What results do you want to create by taking these actions?

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Listen and clarify...

(you may need to help them figure out the desired results of the recurring actions)

5) Clarify Challenges

ASK: What challenges do you expect while playing for these results?

Listen and clarify...

6) Find the fun!

ASK: What can you do to have fun while taking these actions and facing these challenges?

ASK: How can you bring the spirit of play into them?

Listen and clarify...

7) WRAP UP

a) **Say:** OK Let's recap our game plan for the week:

b) **ASK:** Which of the recurring actions and results do you want to focus on this week?

c) **ASK:** Anything else you want to commit to doing?

Listen...

D) **ASK:** Please give me your 1-minute recap from today's coaching session...

Listen...

60-95 : Coaching Practice Dyad (15 minutes each)

Instructor SAY: Remember how to do a great practice session.

As the player – be yourself – focus on your own game

As the coach – JUST follow the method!

And add your curiosity to Ask Powerful Questions, Listen AND use Direct Communication

Note to Instructor: follow the dyad protocol.

As you visit each practice session be assertive in keeping them on track with using the method and the skills but go easy on correcting their mistakes. Remember that this is "safe space" practice and they are beginners.

95-115 : Debrief Find the Game and the Power Cycle

Instructor Ask: What was the experience like as a player as your coach was finding your game and using the Coaching Power Cycle?

Note to instructor: Encourage EVERYONE to share

Note to instructor: Listen and AMPLIFY the Value received by the players

Instructor Say something like this:

- Your coach had little experience; just a basic method to focus you on playing.
- an intention to ask powerful questions and REALLY listen
- With just those things you experienced value.
- Imagine what it will be like for the people you coach.
- No one is getting them to play.
- They probably don't have someone focused on really listening to them.
- They don't have someone they can really trust with their big desires and challenges.
- GO COACH!!! The world needs you NOW!

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95-115: Debrief & further explore Planning and Goal Setting

ASK: What did you learn about the Coaching Power Cycle?

115-120 : Highlights

ASK: What is your 30 second highlight from today's coach training session?

Instructor SAY: Remember to access the game card and continue playing the game.

Instructor SAY: Coach at least 5 people this week! Don't let anything stop you from doing this.

Play BIG. See you next week.

Supplemental Material

Instructor: This is from the Play Book for your understanding:

Method and Skill

Instructor: In your playbook there is a detailed explanation about methods and skills. it is important to understand these distinctions both for yourself in learning to coach and with your players in helping them play better.

Who can explain "skill" in your own words?

> have a few people share

Who can explain "method"?

> have a few people share

What happens if you have skills but no method?

weave in:

you lack direction,

you go all over the place in the conversation,

most important: if something good happens you are never sure how you did what you did.

it seems like magic

you can't be certain that you could do it the next time

What happens if you have a method but poor skills?

weave in:

the method does not work as well as it could when you don't have the skills to do it.

Additional Information

Overview of the ICF

Founded in 1995, by CoachVille Founder Thomas Leonard, the International Coach Federation (ICF) is the leading global organization dedicated to advancing the coaching profession by setting high

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standards, providing independent certification, and building a worldwide network of credentialed coaches.

The ICF provides specific requirements for coach training schools to become accredited to train coaches and offer the Professional Certified Coach (PCC) designation. Our school has met these requirements and we renew them every 3 years.

The ICF also sets the Ethical Guidelines for all professional coaches.

Session #3 – Creating Awareness

1. Welcome back! Celebrations and Challenges
2. Coaching Mistake: Tipping
3. Creating Awareness – The purpose of the coaching power cycle
4. Coaching recurring activities vs. tasks
5. Coaching Demonstration and debrief
6. Coaching Practice
7. Final Debrief

00-05 Welcome Back

Welcome Back!

ASK: How did it go with practicing the Power Cycle?

IMPORTANT: Call on certain people based on what you read on the game cards; some participants need to be encouraged to share. That is YOUR job to draw them out and not allow anyone to hide.

05-10 Coaching mistake - tipping

SAY: Today will begin our weekly exploration of coaching mistakes as defined by Thomas Leonard the founding father of life/business coaching. Today we will talk about coaching Mistake #3

Tipping: Jumping in too soon with advice.

ASK: What is tipping?

weave in:

- * When you "know" you've got the perfect advice for a Player and feel the need to interrupt them to share it with them, your advice probably won't be heard properly.

- * Remember, Players need to share first (and be heard) before they are open to advice/solutions.

- * Ask yourself: "Why I am so eager to jump in with my tips, suggestions, advice and solutions?"

- * This is a major challenge for transitioning into coach-approach because as a manager you have probably played the role of ANSWER-MAN; ANSWER-WOMAN.

SAY: If you notice yourself asking: "Have you tried..."

You are about to tip.

Try asking: What have you tried so far?

Then listen carefully.

If you have a useful suggestion you can share it in context to what they have already done.

Coach Dave often says: Tipping is for patrons, NOT for coaches

Coaching Proficiency Leader Guide

10-22 #7) Creating Awareness: The purpose of the power cycle

SAY: In our last session we explored the Coaching Power Cycle which is asking powerful questions, active listening and direct communication. The purpose of using the Power Cycle in Coaching Conversations is to Create Awareness. So this is our next skill.

ASK: What are the benefits of greater awareness?

- More awareness leads to better choices
- More awareness builds confidence
- More awareness creates perspective and peace
- The more you can see, the better you play... any game.

ASK: What do you create awareness of?

weave in:

- The Environment around them
 - > is it supporting?
 - > challenging in a good way?
- What is most important right now(focus)
- What is the source of the problem
- Desire - what they really want?
- Frameworks - How they see the world
- Patterns: Thoughts - Beliefs - Values - Actions - results - Feelings - Emotions
- Choices
- Possibilities
- Opportunities
- How they feel about...
 - >self
 - >how they are playing
- Strategy
- BIG games they can play
- REAL life today -- potential
- **Their strengths**

ASK: How do you create awareness?

- Integrate and accurately evaluate multiple sources of information, and to **make interpretations that help the Player to gain awareness and thereby achieve agreed-upon results**
- Goes **beyond what is said** in assessing Player's concerns, not getting hooked by the Player's description
- **Identifies for the Player** his/her **underlying concerns**, typical and **fixed ways of perceiving himself/herself and the world**, differences between the **facts and the interpretation**, **disparities between thoughts, feelings and action**
- **Helps Players to discover** for themselves the **new thoughts, beliefs, perceptions, emotions, moods**, etc. that strengthen their ability to take action and achieve what is important to them
- **Communicates broader perspectives** to Players and inspires commitment to shift their viewpoints and find new possibilities for action
- **Helps Players to see** the different, **interrelated factors that affect them** and their behaviors (e.g., thoughts, emotions, body, background)

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- **Expresses insights** to Players in ways that are useful and meaningful for the Player
- **Identifies major strengths vs. major areas for learning and growth**, and what is most important to address during coaching
- **Asks the Player to distinguish between** trivial and significant issues, situational vs. recurring behaviors, when detecting a **separation between what is being stated and what is being done**

22-30 Coaching Method = PLAY the game

SAY: In our last coaching session we started to “find the game” with our player. This means we look at our day as player going for results rather than worker completing tasks.

ASK: Quick question: who can give an example of a game ACR sequence:
What is the recurring Action? What is the result you are playing for? What are the challenges?

Listen: Let someone share an example.

SAY: Today we are going to explore with our player the challenges that they face while playing for results. We will also continue to clarify what the recurring actions and challenges are because this distinction usually takes time to understand.

ASK: What is the relationship between talking about challenges and creating awareness?

Listen!

Weave in:

- When you face challenges it can call up your strengths
- When you face challenges you find out how determined and resourceful you are
- When you face challenges you can look at the underlying cause of the challenge
- When you face failure you can explore the facts vs. interpretations
- There are MANY MORE examples!

30-60 Coaching demonstration and Debrief

SAY: In this session using the Coach Approach we will talk with our player about their game activities and how they responded to challenges. Talking about challenges will bring up lots of opportunities to Create Awareness.

Note to Instructor: Use these questions in your coaching demonstration;

And of course add in your own curious questions and observations along the way to demonstrate Creating Awareness.

1) Welcome

SAY: Welcome back! Thanks again for being my player.

2) Check in from last session

ASK: So last week we made progress finding your game and setting you up to play. So how did the game go?

Listen and clarify...

ASK: Before we get into the details of what happened, did you identify any additional recurring actions that are part of your game?

Listen...

3) Talk about Results

ASK: What results did you create?

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Listen and clarify...
(you may need to help them figure out what results happened)

ASK: What results did you go for but didn't make?
(you may need to help them figure out what results didn't happen)

4) Talk about Challenges

ASK: What challenges do you face and how did you respond?
Listen and clarify...

ASK: How will responding to this challenge make you a better player?
Listen and clarify...

ASK: What did you learn from playing this week that we can use to play better next week?

5) Find the fun!

ASK: What recurring actions and results are you going to focus on this week?

ASK: What can you do to have fun while taking these actions and facing these challenges?

ASK: How can you bring the spirit of play into them?
Listen and clarify...

6) WRAP UP

ASK: Please give me your 1-minute recap from today's coaching session...
Listen...

60-95 : Coaching Practice Dyad (15 minutes each)

Instructor SAY: Remember how to do a great practice session.
As the player – be yourself – focus on your own game
As the coach – JUST follow the method!
And use the Power Cycle to Create Awareness

Note to Instructor: follow the dyad protocol.
As you visit each practice session be assertive in keeping them on track with using the method and the skills but go easy on correcting their mistakes. Remember that this is "safe space" practice and they are beginners.

95-115 : Debrief Play the Game and Create Awareness

Instructor Ask: What was the experience like as a player as your coach was exploring your game to create awareness?

Note to instructor: Encourage EVERYONE to share

Note to instructor: Listen and AMPLIFY the Value received by the players

95-115: Debrief & further explore Creating Awareness

ASK: What did you learn about Creating Awareness?

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115-120 : Highlights

ASK: What is your 30 second highlight from today's coach training session?

Instructor SAY: Remember to access the game card and continue playing the game.

Instructor SAY: Coach at least 5 people this week! Don't let anything stop you from doing this.
Play BIG. See you next week.

Supplemental Material

Instructor: This is from the Play Book for your understanding:

Distinction: Coach conversation and Friend conversation

This may be an issue if the manager feels like being a coach is more like being a friend. It is NOT.

Instructor: It is ESSENTIAL that you learn how to talk like a coach AND how that is different than the conversational patterns that you are already using.

What do you think are the important differences between talking like a coach and talking like a friend?

1) Listen / Speak Ratio

Friend = 50/50 -

Coach = 75/25

2) Interrupting

Friend = no, not polite

coach = yes when needed; cut stories short, get to the point

3) Purpose

Friend = story telling (feel connected) -

Coach = results, objectives, playing better

4) Focus

Friend = both lives

Coach = players life

5) Personal issues

Friend = sometimes, mostly is a casual way

Coach = YES you have to know your players situation

6) Tipping -

Friends = often give tips

Coach = rarely give tips

7) sharing personal stories

Friend = 50/50

Coach = player 90 % - coach 10% (1 minute max)

8) Challenge

Friends = rarely challenge each other

Coach = always keep your player in the face of the next challenge

9) Victim stories

Friend = yes

Coach = No! Challenge your player to seek objective view or the personal responsibility view

10) Drive the conversation

Friend = back and forth

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Coach = Coach IS IN CHARGE = YOU have to keep the conversation focused on the players original intent!

Be wary of the player going off their own original agenda

Be AWARE - humans are prone to self-sabotage - often they will create distractions.

Instructor: Pre-Class Review this...

The distinction between recurring activities and tasks is essential for you to grasp when using the coach approach.

A game typically involves a finite set of activities that happen over and over in the game – each time with slight variations depending on the situation. Eg. Playing basketball includes dribbling the ball, passing the ball and shooting it toward the basket. A game also includes desired results from the activities. Eg. In basketball the desired result is that the ball goes in the basket.

As a coach you will help your player identify the recurring activities of their game and then help them practice and master the activities so that they get the desired result most of the time. The **Coach Approach is based on the creative open ended question: how can you play better next time?**

Because we grew up with Management Science, when we have team member with an objective, we tend to make a long list of tasks and then set about checking them off. There are some times when a task list is appropriate; however this should never be your focus as a coach! Managing a worker with tasks is the job of a manager. **Management Science is based on the closed ended question: did you complete your tasks on time?**

When your player has a list of tasks, you can provide an “accountability” structure and also help them brainstorm ways to complete the tasks in a way that is fun, efficient or personally rewarding. However, the majority of your coaching effort should focus on becoming masterful at a few essential recurring activities.

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Session #4 – Awareness Leads to Better Action

1. Welcome back! Celebrations and Challenges
2. Coaching Mistake: Reactive
3. Assessing awareness BEFORE you teach
4. Designing Actions
5. Managing progress and accountability
6. ??? Playing for Mastery vs. Task orientation
7. Coaching Demonstration and debrief
8. Coaching Practice
9. Final Debrief

00-05 Welcome Back

Welcome Back!

ASK: How did it go with practicing the Power Cycle?

IMPORTANT: Call on certain people based on what you read on the game cards; some participants need to be encouraged to share. That is YOUR job to draw them out and not allow anyone to hide.

05-10 Coaching Mistake: Reactive

SAY: For our first topic today we will explore another coaching mistake. This is mistake #1 Reactive.

ASK: What does it mean for a coach to be reactive?
Listen and weave in a few of these...

- When a coach can't be with, or isn't comfortable with the Player's problems or pain.
- Attempting to fix, resolve Player's problems. Not understanding that the Player may only need to be listened to regarding the issue, does not want feedback from the coach.
- Reacting emotionally to a Player's situation. Projecting your own feelings about the subject onto the Player and adding to the problem rather than relieving it.
- The coach pushes the Player to change, take advantage of an opportunity, and address an issue. Pressing your agenda onto the Player.
- The coach tries to protect the Player from themselves or reality.
- Jumping in too soon with comments / advice / solution. The coach fails to take time to reflect before reacting.

10-15 Assessing your players awareness before you teach them things

SAY: Today we are going to explore how to evaluate results and then design actions to play better. Remember last week we explored Creating Awareness.

ASK: Why is it important to assess your players' level of awareness before you teach them ANYTHING?

Listen and Weave in:

- Coaching is PERSONALIZED learning
- You need to know their situation in order to share most relevant ideas
- Awareness leads to better action
- Massive action without awareness often leads to frustration (and mistakes)

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- A few key recurring actions practiced toward mastery are WAY better than a massive list of tasks!
Coaches are about skill and performance NOT task-masters
- Action without awareness is task management

15-25 Coaching Skill #8) Designing Actions

SAY: Today we will go deeper into the skill of Designing Actions. We have been talking about action all along. Now we will talk about how to design actions that move our player toward mastery!

The key is to create opportunities for ongoing learning, *and for taking new actions that will most effectively lead to the agreed-upon results*

ASK: What are the ways we can design actions to help our player play better?

Listen and weave in a few of these...

- *Brainstorms and assists the Player to define actions that will enable the Player to demonstrate, practice and deepen new learning*
- *Helps the Player to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon results*
- *Engages the Player to explore alternative ideas and solutions, to evaluate options, and to make related decisions*
- *Promotes active experimentation and self-discovery, where the Player applies what has been discussed and learned during sessions immediately afterwards in his/her work or life setting*
- *Celebrates Player successes and capabilities for future growth*
- *Challenges Player's assumptions and perspectives to provoke new ideas and find new possibilities for action*
- *Advocates or brings forward points of view that are aligned with Player goals and, without attachment, engages the Player to consider them*
- *Helps the Player "Do It Now" during the coaching session, doing a ROLE Play to practice the activity*
- *Encourages and challenges the player to stretch outside their comfort zone AT a comfortable pace of learning.*

25-30 Coaching Skill #10) Managing Progress and Accountability

SAY: In traditional management Science, managing progress is about completing tasks on a project. In the Coach Approach, Managing Progress is about the Pursuit of Mastery

ASK: What do we do with our players to manage progress toward mastery

Listen and weave in...

- *Clearly requests of the Player actions that will move the Player toward their desired results*
- *Demonstrates follow through by **asking the Player** about those actions that the Player committed to during the previous session(s)*

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- *Acknowledges the Player for what they have done, not done, learned or become aware of since the previous coaching session(s)*
- *Effectively prepares, organizes and reviews with Player information obtained during sessions*
- *Keeps the Player on track between sessions by holding attention on the action plan agreed- upon results, and topics for future session(s)*
- *Focuses on the coaching plan but is also open to adjusting the actions based on the coaching process and shifts in direction during sessions*
- *Is able to move back and forth between the big picture of where the Player is heading, setting a context for what is being discussed and where the Player wishes to go*
- *Promotes Player's self-discipline and holds the Player accountable for what they say they are going to do, for the results of an intended action, or for a specific plan with related time frames*
- *Develops the Player's ability to make decisions, address key concerns, and develop himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences)*
- *Positively confronts the Player with the fact that he/she did not take agreed-upon actions.*

30-60 Coaching demonstration and Debrief

SAY: In this session using the Coach Approach we will talk with our player about results. Talking about results will bring up lots of opportunities to Design Actions focused on playing better; and opportunities to talk about how to manage progress toward those results.

Note to Instructor: Use these questions in your coaching demonstration;

And of course add in your own curious questions and observations along the way to demonstrate Creating Awareness.

1) Welcome

SAY: Welcome back! Thanks again for being my player.

2) Check in from last session

ASK: So last week we made progress finding your game and setting you up to play. So how did the game go?

Listen and clarify...

ASK: Before we get into the details of what happened, did you identify any additional recurring actions that are part of your game?

Listen...

3) Talk about Results

ASK: What were your results this week?

Listen and clarify...

ASK: What can we learn from these results?

Listen and really explore this question...

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4) Talk about Challenges

ASK: What challenges did you face and how did you respond?

Listen and clarify...

ASK: How will responding to this challenge make you a better player?

Listen and clarify...

ASK: What can you do differently to play better this week?

Listen and really explore this question!...

5) Find the fun!

ASK: What would be a fun way to track your progress toward your desired results?

ASK: How can you bring the spirit of play into your game?

Listen and clarify...

6) WRAP UP

ASK: Please give me your 1-minute recap from today's coaching session...

Listen...

60-95 : Coaching Practice Dyad (15 minutes each)

Instructor SAY: In today's session focus on evaluating results and designing actions to play better.

Note to Instructor: follow the dyad protocol.

As you visit each practice session be assertive in keeping them on track with using the method and the skills but go easy on correcting their mistakes. Remember that this is "safe space" practice and they are beginners.

95-115: Debrief & Explore Designing Actions

ASK: What did you learn about Designing Actions by using the question: how can you play better this week?

ASK: What did you set up to manage progress toward desired results

ASK: What did you learn about the distinction between task orientation and results orientation?

115-120 : Highlights

ASK: What is your 30 second highlight from today's coach training session?

Instructor SAY: Remember to access the game card and continue playing the game.

Instructor SAY: Coach at least 5 people this week! Don't let anything stop you from doing this.

Play BIG. See you next week.

Explore challenges and support to create awareness

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THEN

Design actions.

Focus on recurring actions more than tasks.

135-145 Debrief

Instructor:

Let's have several people share: 1 recurring activity in YOUR game that you are playing to master

Have a few people share; call on people if needed

ASK: How do we avoid getting task oriented and stay focused on mastering recurring actions?

Supplemental Material

Instructor: This is from the Play Book for your understanding:

Instructors: Any insights about...

Talk like a manager vs. Talk like a Coach?

From the Playbook

This is a very important distinction for a coach to be aware of because most people who coach have been a manager and/or a worker at some time in their careers. AND because most of your players have been – and may still be – workers, it is easy to fall into manager / worker language patterns.

When this happens you will notice that your conversations are oriented around WHAT needs to be done and did they do it. If not, why not? This becomes pretty dreary and often signals that the relationship won't last, because players don't really want a manager! They want a coach.

A coach focuses the player on playing the game, playing better, becoming a great player and getting BIG results. The focus is on mastery vs. just get it done.

A coach focuses on a game plan and enjoys challenges. While a manager creates a task plan and hopes to avoid problems.

Coaching Proficiency Leader Guide

Session #5 Coaching Presence

Outline

- 1) Welcome back! Celebrations and Challenges
- 2) Review Ethics Scenario: Player asks you to join the board
- 3) Coaching Mistake: Preachy
- 4) Establish Coaching agreement
- 5) Trust & Intimacy
- 6) Coaching Presence
- 7) Coaching Demonstration and Debrief
- 8) Coaching Practice
- 9) Debrief

0-10 Celebration and highlights from the game card (10 minutes)

Instructor: ask students to share their celebrations and challenges from the week of playing and coaching.

10-20 Ethics Scenario (10 minutes)

Instructor: Your player is the president of a company. She asks you to join the Board of Directors.
NOTE: Company Boards are responsible for executive compensation packages. Evaluating Executive performance; Hiring and Firing Executives.
What do you do?

Key Points to weave in:

9) I will seek to avoid conflicts of interest and potential conflicts of interest and openly disclose any such conflicts. I will offer to remove myself when such a conflict arises.

Choose board member or paid coach - not both.

Board members are often informal coaches to executives. As a board member you can still coach, but not as a paid coach.

20-30 Coaching Mistake Preachy (10 minutes)

Instructor: What does it mean to be Preachy? and why is this a coaching mistake?

weave in:

2. Preachy

- a. The coach always has an answer or solution for what Player is experiencing. The coach fails to elicit the Player's opinions, putting down the Player's own experience and intelligence.
- b. The coach has strong opinions and pushes them on Player, instead of sharing them. At worst, comes across as rude and inconsiderate.
- c. Needing to be "right" and attempting to convince, instead of just putting out ideas as options. Can develop into a contest of ideas, not coaching.
- d. The coach narrowly proselytizes one way to look at something, instead of offering several alternatives.
- e. Putting "shoulds" on the Player ("you should do X"). May lead to arguing.
- f. The coach comes from arrogance, not curiosity.

(From Thomas Leonard's 50 Coaching Mistakes (and how to avoid them)
Less oops. More Wow!

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30-35 Coaching Agreement (5 minutes)

Instructor: Give a quick explanation

Establish the focus of the session for that day.

Stay alert to the potential that you (the coach) and the player are not "in agreement" as to what is best for the player.

35-45 Trust & Intimacy (10 minutes)

Question: How do you build trust, why is it important in coaching

Weave in:

Establishing Trust and Intimacy with the Player - Ability to create a safe, supportive environment that produces ongoing mutual respect and trust

- a. Shows genuine concern for the Player's welfare and future,
- b. Continuously demonstrates personal integrity, honesty and sincerity,
- c. Establishes clear agreements and keeps promises,
- d. Demonstrates respect for Player's perceptions, learning style, personal being,
- e. Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure,
- f. *Asks permission to coach Player in sensitive, new areas.*

45-60 Coaching Presence (15 minutes)

Instructor: Coaching presence can be challenging to explain. But we LOVE challenges right!

So lets get a wide variety of thoughts together.

Question: What is Coaching Presence?

Weave in:

Coaching Presence - Ability to be fully conscious and create spontaneous relationship with the Player, employing a style that is open, flexible and confident

- a. Is present and flexible during the coaching process, dancing in the moment,
- b. Accesses own intuition and trusts one's inner knowing - "goes with the gut",
- c. Is open to not knowing and takes risks,
- d. Sees many ways to work with the Player, and chooses in the moment what is most effective,
- e. Uses humor effectively to create lightness and energy,
- f. *Confidently shifts perspectives and experiments with new possibilities for own action,*
- g. *Demonstrates confidence in working with strong emotions, and can self-manage and not be overpowered or enmeshed by Player's emotions.*

60-90 Coaching Demonstration and Debrief

In this session the coach will continue the players' pursuit of mastery in the activities of the game by focusing on the challenges and results of the game. Looking at challenges together is an excellent opportunity to build trust and demonstrate presence. Also the coach will be sure to clarify the agreed upon agenda for the session.

Sample questions...

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- 1) How did your game go this week?
- 2) How well do you think you played?
- 3) What were your results this week?
- 4) How do you feel about what "didn't" happen?
- 5) What are the challenges that you facing in the game?
- 6) How are these challenges serving you in the pursuit of becoming a great player?
- 7) What is your game plan for getting BIG results this final week of playing together?
- 8) How can you bring the spirit of play into your game this week?

Debrief Questions:

What are your observations or questions from the coaching demonstration?
What was the agreement for the session?
Were there examples of building trust & intimacy?
Were there examples of coaching presence?

90-135 Coaching Practice

Instructor:

Start the session by confirming agreement on the focus of your coaching together (e.g.. the players game)

then focus on the challenges that your player faced in the game in the past week and how they responded to those challenges.

while doing that seek to build trust and develop your coaching presence.

135-145 Debrief

Instructor: what did you learn about coaching presence?

As the coach?

As the player?

IMPORTANT!!

Coaching presence is a powerful gift. Almost everyone is distracted and multitasking most of the time. So, most people do not have ANYONE that is fully present when they are talking to them. You bring this!

145-150 Wrap Up

What is your take-away from this session?
Put it in the game card right away!

Game #5

Theme

Coaching Presence

Exercises - 30

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5 - Attend the session or listen to the pre-recorded session with Coach Dave; What are your take-aways from class?

Enter them in the right column.

5 - Reflection: How would you describe "preachy"? How will you deliver being strong and knowing what to do (which Players like) without being "preachy" - being too fixed on your answers (which Players DON'T like)

5 - Describe coaching presence.

5 - Read the ICF Code of Ethics; Consider this situation.

A Player whom you have never met face to face knows you are going to visit his/her city on other business and asks you to dinner. Given the following scenarios, what would you do?

a) Both of you are single.

b) Your Player is married and invites you to his/her home for dinner with the family

c) It is a former Player. Both of you are single. he/she is someone you could see yourself dating.

(click edit on the right to explain)

10 - Describe something that you do very well. Describe the impact of challenges on the process getting good at it? Share an example.

Actions / Practices 45

5 - 1X5 Comment on 5 team mates game card (1pt each) Put the initials of the players in the right column.

10 - 5X2 Connect with your coaching / playing partner twice this week for 10 minutes each time (5pts each) - support and challenge them to bring the spirit of play into their game.

15 - 3X5 Conduct 5 coaching sessions where you get your player focused on responding to challenges while you focus on building trust and intimacy (3 pts each)

(click edit on the right to enter the initials of your player, the name of their game and the highlight of the session)

15 - 3X5 YOUR GAME! Select one action/practice that you can do every day for 5 days that is part of your game as a player (3pts each) (click edit below and describe your action - then click edit on the right to describe the experience of doing it)

Results - 25

15 - 5X3 Receive a player success letter from up to 3 of your players (or a signed coaching agreement) (5 pts. each) (click edit on the right to enter the initials of your player and the name of their game)

10 - 5X2 BIG WIN - What is the result you are playing for in your game? - You Make it happen up to two times (5pts each) (click edit below to describe the BIG WIN you are playing for this week - then click edit on the right to describe what happened)

Session #6 Engage in Provocative Conversations

Outline

1. Welcome back! Celebrations and Challenges
2. Review Ethics Scenario: Dinner Invitation
3. Coaching Mistake: Bland
4. Coaching Dynamic: Support and Challenge
5. Coaching Skills Rapid Review
6. How to coach a critical moment with Role Play
7. Coaching Demonstration and Debrief

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8. Coaching Practice
9. Debrief
10. How to talk like a coach – what did you learn?
11. Program Wrap Up

Background

How to coach a critical moment with Role Play

As you know we put a LOT of emphasis on coaching the recurring activities of the game. When you focus on recurring activities you will reveal a lot what we call: “critical moments”. A critical moment is one that has a big impact on whether or not your player gets the results they want and reaches their objective.

There are many possible scenarios for a critical moment in the games of life but MOST of them involve engaging in a conversation.

- a) It could be “critical” because it happens over and over again without desired results
- b) It could be “critical” because the possible rewards are great
- c) It could be “critical” because it could be emotionally challenging in some way

The BEST coaching skill for “critical” moments is the role play. The role play is where the coach plays the role of the person the player needs to talk to. It could be a specific person. Or it could be a “typical” person for a recurring activity.

Doing a role play can feel uncomfortable for both coach AND player but when you understand the power of it, it is well worth expanding your comfort zone.

The bottom line is that playing a big game requires practice and our players never get to practice before jumping into the game. At the same time, doing a role play allows you, the coach, to “hear” your player in action and get a much better idea of their capabilities as a player.

To do a great role play only takes a few minutes.

Here is your 8-step method for a great role play.

- 1) Ask the player to describe the persons general characteristics in 30 seconds.
- 2) Ask the player to describe the persons point of view toward the issue
- 3) If the person you are playing is of the opposite sex, you do not have to change your voice ;-)
- 4) As the coach, play it straight the first time and just get into it for a few minutes to see what happens
- 5) Call time out! Share feedback if you have some. Ask the player for feedback on how you are playing the role and refine if necessary.
- 6) Try it again. Throw in a few twists as the role player if you want to see how your player responds
- 7) Repeat as many times as necessary until you feel your player has confidence for the conversation.
- 8) You may need to ask them to do some practice or prep on their own and try it again in your next session.

0-10 Welcome (10 minutes)

Instructor: who would like to share a celebration or a challenge from playing and coaching this week?
Call on people from what they shared in the game cards.

10-20 Ethics Scenario (10 minutes)

Read the ICF Code of Ethics; Consider this situation.

A Player whom you have never met face to face knows you are going to visit his/her city on other business and asks you to dinner. Given the following scenarios, what would you do?

- a) Both of you are single.

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- b) Your Player is married and invites you to his/her home for dinner with the family
- c) It is a former Player. Both of you are single. he/she is someone you could see yourself dating.

Key issues:

- 1) Ethics Guide: No sex with Player; dinner DOES NOT equal sex; Business with Players is standard
- 2) Be culturally sensitive; it can be a great experience to visit a players home environment
- 3) Key Issue: is a Player always a Player?
ICF answer = NO; so there is no issue dating a former Player.

Note: psychotherapy = YES; Coaching is NOT psychotherapy

20-30 Coaching Mistake (10 minutes)

Instructor: What is the coaching mistake Bland?
Coaching mistake #5)

Weave in

- a. The coach is weak or lame. The Player becomes bored.
- b. Using cliché's instead of fresh observations. This Indicates to Player that the coach is not really involved.
- c. The coach is passive instead of being a collaborate partner.
- d. Thinking if you just breathe; everything will be alright. If this were enough, why take training?
- e. The coach is weak, timid and wimpy instead of showing confidence and strength. Great coaching involves leadership as well as support.
- f. The coach is easily sidetracked by diversions. Some Players become very skilled at steering the session away from core issues.

30-40 Coaching Dynamic Support and Challenge

Instructor: Understanding the coaching dynamic between support and challenge is critical to becoming a coach

Question: How do you know when to support and challenge

Weave in:

You are the counter balance to their situation

How to support: Encourage them; reinforce them

When your player is really stuck, questions don't work; tell them what to do next to get unstuck

When your player is overwhelmed – you need to guide them

When things are going too easily ask them to step up

When to challenge: they are making the same mistake over and over

40-50 Quick review of the basic coaching skills

Instructor: We will now do a 10 minute rapid review of the coaching skills. The preparation for this is in your playbook. I will call on someone or two people to answer each question.

here we go...

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Q: Describe Establish Trust & Intimacy

A: The player feels safe to share deeply and take risks

Q: Describe Coaching Presence

A: The rarest gift - being truly there without distraction

Q: Describe the coaching power cycle

(3 skills used in recurring sequence)

A:

Powerful Questioning

Active Listening

Direct Communication

What is the intended outcome of the cycle?

A: Expanded Awareness

Q: Why does Awareness Proceed Designing Actions

A: new awareness leads to more effective actions

Q: Describe Planning & Goal Setting

A: Put actions in a sequence

Q: What is the fundamental purpose of managing progress & accountability?

A: They get results & you keep your job as their coach

A: Shows you care

A: Celebration

50-60 Finding and Coaching Critical Moments with Role Play

Instructor: What are the critical moments in a game?

Weave in:

There are many possible scenarios for a critical moment in the games of life but MOST of them involve engaging in a conversation.

a) It could be "critical" because it happens over and over again without desired results

b) It could be "critical" because the possible rewards are great

c) It could be "critical" because it could be emotionally challenging in some way

Instructor: The best coaching skill for critical moments is the Role Play.

You have this in your play book. Today we will practice doing a role play of a critical moment.

Here is your 8-step method for a great role play.

1) Ask the player to describe the persons general characteristics in 30 seconds.

2) Ask the player to describe the persons point of view toward the issue

3) If the person you are playing is of the opposite sex, you do not have to change your voice ;-)

4) As the coach, play it straight the first time and just get into it for a few minutes to see what happens

5) Call time out! Share feedback if you have some. Ask the player for feedback on how you are playing the role and refine if necessary.

6) Try it again. Throw in a few twists as the role player if you want to see how your player responds

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- 7) Repeat as many times as necessary until you feel your player has confidence for the conversation.
- 8) You may need to ask them to do some practice or prep on their own and try it again in your next session.

60-90 Coaching Demonstration and Debrief

In this session we will do a few things.

- 1) Check in on the game results from the past week
- 2) Choose a critical moment conversation from the game and practice doing a role play
- 3) Wrap up your 5 week game with acknowledgments and celebrations.

Debrief

What are your observations or questions from the coaching demonstration?

What was the critical moment?

What was the impact of the role play?

Which coaching skills did you observe?

90-135 Coaching Practice

Instructor: Now it is time to practice!

YOU MUST practice a role play no matter how awkward it may seem for both the Coach and the Player.

- 1) Check in on the results of the game – QUICKLY
- 2) Find a critical moment and do a role play!
- 3) In the last few minutes of each session acknowledge what you have accomplished together

135-148 Wrap up the Course

Instructor: We have two questions to wrap up our program

Coaching is: Doing something better AND Becoming someone bigger

What are you doing better as a player and as a Coach?

Who have you become over these 5 weeks?

Instructor: keep the shares short and hear from as many people as possible. Call on the ones you usually have to call on!

148-150 Thanks!

Instructor: Thanks so much for your participation in this program.

Please fill out the evaluation by clicking on the evaluation link on the game card. We really appreciate your feedback.

Session 7) What Proficiency Is

7.1) Welcome!

Welcome to the Center for Coaching Mastery!

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A few key points to consider as you start this class.

- 1) Our programs are based on dialogue-based learning. So we expect you to jump in and participate in the conversations. Be BOLD! Share your thoughts and questions; Your voice is a contribution to everyone else in the program. Your instructor is a highly trained coach and very capable of weaving diverse thoughts into a web of learning for everyone!
- 2) You will coach in every class. It is likely that you have at least some coaching experience and possibly a LOT! Bring an open mind to these conversations, listen for nuances, don't be so quick to think: "Oh, I already do this".
- 3) During the practice sessions be willing to try new things. Don't try to coach "the way you always coach". You will learn more if you try something you would NOT normally do! If it doesn't turn well, be easy on yourself! Don't expect to be a master of the proficiencies on day #1. Enjoy the opportunity to stretch and learn.

7.2) What Proficiency Is

Your instructor will lead a conversation about proficiency.
What are your "highlights" from the conversation?

7.3) Focus on Greatness

The first five proficiencies that we will study (in sessions #1 and #2) are focused on the "Greatness" of the Player. Your instructor will lead a group conversation around the topic of "Greatness"
What does the Greatness mean to you?:

7.4) Coaching Proficiency #1 Engages in Provocative Conversations

Provocative Conversations involve the use of the deep and the doubting questions. Certified coaches ask "deep" questions to get to the heart of the story the Player is telling. And they ask "doubting" questions to be sure that what the Player is saying is really true. The way these questions are negotiated determines the quality of the provocative conversation.

What Is The purpose of this proficiency?

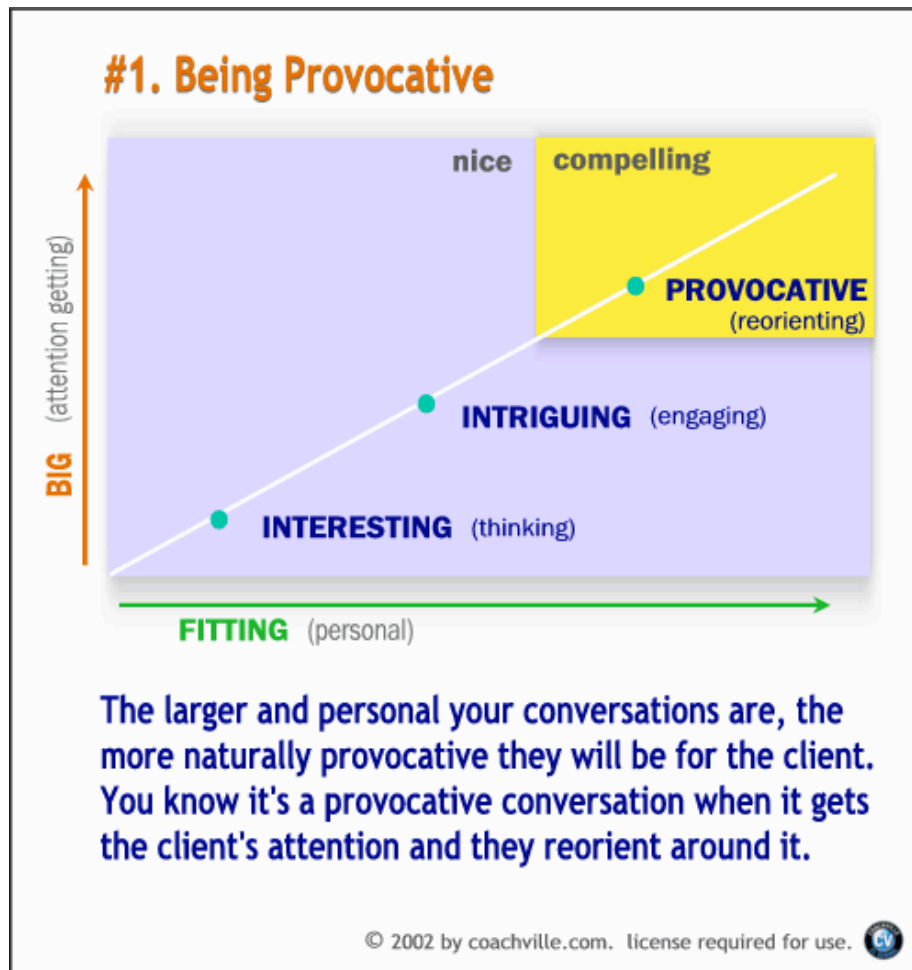
1. To help coaches help Players articulate what's really going on in their lives
2. To help coaches know what to do when resonance is lacking between what Player is saying and what is true.

What does engaging in provocative conversations mean and why is it important?

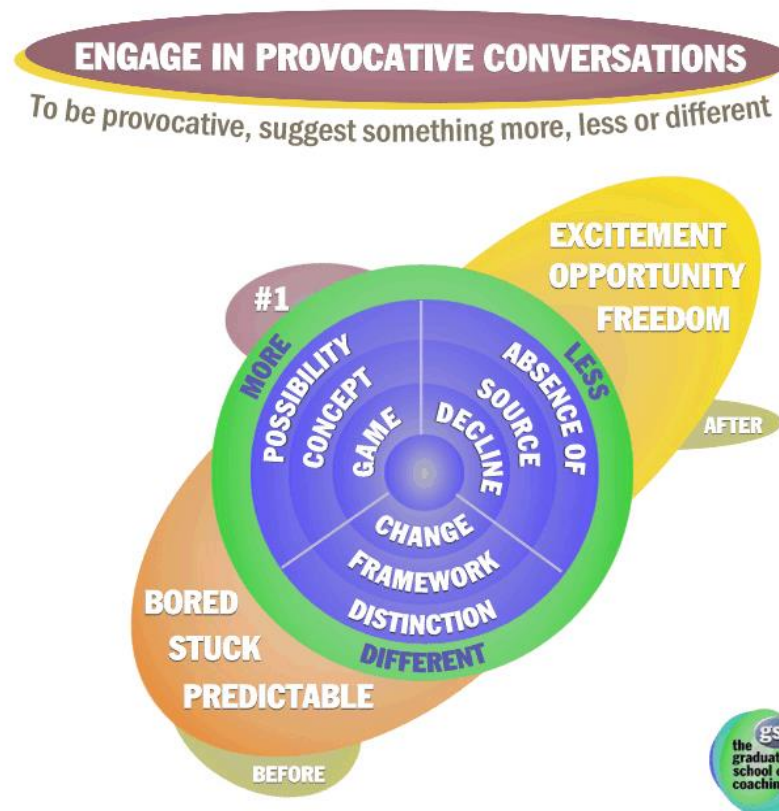
It's more than evocative.

Less than adversarial.

Different from confronting.



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How do you use this proficiency with your Players?

- **Suggest something more.**
More possibilities. More concepts. More, or a bigger, game.
What most Players really want is to resolve problems. Certified coaches offer an even bigger game with provocative conversations, of having no problems at all.
- **Suggest something different.**
Offer distinctions, different frameworks, or suggest they make a change.
You come from a place where you are quite interested in having Players that are without problems, period. That really gets their attention when you offer this option.
- **Suggest something less.**
Suggest an absence of something, eliminate the source of the problem, or decline to work on the focus.
It's important to engage in provocative conversations because Players don't want to waste time, energy and money waiting to figure out why they have symptoms or why situations are what they are.
- **Going deep fast**
Your conversations need to get below the surface story and to the real truth of the matter to really have a powerful impact.
Certified Coaches go deep fast with provocative questions, without probing and pushing their Players as if they were cows being led to pasture.

What are the greater truths about engaging in provocative conversations?

1. We're all waiting for a life-changing, provocative conversation.
2. Coaching offers a great environment for this.
3. Provocative conversations add long term value.

How will engaging in provocative conversations make you a better coach?

1. Certified Coaches don't take anything at face value.

That's what makes them better coaches. When you don't take things at face value, you can help your Player go deeper and actually resolve the underlying dynamic, not just eliminate the symptom.

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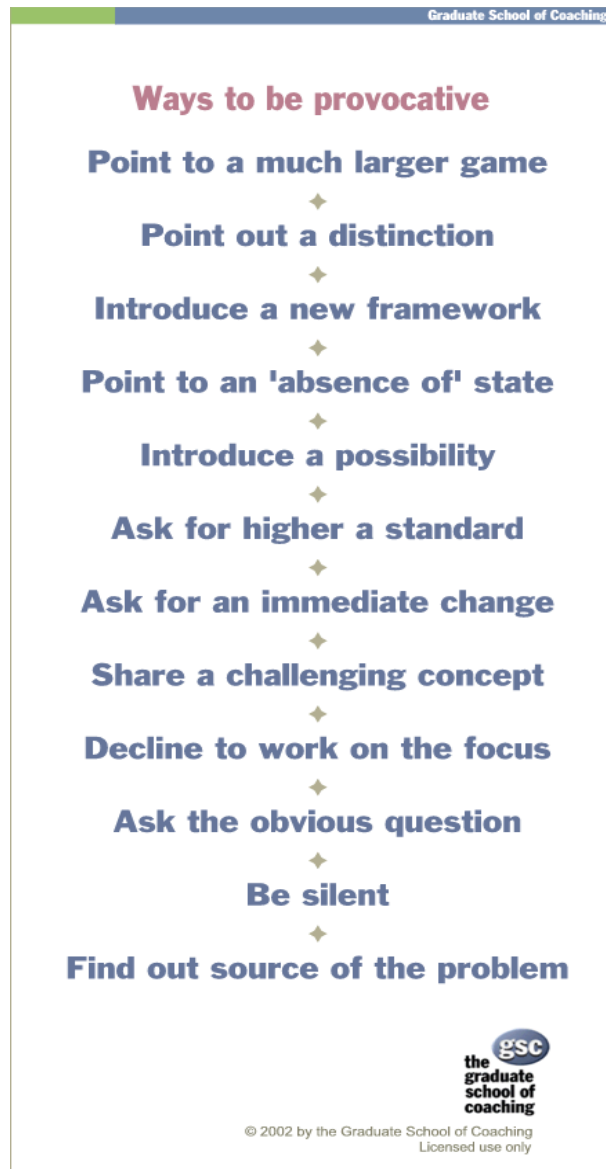
2. **They wonder** (with duh questions), they pursue truth (with deepening questions) and they provoke (with doubting questions).

3. The key distinction is provoking vs. evoking.

The certified coach uses questions to get below the surface. Great coaches don't just evoke what the Player wants to tell them. They gently provoke what the Player may be hiding from themselves.

4. People do hide from things they really want.

A life with no problems at all is quite often wished for, and yet hidden. Engaging in provocative conversations allows coaches to help Players achieve/obtain what they really want, not just what they think they want.



What are some questions you can use to engage in provocative conversations?

1. I hear what you're saying. You are a responsible person but you feel trapped and with no options. And I'm just wondering, Why are you having any problems at all in your life?
2. What do you think the real truth is here?
3. Are you sure about that? I have a sense that there's something more. Are you sure it's about ...(i.e. losing someone or something or approval)
4. Is this the kind of life you want to have?

How Do You Learn About Engaging in Provocative Conversations?

- Practice the three sets of questions; the duh, the deep and the doubting.
- Listen to others in their conversations. See if you can pick these questions out in the dialogue.
- Try NOT using these types of questions and watch how boring things can get!

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- Ask yourself the questions around your own life. Is your life problem free? Why not? Certified Coaches walk their talk.

What Mistakes do coaches make with engaging in provocative conversations?

1. They stay on the surface accepting their Player stories at face value.

They are not careful about being seduced to just follow where the Player wants to go, thinking they are letting the Player appropriately "set" the agenda. They may actually be letting the Player lead them astray.

2. They fear asking deep questions.

They are concerned about prying into private areas. They don't realize that their job is to navigate with curiosity so that the Player can see more truth and do something about the truth if they choose to.

3. They don't have a relationship with problem free living.

Since they are not on a path to problem free living they don't know how to talk about it. Even if you are not there yet, your process will be highly valuable to your Players.

4. They misunderstand the distinction between provoke and evoke.

Consequently their sessions focus on evoking more of the Player story rather than provoking them to see more and want more for themselves.

What are the key shifts to make to engage in provocative conversations?

1. Think bigger.

Go outside of situations and symptoms and look for the real truth. Provocative Conversations are provocative because they rise above our ordinary way of looking at things.

2. Pursue a problem free life.

Do this so that you can have a meaningful conversation about it.

3. Be fearless, but also guileless in your questions.

Players can spot it if you have an agenda or you're leading them somewhere you want them to go. "Duh" really means "duh".

4. Don't be satisfied with a chat.

Expect more. Get more.

Highlights from the conversation about #2 Engages in Provocative Conversations

7.5) Coaching Proficiency #2 Reveals the Player to themselves

The more aware anyone is, the better choices they can make for themselves. Part of what Certified Coaches do with Players is to help them discover their gifts, talents, wants, values, needs and dreams, as well as come to understand what motivates and inspires them. The result? A well-informed Player, quickly moving forward on their path of self-awareness.

Learning Objectives

Coaching Proficiency Leader Guide

1. Point to their unseen gifts/secret aspirations.
2. Help them see their way of thinking/paradigm.
3. Help to identify their sources of motivation/energy.
4. The key distinction is awareness vs. information.

What is meant by "Reveals the Player to themselves?"

Players are often oblivious as to:

1. Who they are.

They are unaware of their talents, strengths, the secret aspirations, which drive them forward, and the unseen "gifts" they give others. Gifts can include:

- a. Talents and abilities - music, arts, science, sports, etc.
- b. Personality traits - happy, kind, stimulating, calm, resilient, etc.
- c. Character - wisdom, strength, integrity, compassion, etc.

2. Where they are coming from.

The paradigms that condition the way they perceive the world and its obstacles and opportunities. Paradigms are beliefs about reality so powerful that they filter all incoming information and discard anything that is contrary. i.e.:

- a. Life is a struggle
- b. All Muslims are terrorists
- c. Coach training takes 3 years
- d. Americans will never buy small cars
- e. All male ballet dancers are gay

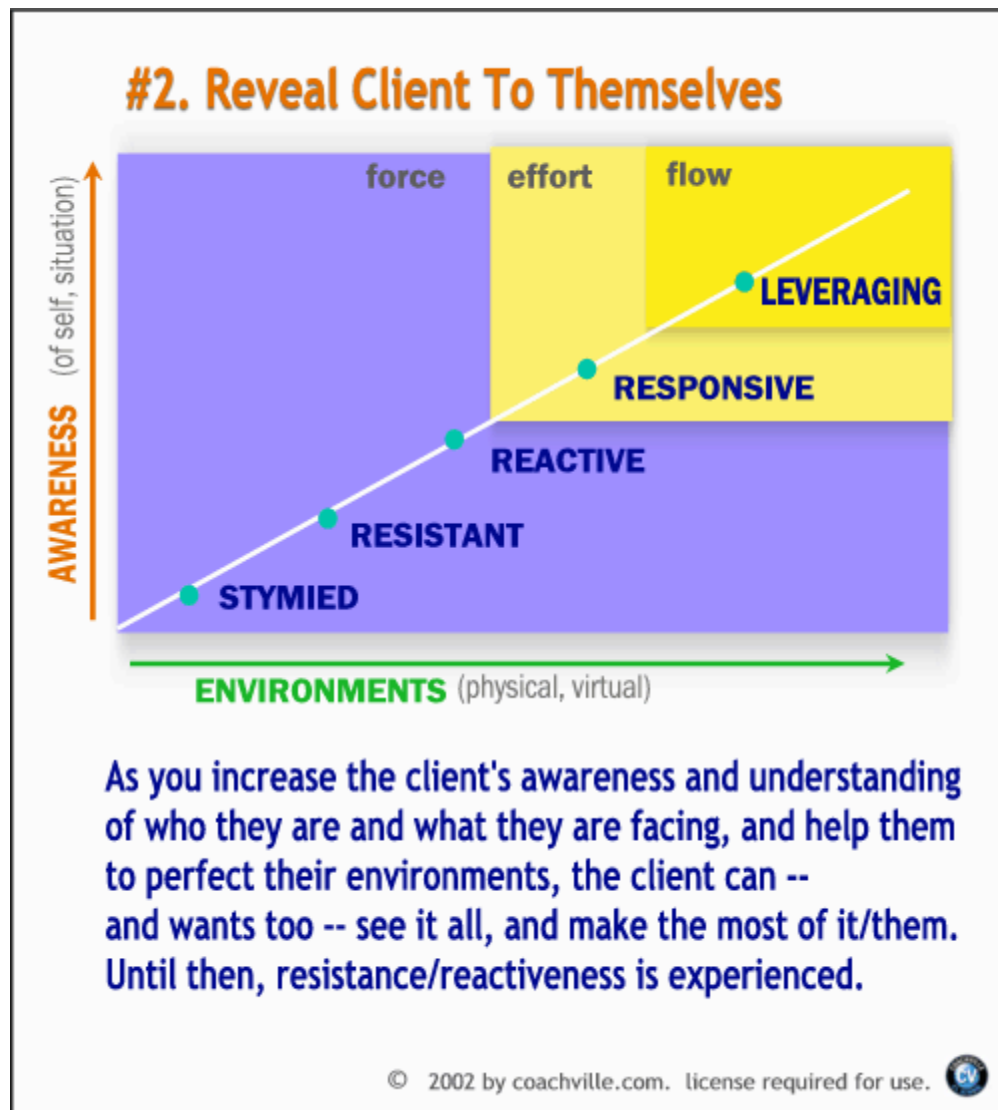
3. How they operate.

Their sources of personal energy, how they are motivated in both positive and negative ways. Sources of energy include:

- a. drama/conflict, the "saga".
- b. adrenaline.
- c. Winning, #1, victorious.
- d. need to be right.
- e. hope, joy, harmony.
- f. unmet needs.
- g. anger, hate, jealousy.
- h. need to serve.

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How does revealing the Player to themselves help the Player progress?



What are the general truths about revealing the Player to themselves?

1. The more we know about ourselves, the easier it is to get what we really want.
2. We usually need another person to help us see important parts of ourselves or our lives.
3. Most of us are fairly uninformed about ourselves.

What is the role of the coach?

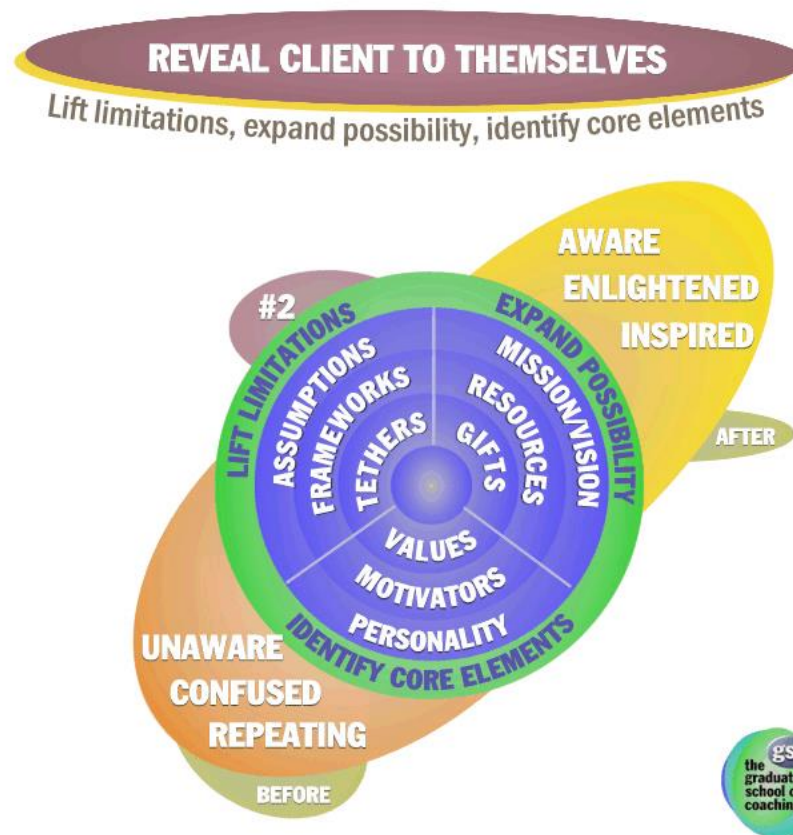
It is the role of the coach to assist the Player to discover themselves in terms of who they are, how they operate, and where they are coming from.

What are the benefits to the Player?

1. They become surprisingly effective.
2. They operate with less resistance.
3. They gain in courage and strength.
4. They will be able to recognize old, outdated paradigms and be more receptive to adopt new ones.
5. They will in time become super conductive by reveling in themselves.

How do you use this proficiency in working with Players?

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The process is self-discovery. The technique to use is questioning. Think of peeling away layers, uncovering, discovering.

- **Lift Limitations**
Point out their assumptions. Offer different frameworks. Identify what "tethers" them to their current results.
- **Identify Core Elements**
Reveal elements of their personality. Point out what is motivating them. Help them see what their values are and how they are impacting their results.
- **Expand the possibilities**
Ask them what their mission or vision is? Help them identify all their resources. Surface up, or point out, what their gifts are.

How do you know you have revealed the right thing to the Player?

The Player has an a-ha moment.

The Player sees themselves in a more empowering way.

The Player has been freed up in some way.

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What are questions you can use to reveal the Player to themselves?

1. Examples of questions to reveal who they are, their gifts and aspirations, are:

- a. Sure seems to me that what you have is a gift in that area.
- b. Do I hear a secret desire to.....?
- c. Are you taking that gift for granted?
- d. Now THAT'S a gift!
- e. What would you like to accomplish in life that you have told no one else about?
- f. What are you passionate about?
- g. What have people always said you are good at?
- h. What is it that you do so easily that it amazes people?
- i. Has any anyone ever mentioned that?
- j. Sounds like

2. Examples of questions to reveal where they are coming from:

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- a. So the way you're seeing this is.....
- b. How would you have to change your thinking so that it shows up as an opportunity instead of a crisis?
- c. In some worlds that wouldn't be a problem.
- d. Suppose the opposite were true, what then?
- e. What's behind that idea?

3. Examples of questions to reveal how they operate, where they get their energy from:

- a. Have we ever talked about energy sources?
- b. What part of this situation is giving you energy or fueling you?
- c. How clean of an energy source is that?
- d. Wow! Seriously, where do you get all that energy?
- e. Do you really want adrenaline to be your primary source of energy?
- f. Are you interested in upgrading your source of energy?
- g. I wonder if you're aware that you're complaining a lot?
- h. Can we talk about sources of energy that could sustain you for a lifetime?

What should the coach know in order to work with this proficiency?

- 1. Be aware of the variety of gifts and aspirations that Players may have.
- 2. Have a thorough list of questions to ask in each of the 3 areas, gifts and aspirations; paradigms; source of energy.
- 3. Understand the power of paradigms and how they can blind the Player to what may appear to be logical to the coach.
- 4. Be prepared to ask for revelations to occur.
- 5. Help the Player to understand that people are often oblivious to who they are, where they come from, and how they operate. Bring the Player into the game.
- 6. Players very often take their gifts for granted.
- 7. There are always layers to come off. It doesn't matter who does the peeling, as long as they come off!
- 8. Be curious.
- 9. It may take a day or two, a week, a year to fully become aware. Be patient.

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What are the 12 Primary Sources of Energy?



What mistakes do coaches make in working with this proficiency?

1. Saying. "You are X..."

Be careful about putting them in a box. Players often think whatever the coach says must be true. Be aware of a tendency to do this.

2. Telling, instead of questioning.

If you tell them, they'll resist! Rather than telling them what you think they are, ask questions to help them uncover it for themselves.

3. Making this a mission.

It's up to the Player to accept or not. And, you might actually be wrong. Invite the discussion (see proficiency #1 - engages in provocative conversations).

4. Debating or convincing.

Don't turn this into an intellectual contest. Share what you observe, share inklings, and ask questions. Highlights from the conversation about #2 Reveals the Player to Themselves

7.6) Coaching Demonstration

Here are the basic questions and topics of discussion for your coaching session:
They provide an excellent back drop for Engaging in Provocative Conversations and Revealing the Player to Themselves!

- 1) What is the big game you want to play better?
 - 1A) The Purpose - why they are playing this game
- 2) Clarify 3 objectives for the next 3 months
 - a) a tangible measurable thing
 - b) a get better at doing something
 - c) a becoming more/less something
- 3) What is one thing you can do every day this week to play your game?
- 4) Let's create a Game Plan for the week:
 - a) Clarify your objectives and enter them into the game card.
 - b) Do at least the one thing every day to PLAY your game this week - enter it into the game card
 - c) Sign and return our coaching agreement
 - d) Anything else you want to commit to doing?

What are your "highlights" from the coaching demonstration?

What did you learn about Engaging in Provocative Conversations and Revealing the Player to Themselves

Session 8) Elicits Greatness

2.1) Welcome back! Celebrations and Challenges

Come to class prepared to share!

What is a win from your playing or coaching that you can celebrate with the team?

What is a challenge from your playing or coaching that you can share with the team?

2.2) Coaching Proficiency #3 Elicits Greatness

Who else is trained to be proficient in this, 24/7/365, but the Certified Coach? And, while it is true that few Players come to a coach and specifically ask that we bring out and develop this greatness, this is what we do naturally when we ask the Player to think and act bigger, and by challenging the Player to continually raise their own bar and standards.

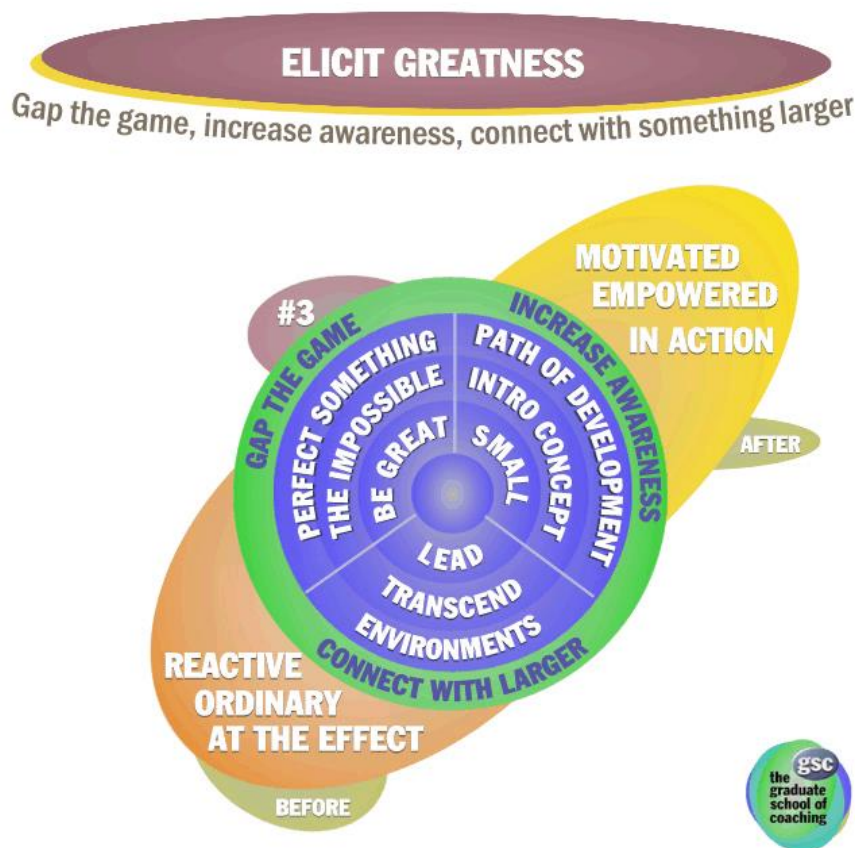
1. Ask for higher standards.
2. Ask for "absence of" something.
3. Ask for a much bigger game.

The key distinction is greatness vs success.

Learning Objectives

1. To learn how to help your Player recognize, embrace and value their own greatness.
2. To understand how using this proficiency with a Player would benefit them and when it might not.
3. To understand the mistakes coaches make when eliciting greatness in their Players.
4. Illustrate with role plays how to engage the Player in dialogue around this area.
5. Uses examples of questions that will help the Player in this process.

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What is meant by "Elicits Greatness"?

There is greatness in all of us.

1. The coach may be the only person to point out a Player's greatness.
2. We are quick to point out faults or weaknesses in ourselves and others, but fail to point out the greatness.
3. A Player's greatness may be sleeping, the coach awakens the Player to their own potential.
4. After many years of wrestling with his "life purpose", Thomas Leonard decided to let go of the burden it imposed and began simply "to be great". Greatness without the ego.

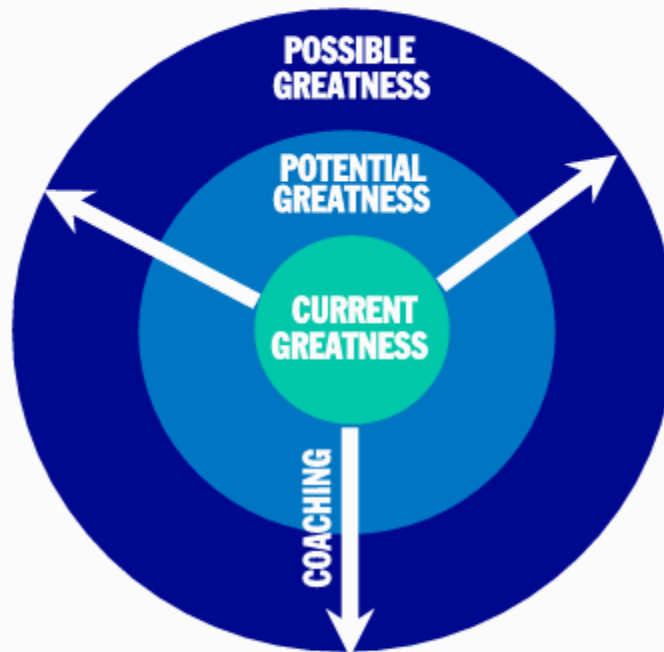
What can blind the Player to their own greatness?

1. False modesty, or a sense of inadequacy.
2. Confusion about the term or how to do it. Sometimes the Player will put legacy in front of greatness, not realizing that legacy is a by-product of greatness.
3. Family expectations that they be "normal", not great.

What are the general truths about Greatness?

1. Greatness is a natural state.
2. Anyone can enter this state.
3. A coach is often the catalyst for this experience.
4. Greatness affords a lifetime of achievement.
5. We are all at a certain level of greatness already.

#3. Elicit Greatness



We're all at a certain level of greatness. And we can usually see the next available level. What a coach does is to help you reach that next level (potential greatness) and point out the level beyond that (possible greatness). As a client enters/experiences increases states of greatness, their self-perception increases; so can/does their performance.

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How do you know when you need to elicit greatness from your Player?

1. The Player is playing too small.
2. The Player isn't fully engaged in the game.
3. The Player is being ordinary.
4. The Player is reacting to circumstances, at the effect, rather than responding to possibilities.

How do you know when you have elicited greatness from your Player?

1. The Player becomes entirely self-motivated.
2. The Player rises above the current situation.
3. The Player feels empowered, and feels in charge of their own destiny.
4. The Player is in action on things that are big to them.
5. The Player sees possibilities where previously they did not.

How do you use this Proficiency when working with your Player?

- **Gap the game - ask your Player for much higher standards.**
 1. Ask them to perfect something.
 2. Invite them to take on the "impossible".

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3. Be great yourself and invite them to join you.

Key points:

1. When a person has higher standards they feel proud of themselves.
2. These higher standards refer to the individual rather than to the outcome.
3. If you notice your Player doing sloppy work, or making a half-hearted attempt, challenge them to set their standards higher.
4. Questions which will provoke your Player to set higher standards:

- a. How high do your standards need to be before you can feel proud of yourself?
- b. Is it time to raise your standards in this area?
- c. If you raise your standards wouldn't that solve your problem?
- d. What standard, if raised, would solve that problem forever?

- **Increase their awareness - ask for "absence of" something.**

- 1. Introduce the Paths of Development**

- 2. Introduce the concept of Greatness.**

- 3. Absence being small.**

Key points:

1. Ask your Player to let go of those things which are holding them down: distractions, over-complicated life, overly committed, lack of boundaries, etc.
2. Help your Player raise their awareness about what's holding them back.
3. Questions to help your Player become more aware of this issue:

- a. We're built to be great, what's holding you down?
- b. What's in the way, what's the block?
- c. What is distracting you?
- d. What's holding you back?
- e. What's important to you, but that is fundamentally keeping you from greatness?

- **Help them connect with something larger - ask for a much bigger game.**

- 1. Coach them to design environments for greatness.**

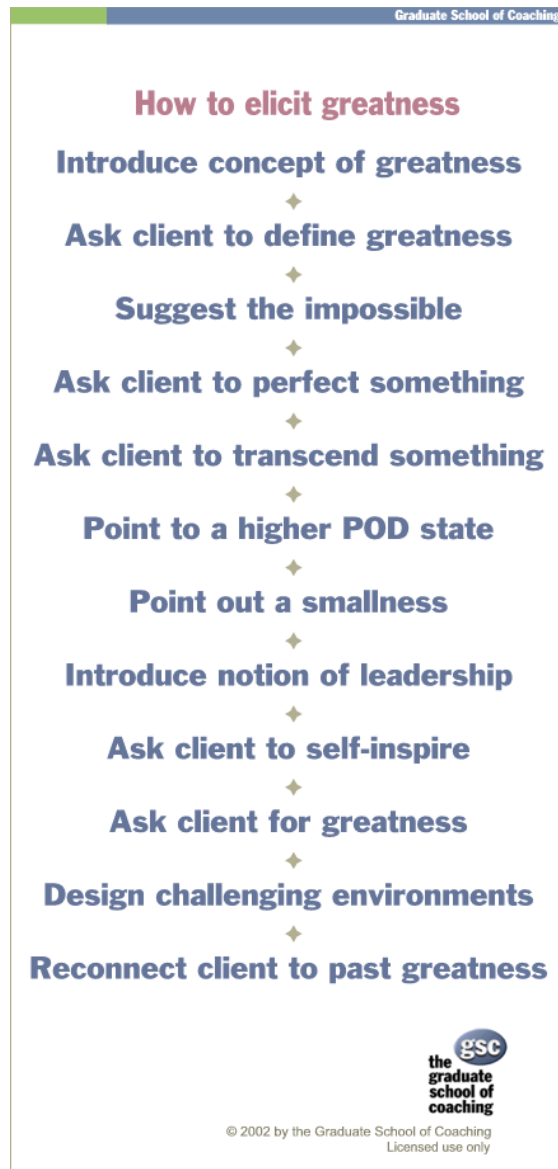
- 2. Help them transcend their smallness.**

- 3. Lead them, and invite them to lead themselves.**

Key points:

1. Your Player may have a current goal that they can support and be comfortable with even though they are built for a much bigger game.
2. Thinking bigger may disrupt their routine, their priorities, their lives - help them prepare for this and transform it.
3. People have a certain set point, or governor, or glass ceiling to what they think they can accomplish.
4. Invite your Player to consider playing a bigger game, it's not a demand or request. Just ask them if they are interested, and most will respond to the challenge.
5. You may ask for a bigger game from Players who have a history of accomplishment but who are built to do more, much more. Not just "could" do more, but BUILT to do more. Could=potential, built=capable.
6. The coach often plants a seed which may not sprout until later and make a long-term, lasting difference.
7. Examples of a bigger game:

- a. A perfect life.
 - b. Financial independence.
 - c. Orient around your gifts.
 - d. Inspired living.
 - e. Your passion is your work.
8. Questions you can use with your Player to ask for a bigger game:
 - a. How would this look if it were bigger, much bigger?
 - b. How did you pick that number?
 - c. I get this feeling that you're built for a bigger game. Do you?
 - d. What would make you #1 in that area?
 - e. Is that level of play going to inspire you?
 - f. How big is big, how far could you go with this?



How will eliciting greatness from your Players make you a better coach?

1. You exceed your Player's expectations by bringing out the best in them.
2. Planting the seed of greatness can make a profound difference in your Player's life, now, or in the future.
3. The conversation around greatness will lead you to be a model of greatness in your business.

What mistakes do coaches make in eliciting greatness?

Most common mistakes

1. Protecting the Player by holding them back to your level. (called playing God with your Player.)
2. The coach holds the Player back because the coach cannot deal with the consequences of so large a shift.
3. The coach pushes too hard.
4. The timing is off. The Player is built for a bigger game, but now is not the right time.
5. The coach is in this for a vicarious thrill.
6. Questions to test whether or not your Player is ready:

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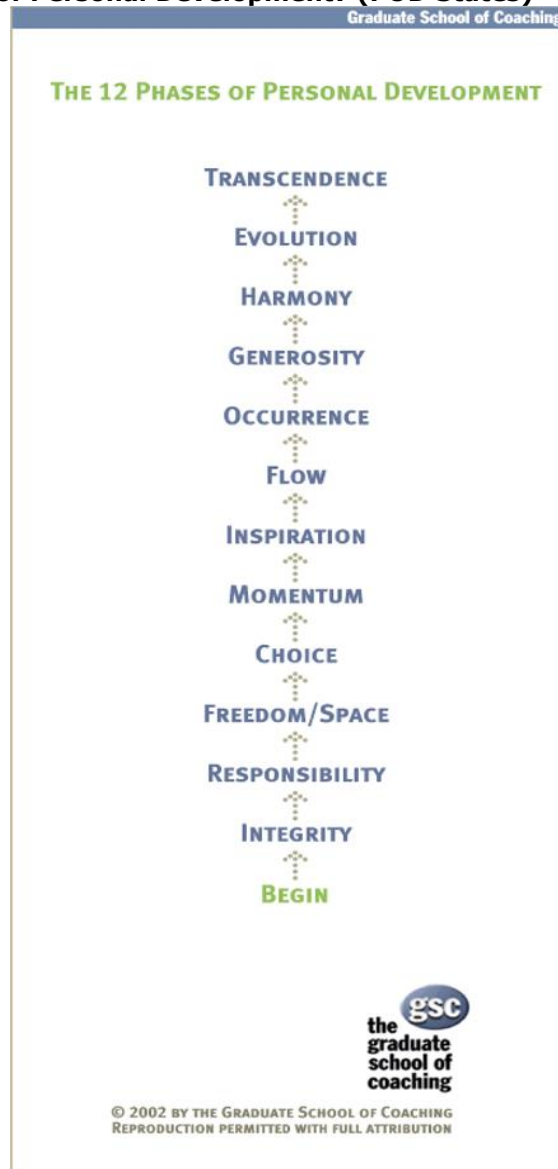
- a. How hard would you like me to push you in this area?
- b. I see this as vital to your long term future. When can we talk about it again? (very sophisticated skill).

7. Judging the Player or doubting their abilities.

A solution to the problem of pushing too hard.

- 1. Instead of pushing your Player to greatness, lead them to be self-inspired.
- 2. Self-inspired means being inspired by the game, not about being inspired by yourself or your coach.
- 3. Self inspiration often occurs when the game is longer than their lifetime.
- 4. Ask - what's the project that would continue for generations beyond your own life?
- 5. This shift brings freedom around the project, making the Player's load lighter.
- 6. Invite them to self-discover.

What are the 12 Phases of Personal Development? (POD States)



Highlights from the conversation about #3 Elicits Greatness

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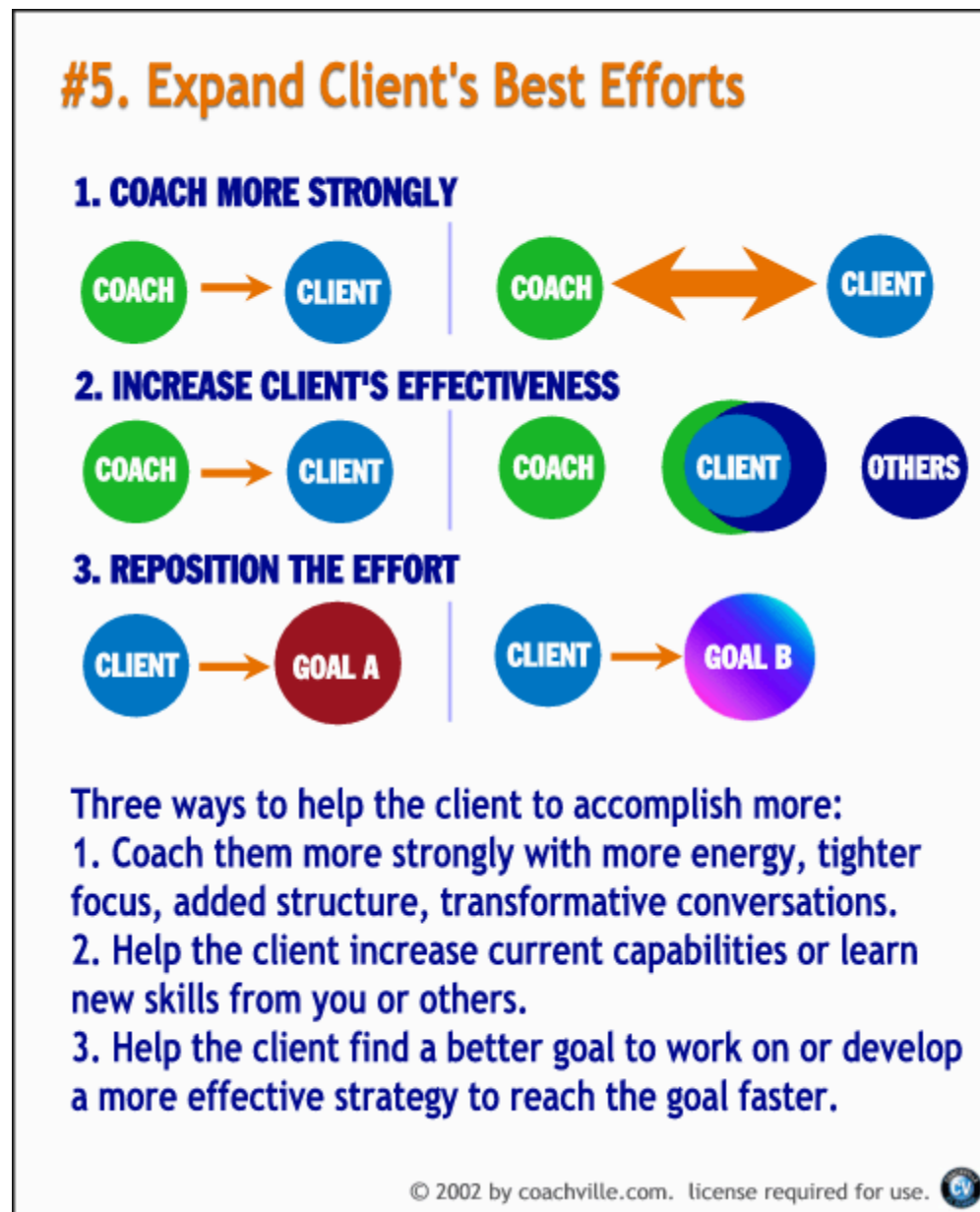
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2.3) Coaching Proficiency #5 Expands the Players Best Efforts

One of the reasons Players hire a coach is to support them to do more in a shorter period of time than they would do on their own. Hence, the Certified Coach acts as both a catalyst and accelerant. By supporting the Player to do more than they have done or think that they are capable of doing, significant value is added.

Examples:

1. Congratulate, then ask for 2 to 10 times more.
2. Expand their envelope/reality/thinking.
3. Point out the next level/place to operate from.
4. The key distinction is expansion not pushing.



What are the general truths about expanding your Player's best efforts?

1. We operate at less than 10% of our effectiveness.

Coaching Proficiency Leader Guide

2. There are many ways to become productive.
3. A coach is the perfect partner in this process.
4. These tools extend beyond the term of coaching.

Your Player has done well, but is it the best that they can do?

1. Players hire coaches to help them do more than they would do otherwise.
2. Whether they actually do more is up to them, it's up to the coach to introduce the possibility and make the request or invitation.
3. Even though the Player may feel that they have made their best efforts, the coach shows them an even bigger picture.
4. Expanding may mean adding new Players, earning more income, being more productive.
5. Or, it may mean accomplishing the same results in a shorter time, with less effort.
6. It may mean taking the goal and moving it into a much, much larger frame of reference.
7. For example, from teaching a series of TeleClasses to building a virtual community around the topic, with an ezine, e-book, R&D team, group coaching sessions, etc.
8. Your Player's expanded success in a particular area can redefine their values. It can shift their priorities, make them think differently about their goals and purpose.
9. You will have given your Player a new environment where they can evolve for the next 20 years - it's very empowering!



- **Coach more strongly.**
Ask for much more than the Player expects. Encourage the Player. Act like a partner, and ask them to do the same.
- **Reposition the effort.**
Develop new strategies. Establish a better goal. Look for the flow.
- **Increase the Player's effectiveness.**
Identify the missing ingredients. Help them identify and utilize shortcuts. Identify what skills are missing and help the Player develop them.

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What are the areas to expand?

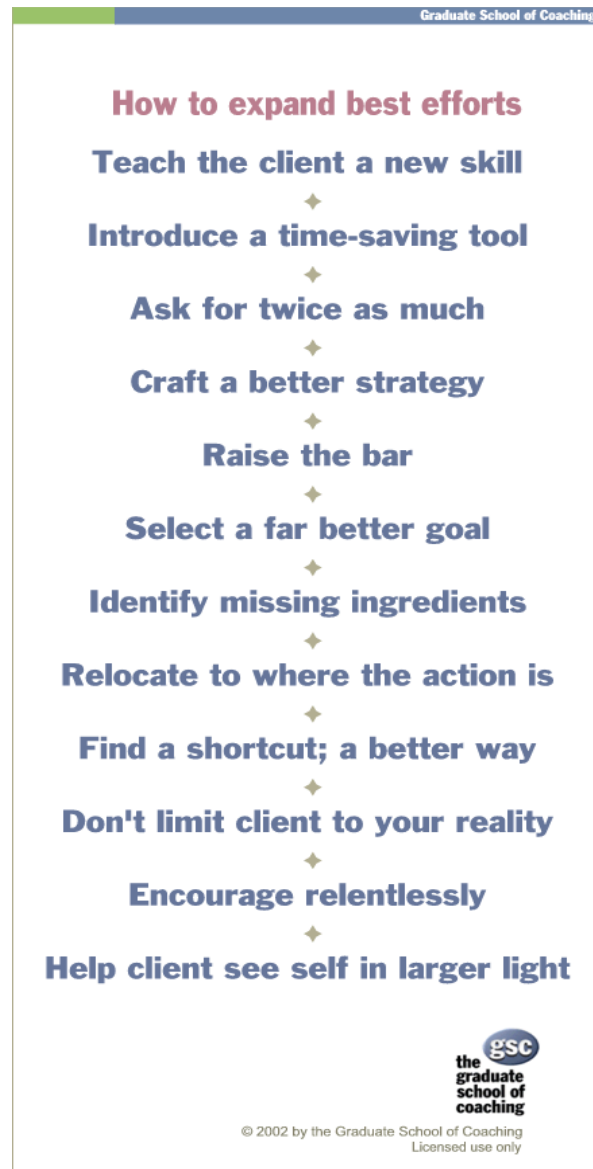
1. Action levels.
2. Performance.
3. Capabilities.

Recognize the Player for what they have already done, then expand their awareness as to what they are truly capable of doing.

1. Recognize and acknowledge what the Player has already accomplished.
2. Then suggest a bigger result, and ask the Player to react.
3. Expand until your Player resists, don't back off too soon.
4. Bring emotional motivation into the conversation, asking how they would feel after making an even greater best effort. Build on their answer, asking how can they could carry that feeling further into their future.
6. Expand your Players thinking beyond just numerical results.
7. Ask them to think in visionary terms, Move from personal to community.

Use questions to raise your Player's awareness of what might be.

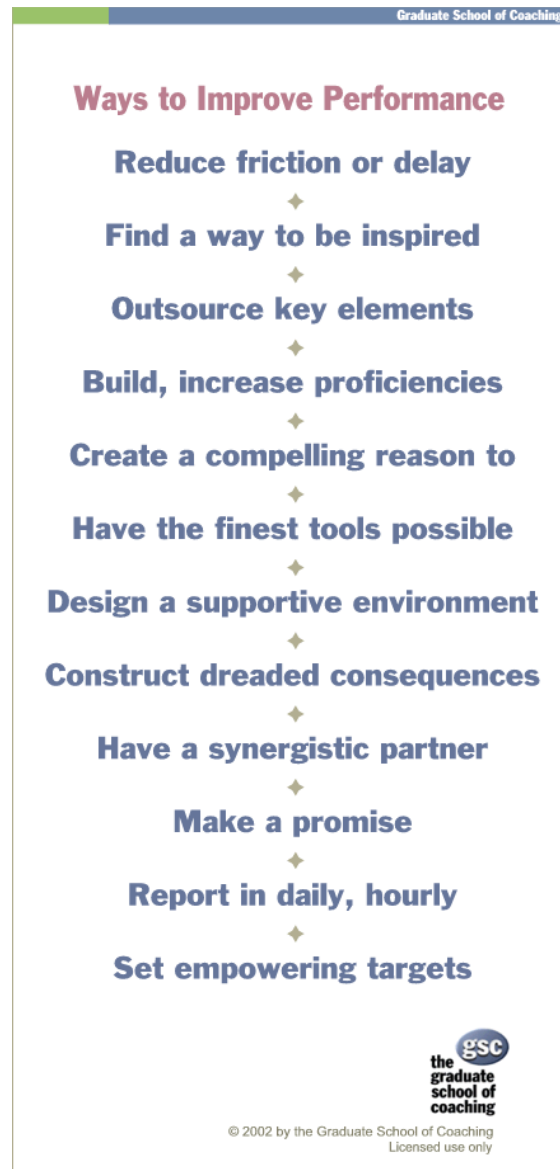
1. That's great, how do you feel about doubling it?
2. If you could learn to do that perfectly what would that do for you?
3. What's going to be possible for you if that happened?
4. How about bringing your gift to more people, sooner?
5. What's the point of what you're doing?
6. What value does that have for you?



How do you know their efforts are being expanded enough?

1. Players are performing beyond their expectations.
2. The Player is becoming more capable in general.
3. Players are measurably more productive.
4. Results are coming more easily.

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What else should the coach know when expanding their Player's best efforts?

1. Sometimes saying, "that's possible, you know," is all the encouragement the Player needs.
 2. Recognize that your request may be beyond the limits that they have set for themselves. Offer your support to make it happen.
 3. You may act as both a catalyst and accelerant.
- Catalyst = initiates an action.
Accelerant = makes an action that's going to happen anyway happen faster.

What mistakes do coaches make in working with this proficiency?

1. Playing God. Holding the Player back because you have decided the Player isn't capable.
2. Not acknowledging the Player's best efforts to date.
3. Pushing the Player instead of inviting, requesting.
4. Asking the Player to take actions, then merely helping the Player manage those actions, rather than creating and managing the "space" where things just seem to happen.
5. Pressing rather than expanding by failing to make it a collaborative exercise between coach and Player.

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Highlights from the conversation about #5 Expands the Players Best Efforts

2.4) Coaching Proficiency #11 Champions the Player

The more often, and deeply, the coach champions their Player at all levels (including their actions, progress, dreams, traits, commitments, gifts and qualities), the more encouraged the Player feels and the more likely they are to succeed. For the coach to merely be encouraging is not enough; there is a much higher level of support generated when the coach operates at the championing level, which is where the Certified Coach operates.

Key Distinctions

1. The difference between cheerleading and championing.
2. Three ways of championing the Player.

What does it mean to Champion the Player?

1. Champion vs. Cheerleading

Cheerleading for the Player implies revving them up, jumping up and down when the energy isn't there for them. When the coach cheerleads, s/he takes responsibility for the success of the Player. Championing the Player is a grounded acknowledgement of their achievements - as they define them. It is a genuine act.

2. You really feel it.

In order to be a true Champion for your Player, you have to really believe what you are saying and feeling, not making it up in an attempt to convince them they should be proud.

3. The Player champions themselves.

We actually could have named this proficiency "teaching the Player to champion themselves". What you are really doing when you use this proficiency is drawing their own championing skills out, so that it is internally references. Then you can provide additional validation through your own response.

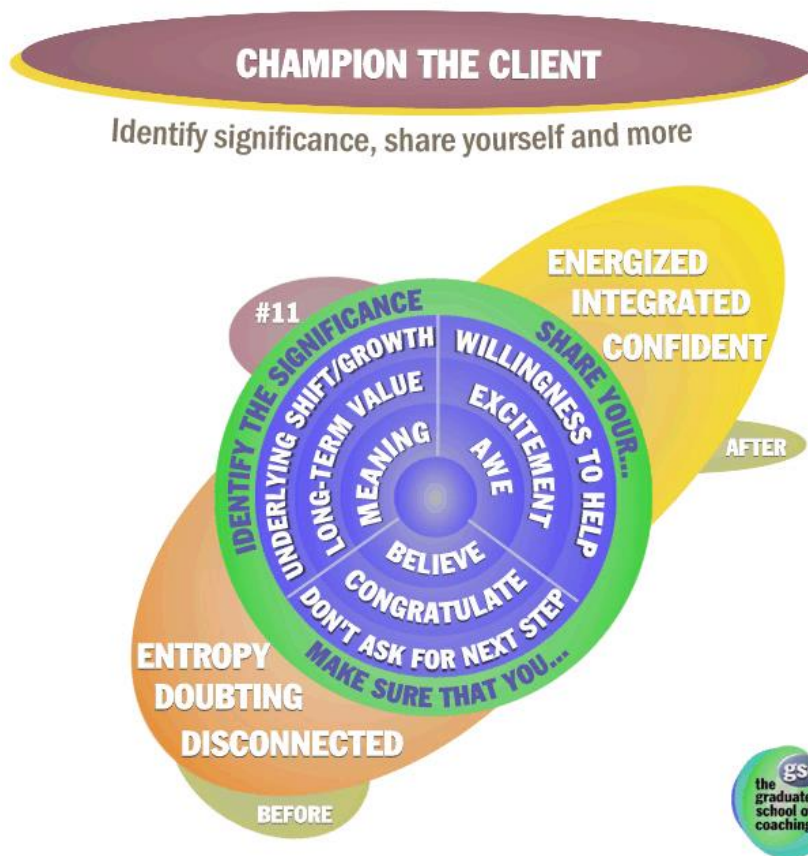
4. Champion at all levels.

Don't just focus on what they actually did (or did not do). Include their dreams, traits, commitments, follow-through, qualities, service to others, feelings, insights, and profound moments, as well as their actions and progress.

What are some general truths about championing the Player?

1. Adults need as much support as kids do.
2. Player's growth is solidified when they are championed appropriately.
3. Championing is a natural part of the coaching process.

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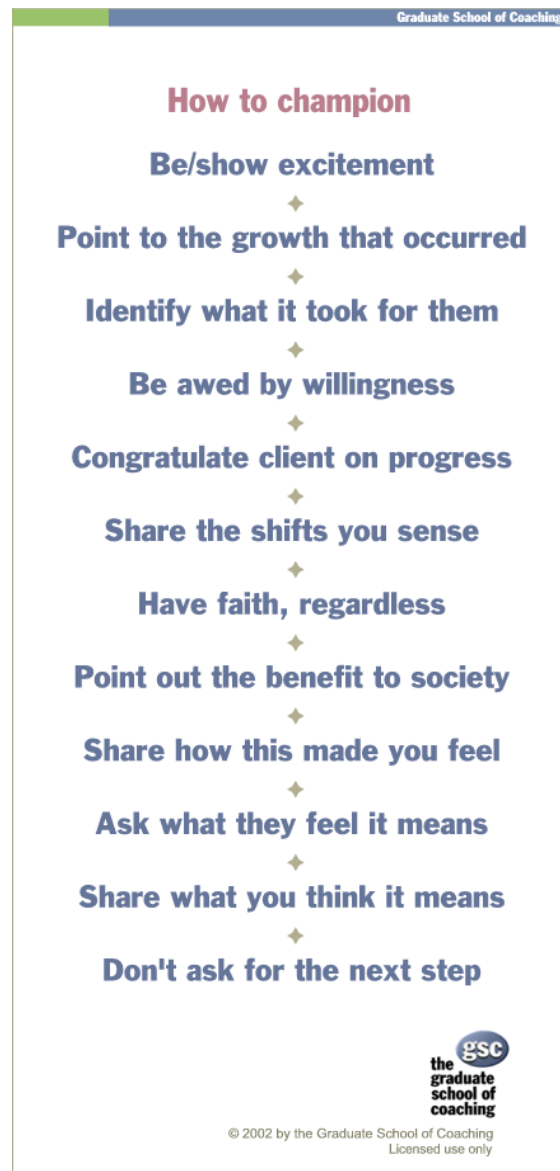


- **Identify the significance.**
Identify the underlying shift or growth that has occurred. Help the Player understand the long-term value and meaning of the shift.
- **Make sure that you...**
Don't ask for the new step too quickly. Be sure to congratulate the Player and that they believe you.
- **Share your...**
Willingness to help, your excitement, and your awe at their accomplishments.

What can the Player expect?

To shift from entropy, doubting, and feeling disconnected, to feeling energized, integrated and confident. (You will, too!)

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- **Be excited about their progress.**
It is important to match their tone and emotion when sharing your excitement. That doesn't mean you come all the way down if they are feeling low, but it does mean to match the emotion without matching the intensity of it.
- **Point to the underlying shifts or growths the Player has made.**
Often Players are not aware of the steps they have taken or the progress they have made. As the coach you provide a bigger perspective because you aren't caught up in their daily activities.
- **Be awed by their willingness.**
Allow yourself to feel awed. Players really do make amazing shifts, and they are remarkably trusting and willing with us.

What are some strategies you can use to champion the Player?

1. Look for the deeper emotion from the Player.

The Player will give you direct clues to what they are most excited about or proud of. Listen for the richness in their tone, the energy in their voice, and the words they use.

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2. Be curious and excited.

When the coach is genuinely curious and excited, the Player gets it. S/he feels heard, understood, and supported.

3. Match their emotion, tone, and feeling.

Your goal is to use this proficiency to connect with the Player and encourage and empower them to feel this within themselves. Matching their emotions and tone, at least at first, will make you more believable, and won't pressure them to agree with you.

4. Look for the greater truth.

When the Player realizes what they are proud of, there is often a greater truth that underlies it. Look for the greater scheme in life for them. It's a way to give the person a total understanding of how it was evolutionary for them.

5. Ask THEM.

Your goal is to get them to champion for themselves, so before you tell them how great you think they are, ask them what they are proud of about X or how it represents a significant shift to them.

6. Get comfortable with silence.

If silence makes you uncomfortable, you will have a tendency to talk without drawing the championing from within the Player. You'll notice that when you let there be silence, the Player will feel the need to start talking, and often this is when you get to the real truth.

Why is this a Proficiency?

1. Requires a keen self-awareness and awareness of the Player.

The ability to champion the Player requires a keen self-awareness and an awareness of the Player, so that you will know when you are cheerleading and when you are championing. You also need to remember things the Player may have forgotten. This ability to let go of needing the Player to succeed, or to feel successful, is an advanced coaching skill.

2. Requires being so genuine that "performance" is not even present.

To champion effectively, so that it will "stick", the coach must do this in a genuine way. You must not jump into telling or solution mode. Championing means having faith in the process of coaching, truly being excited for your Player, and knowing that it is valuable in its own right. The performance-oriented coach will sound like they are acting - because they are. The Certified Coach is one who has moved beyond the beginner level where there is great concern about adding value and performing.

What are the benefits of championing the Player?

1. Sets the Player up for success.

By assisting the Player in remembering their progress on all levels, you support them to value themselves and be able to make additional shifts when appropriate. It enhances their self-perception via internal and external references, which builds the muscle for dealing with future adversity. They feel heard and encouraged - and the more encouraged they feel the more likely they are to succeed.

2. The Player does most of the work.

You get to host the celebration party by asking questions to elicit their learnings and progress. When you let them do most of the work, that gives you plenty of room to champion for them.

3. You have more fun!

It feels good to encourage your Player, and when you feel good about it, you are genuinely enjoying your Player, relaxed in your coaching, and practicing all of the proficiencies of an advanced coach.

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How do you know if you're getting it?

1. You feel excited for your Players and enjoy talking with them.
2. You recognize the Players patterns of success.
3. You appreciate the perfection in everything.
4. The Player is inspired by their results.
5. The Player is building on their successes.
6. The Player becomes a believer again.

What are some common mistakes when using this Proficiency?

1. Puffing up the Player.

When you are too urgent to make them believe how great they are, it can come across as awkward or as pressure.

2. Championing before you listen.

Make sure you understand what's going on for the Player, otherwise you might be championing something that's only going on in your mind.

3. Self-referencing.

Yes, you have lots of things to champion over, too, but this is not the time. Make it all about them.

4. Not matching their intensity level.

Usually this is indicative of cheerleading, but it could also present as not being as excited as the Player.

5. Not prompting them to acknowledge themselves.

Don't try to convince them. Ask questions to draw out their own championing opportunities. These will stick longer, and give you stories and information you can draw on in later coaching sessions with them.

Highlights from the conversation about #11 Champions the Player

2.4) Coaching Demonstration and Practice – Get into the game

In this session the coach will continue to coach the player using the Play Two Win Method. In this session focusing on getting the player into the recurring actions of the game, actively responding to challenges and playing for results.

Meanwhile, the coach will be aware of using the Proficiencies:

#3 Elicits Greatness, #5 Expands the Players Best Efforts, #11 Champions the Player.

Sample communications and questions to guide the Coach through the method:

- 1) Did you have any new clarity about your game objectives?;
Are you satisfied with them or would you like to revise them in any way?
- 2) How did it go with your recurring action that we identified last week?

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3) This week let's get you fully into your game.

What are the 3 recurring actions that are MOST important for you to do well and reach your objectives?

4) What challenges do you anticipate?

5) What results do you expect will happen from taking these actions?

6) What can you do to have fun while taking these actions?;

OR

How can you bring the spirit of play into them?

What are your observations or questions from the coaching demonstration?

Where did you observe examples of:

#3 Elicits Greatness, #5 Expands the Players Best Efforts, #11 Champions the Player

2.5) Highlights

Session 9) Pattern Language

3.1) Welcome back! Celebrations and Challenges

Come to class prepared to share!

What is a win from your playing or coaching that you can celebrate with the team?

What is a challenge from your playing or coaching that you can share with the team?

3.2) Pattern Language

In the session the instructor will lead a dialogue about Pattern Language, discussing how the 15 Coaching Proficiencies are the Pattern Language of Coaching.

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A Pattern Language is a set of phrases that bring an experience to life. So when you coach using these patterns you can be sure that your coaching session is alive because the patterns are alive! Here is the quote from the program introduction:

Here is a brief quote from Christopher Alexander's Seminal Book " A Timeless Way of Building".

"There is a central quality which is the root criterion of life and spirit in a man, a town, a building, or a wilderness. This quality is objective and precise, but it cannot be named.

The search which we make for this quality, in our own lives, is the central search of any person, and the crux of any individual person's story. It is the search for those moments and situations when we are most alive...

What are your insights and highlights from the conversation?

3.3) What Trust Is

The next 5 Coaching Proficiencies that we will explore are excellent in building trust between the coach and the player.

Your instructor will lead a dialogue about trust.

What are your insights and highlights from the conversation?

3.4) Coaching Proficiency #4 Enjoys the Player Immensely

Yes, we know this sounds a bit 'bland,' and rightfully you may be wondering what a training topic like this is doing in the School of Coaching. And, it's one of the most powerful of the 15 Coaching Proficiencies. Why? Because to get to this level of collaborative relationship with your Player, yet still have an edge and be effective with them, calls for a fairly high level skill set and awareness level. That's all we're going to say at this point but if you find yourself trying too hard with Players, being frustrated by them, wishing they would move faster, be more self generating or put into action what they are learning, then this one hour training will prove beneficial.

Key Distinctions

1. How to know when you're NOT enjoying your Player.
2. Setting boundaries.
3. The benefits - to you and your Player - of you mastering this proficiency.

What are the guiding principles of enjoying the Player immensely?

1. Enjoy yourself first.

In order to really enjoy someone else and all their quirks, you have to be able to appreciate and enjoy your own first. If you don't, you'll end up judging them even without meaning to. It all starts with you.

2. Know that everyone is doing their best at any given time.

By knowing this you eliminate any pressure you might put on the Player. This doesn't mean you don't help hold them to a higher standard. It means you trust that the greatest wisdom is from within them. Honoring this can actually free the Player to move forward immensely.

3. Be fully present.

You must get out of your own way and let go of your need to add value or show what a great coach you are. The focus needs to be on them, completely.

4. Be interested vs. being interesting.

Again, the focus is on the Player. Be genuinely curious. Avoid the temptation to ask too many questions or probing too deeply without rapport. As you discover more about them and who they are, you will find lots to compliment them on and encourage them about.

5. Come from love.

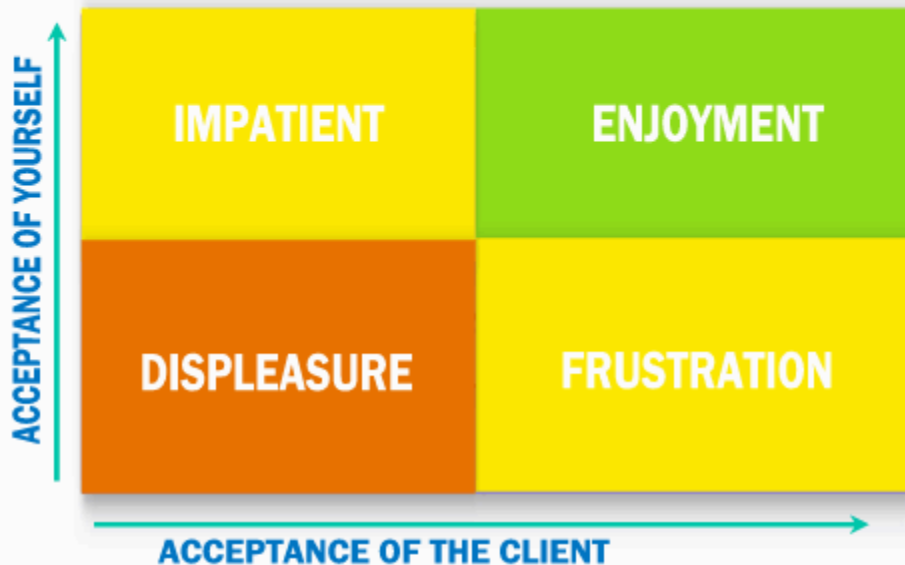
Simply loving the Player is probably the fastest way to creating a safe environment for the Player to move forward. When you come from love you set your own agenda aside, which creates the space for the Player to really move forward.

What are the general truths about enjoying the Player immensely?

1. Performance suffers when the Player perceives frustration or less than our total enjoyment.
2. Trust is increased via enjoyment.
3. Immense enjoyment is contagious.

How does accepting yourself and accepting the Player more help you enjoy the Player more?

#4. Enjoy the Client Immensely

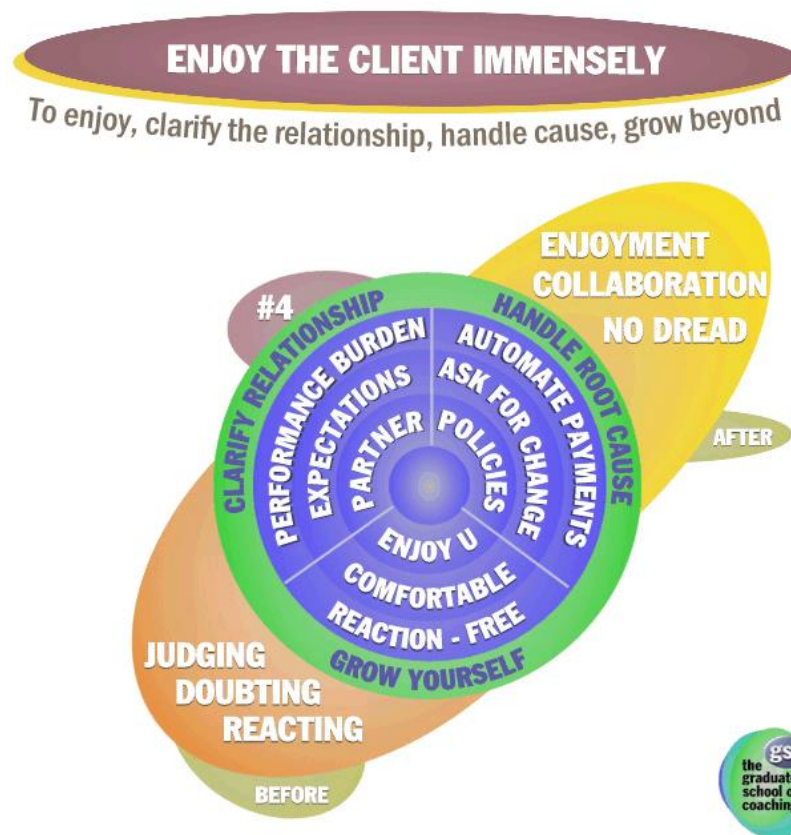


As you come to accept the parts of yourself that are not acceptable, it's easier to accept the parts of the client that are bothering you. Until then, you'll be experiencing displeasure. And if you only come to accept yourself, you'll be impatient with the client's progress. If you only come to accept the client and not yourself, you'll still feel frustrated. As they say, "You spot it, you got it."

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- **Clarify the relationship.**
Clarifying the relationship can eliminate the "performance" burden for you and the Player. It can establish mutually agreed upon expectations. And it helps you and the Player form a partnership, working collaboratively toward their goals.
- **Handle the root cause.**
If you are not enjoying the Player, identify the root causes of why. Often just asking for a change, establishing policies, and automating payments can eliminate the root cause of the lack of enjoyment.
- **Grow yourself.**
Become reaction-free. Get super comfortable with yourself. Learn to enjoy yourself - it will make it much easier to enjoy others.

When you come to enjoy the Player immensely, you will stop judging, doubting, and reacting to the Player. Instead you will experience enjoyment, collaboration, and an absence of dread.

What are some other pointers?

1. Appreciation

Look for what you appreciate in your Player, in the coaching experience with them. Tell them what you appreciate about them. Not only will it build rapport, make them feel good and more open, they will probably tell you what they appreciate about you as well. Gotta like that!

2. See Perfection

See perfection in everything that happens - even your own "mistakes". This helps make it OK for your Player to be going through whatever they are going through. Acknowledging the perfection eliminates judgment and opens the door to possibility and options.

3. Get curious

See the guiding principles above.

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4. Enjoy the Moment

When you enjoy the moment, your Player can sense it. You are the model for them to follow.

5. Think of it as Empowerment.

By thinking of enjoying your Player as a form of empowerment, you have the incentive to actually do it. How much easier would coaching be (for you and your Player) if you simply enjoyed it? How empowering would that be?

6. Enjoy the Pace

Coaches evolve pretty quickly. Most Players, they because they're not in the same levels of environments, move much much slower. Their seemingly slow pace of development is right for them. Enjoy the ease and the change it offers from your own normal, fast-paced growth. Celebrate each change with them.



How do you know when you are NOT enjoying the Player?

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Seems obvious, but sometimes we get so caught up in adding value that we don't notice the warning signs.

1. You feel like you are doing all the work.

In other words, when you take on more of the responsibility for coaching than they do. This is the sure-fire way to lead to disappointment, resentment, and/or not having fun.

2. You dread their coaching call.

Duh.

3. You feel drained after the call rather than energized.

Coaching your Players should be an energizing, inspiring experience for you. After all, that's part of why you do it, right?

4. There's a mismatch.

When you cannot engage with them, either there's a mismatch going on, or they are done coaching with you.

5. You are frustrated with their "stuckness".

Whenever you are frustrated, that's a good sign that you are not enjoying your Player. What's that frustration about for you? How could you employ one of the guiding principles or ways of enjoying your Player to shift your energy?

6. Pay attention.

If you are not already, just pay attention to how you feel when you think about that particular Player. Are you pleased or annoyed? Curious or frustrated? Peaceful or drained? Your own feelings are the perfect indicator of how much you are enjoying your Player.

What are the benefits of enjoying your Player immensely? (how it's better for you and for your Player!)

- It is freeing for the Player when the coach really enjoys them.
- By enjoying your Player, you are letting them know that you think they are OK - not broken or in need of being fixed.
- To enjoy someone else, you have to actually enjoy yourself first.
- When you enjoy the Player, they tend to find their own value.
- It is empowering - for you and them!
- You will have more fun, which will make you more fun to work with, and hence, more attractive!
- It keeps things lighter, which creates more space for possibilities.

A Final Note About Boundaries

What do you do if a Player ventures into an area that really goes against your values? Be clear with yourself and with your Player about what you will talk about and what you won't. Saying something like, "That topic isn't my strong suit, can we focus on something else?" or "I'm just not up for that particular conversation." can be great ways of shifting the direction of the call.

Highlights from the conversation about #4 Enjoys the Player Immensely

3.5) Coaching Proficiency #6 Navigates via Curiosity

The coach who is naturally curious can be well-guided by that curiosity. After all, coaches are in the discovery business and how can you help the Player find new and better ways of doing things, if you are not curious? And the real benefit of curiosity is that it leads to learning for both the coach and Player.

Examples:

1. Be curious about situations.
2. Be curious about dynamics.
3. Be curious about the facts.

The key distinction is curiosity vs. information gathering.

What is navigating via curiosity? Some distinctions...

1. Interested vs. Interesting

Being curious is having a genuine interest in the Player and their situation. When you are being curious, you are focused on the Player rather than on yourself and how you are doing as a coach. Being curious is about being intrigued by the Player (or the situation), rather than you trying to be intriguing to the Player.

2. Questions vs. Interrogation

As a coach you get to ask lots of questions, and that's the most obvious ways to express curiosity. Being curious is not the same thing as information gathering. Pay attention to whether you are questioning from curiosity or shifting into interrogation mode. If you are interrogating, the Player will resist, whereas if you are curious, it will help the Player open up - to themselves as well as you. They can tell when you're on the hunt.

3. Navigating vs. Driving

Remember that your role as the coach is to navigate, not drive the Player or provide the power for movement. When you navigate via curiosity, you are using curiosity to draw out whatever might be there. In doing so, the Player may find their way into a whole new area of inspiration.

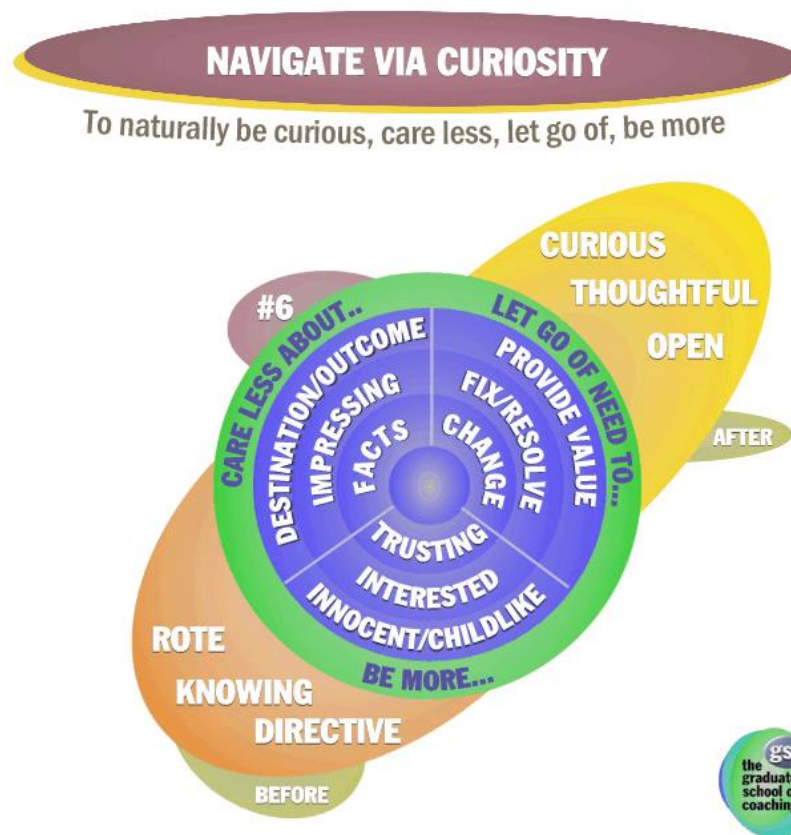
4. Curiosity for the sake of curiosity

Most coaching sessions are results-oriented. After all, isn't that what your Players are paying you for? Interestingly - or perhaps curiously - when you are simply curious for the sake of discovery, not with a specific agenda or outcome in mind, the Player often makes much more progress. Why? Because it helps them get to the most interesting parts for them as well.

5. Innocence

True curiosity comes from a place of innocence. Mastering innocence, after having it trained out of you, is often difficult. Being truly, innocently curious means not having an agenda for the conversation. When the coach is intentional, it can sometimes act as a barrier between the coach and the Player.

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- **Care less about...**
The outcome.
Impressing the Player.
Sharing "facts".
- **Let go of a need to...**
Provide value.
Fix or resolve the problem.
Change the Player or the circumstances.
- **Be more...**
Innocent and childlike in your questions.
Interested in the Player.
Trusting of the process.

What are some general truths about navigating via curiosity?

1. Curiosity opens more doors than interrogation.
2. When you are curious, it gets the Player thinking.
3. Curiosity strengthens your intuition.
4. Curiosity can presence unexpected value.

What is there to be curious about?

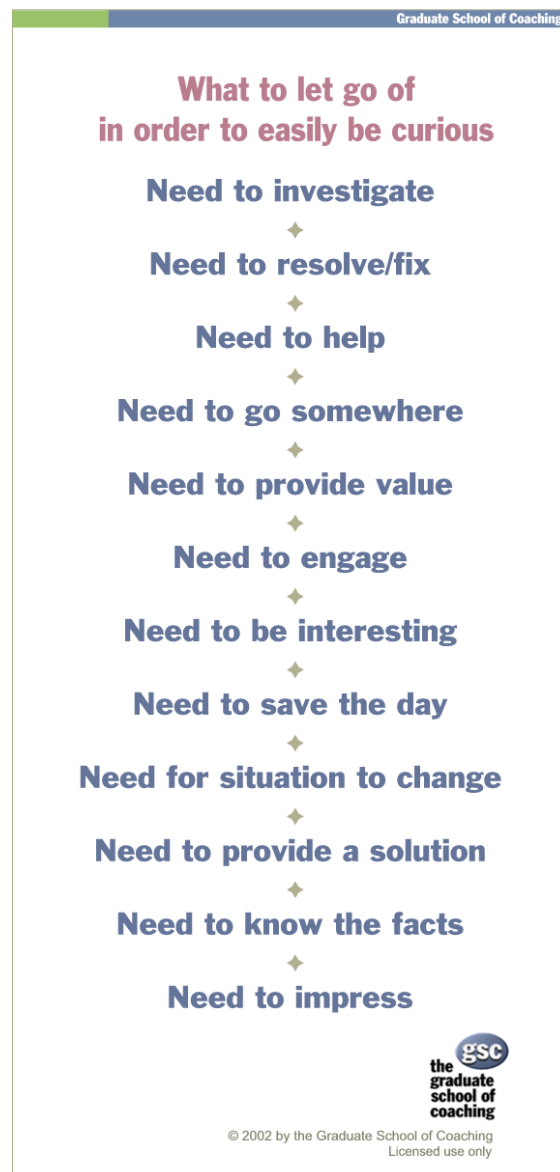
1. The situation.
2. The dynamic.
3. The person.
4. The facts.

How do you know you're really being curious?

1. The Player opens up.

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2. The Player takes the initiative to think.
3. You learn something new.
4. The Player becomes a more curious person.



Why is this a Proficiency?

1. Requires Keen Self-Awareness and Self-Confidence

The ability to navigate via curiosity requires a keen sense of self-awareness, and ability to get out of the way of the process so that it can evolve naturally. To master navigating via curiosity, a coach must feel confident in themselves and their abilities to handle any situation. Curiosity is a place of not knowing yet, and not being results-oriented. It takes an advanced coach to be comfortable with this.

2. Nuances

Navigating via curiosity is a subtle skill with many nuances. It's somewhat difficult to put in to words, but you'll know it when you have it. All coaches learn how to ask questions, but how do you know which questions to ask - the questions that take you both to a deeper level of understanding and inspiration? The nuances are subtle.

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3. Being courageous and trusting the process

To really navigate with curiosity, not jump into solution mode, means having faith in the process of coaching, trusting in the joy of being curious, knowing that it is valuable in it's own right. The less courageous coach feels compelled or obligated to share their opinion, give advice, or jump into solution mode in order to "add value". Coaches have been trained to move the Player forward. With curiosity, it just appears to go nowhere for awhile.

4. The ability to BE without performing

The Certified Coach is one who has moved beyond the beginner level where there is great concern about adding value and performing. The Certified Coach understands that who they are, and their curiosity, is the greatest gift they bring to the coaching relationship.

Benefits - How does navigating via curiosity makes you a better coach?

1. Leads to learning for both the coach and the Player.

By uncovering what is intriguing and inspiring to the Player, you both learn more about what is most important to the Player.

2. Creates a relationship with the Player.

When you are navigating via curiosity, you are fully present with the Player, not assuming you know what is best. Also, by demonstrating real curiosity, the Player feels valued and trust is enhanced.

3. Gets you off the hot-seat.

When you're being curious, the Player does most of the work. You ask the provocative questions, and the Player figures it out.

4. It expands possibilities.

When you and the Player are in discovery mode rather than problem-solving mode, there is an openness, and opening-up that occurs. New ways of thinking about the situation, facts, or dynamics can be discovered.

5. Uncovers nuances that might otherwise be hidden.

By being curious, you can help uncover nuances or hidden concerns or lack of clarity that you might not notice if you forge ahead into solving the problem or creating the strategic plan. By avoiding the tendency to solve, you actually help the issue evolve.

6. Heightens your awareness of inklings and intuitions.

As you develop this Proficiency, you will become more attuned to the inklings and intuitions you get as a coach. Learning to read these, and act on them, advances you significantly as an in-demand coach.

7. Provides structure and content for future coaching sessions.

If the Player doesn't get clear about what you are discussing, it means they aren't clear about moving forward with it. That's great because it gives you a great topic to structure coaching around

What are some curious questions?

1. What is something intriguing you are working on or have been thinking about?
2. What is it that intrigues/inspires you about that?
3. Where do you fit in that?
4. Tell me more about that.

How do you know if you're getting it?

- **You are having fun!**

Being curious is having fun. It has a lightness about it that isn't felt when you are super agenda-oriented.

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- **You are not worried about your performance.**
To be really curious about someone or their situation, you have to be focused on them, not thinking about yourself and how well you are doing as a coach. You can only be genuinely curious when you are truly present with the Player.
- **The Player is uncovering a deeper inspiration and awareness.**
The Player will start having "aha" experiences. You will hear their own curiosity get peaked as you navigate this way.
- **You are building a bond with the Player.**
The Player is usually the center of attention when you are coaching. When you are navigating via curiosity, it is a blend of the topic becoming the center of attention, and the Player being so important that you are eager to know more about them. This blend creates a safe environment free of judgment in which the Player feels genuinely cared for.
- **You FEEL curious, intrigued, and can't wait to find out more.**
Do you have a great job or what?!

What are some common mistakes when using this Proficiency?

- **Trying too hard.**
Most coaches try too hard to "do it right". Players can feel the angst in your voice.
- **Asking too many questions - even peppering the Player with questions.**
Note the point above about questions vs. interrogating. Why are you asking those particular questions? Is it to gather information, or is it discover more about the topic?
- **Talking about yourself.**
A common mistake for coaches who feel a need to show they've "been there before." When you are being truly curious, you have no idea where the conversation will go. Get into the Zen of it all, no proving allowed.
- **Judging too quickly.**
Being curious is perhaps the opposite of laser coaching. While you may find yourself asking laser like questions, avoid the temptation to believe you know the answer. You will get inklings and hunches. Trust them, and ask questions to draw the Player out. Don't tell them. Be willing to accept that you might be off in your assessment.
- **Trying to prove your value.**
This seems to show up mostly when coaches are unsure of their own value - and especially if they have a bag full of tricks they want to use. Relax into the process.
- **Being too agenda-oriented.**
Again, the desire to "get something done". If you let curiosity be your guide and then ask your Player what they got out of the session, you might be surprised to hear they felt it was the most valuable session to date.

Highlights from the conversation about #6 Navigates via Curiosity

3.6) Coaching Demonstration and Practice

In this session the coach will continue the pursuit of mastery in the activities of the game by focusing on how the player responds to challenges.

While doing so, the coach will keep their attention on Coaching Proficiency #4 Enjoys the Player immensely and #6 Navigates via Curiosity

Sample questions...

- 1) How did your game go this week?
- 2) How well do you think you played?
- 3) What were your results?
- 4) What challenges did you face and how did you respond?
- 5) How will responding to this challenge make you a better player?
- 6) What did you learn from playing this week that we can use to play better next week?
- 7) What recurring actions are you going to focus on?
- 8) How can you bring the spirit of play into your game this week?

Coaching Proficiency Leader Guide

What are your observations or questions from the coaching demonstration?

Where did you observe:

Coaching Proficiency #4 Enjoys the Player Immensely and #6 Navigates via Curiosity

3.7) Highlights from the session

Session 10) Coaching for Trust

4.1) Welcome back! Celebrations and Challenges

Come to class prepared to share!

What is a win from your playing or coaching that you can celebrate with the team?

What is a challenge from your playing or coaching that you can share with the team?

4.2) Coaching Proficiency #9 Communicates Cleanly

This should be obvious, yes? After all, the cleaner the communication, the less that gets in the way of great coaching. That said, most of us have 'stuff' in our communication style which slows down the super-conductive nature of the coaching process. Certified Coaches have worked to clean up the stuff that can get in the way of effective coaching. What kind of stuff? Everything from biases, judgments, unmet needs, shoulds, coulds, to singularity, vicariousness, agendas, arrogance and fears. It's all cleanable.

Learning Objectives:

1. The difference between communicating cleanly and intending to communicate cleanly.
2. What tends to get in the way of clean communication.
3. How to begin cleaning up your communication.

What are some general truths about communicating cleanly?

1. Unwittingly, we and our communication can get in the way of our Player's progress.
2. It's possible to be a perfect communicator.
3. The trick is to be responsible for how you are heard.



What are some key distinctions?

1. Clean it up vs. give it up.

Being clean in your communication doesn't mean you can't have opinions or judgments, but that you are clear and forthright about what they are. Be honest with yourself and your Player.

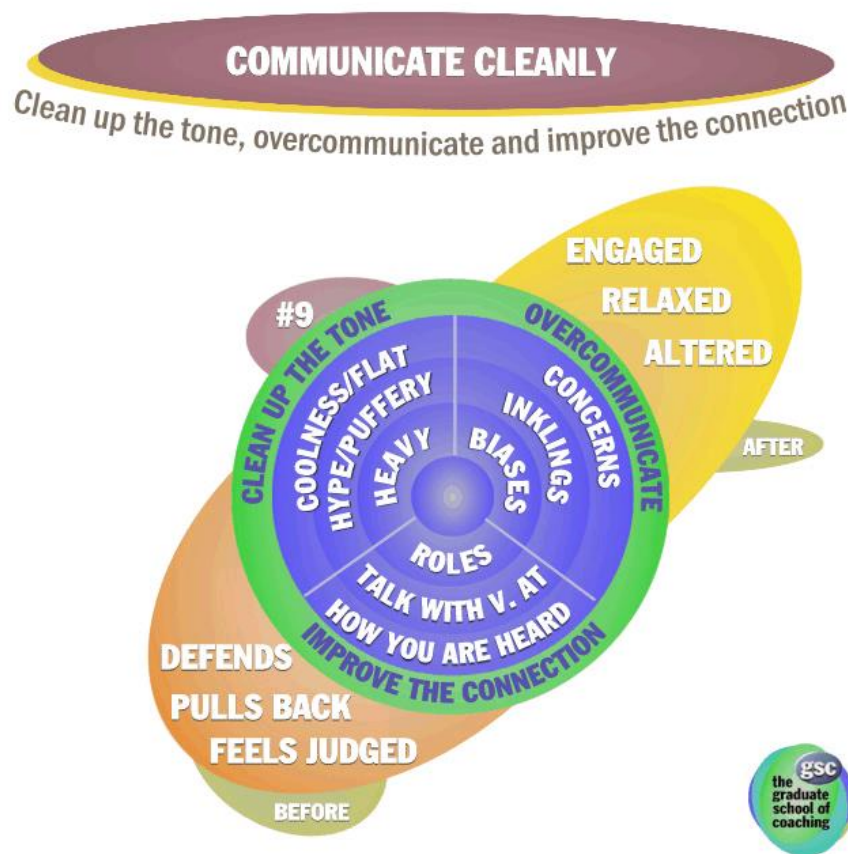
2. Eliminate the "buffer".

Often the way in which you communicate can create a buffer, a barrier, between you and the Player. When you try to be non-judgmental, intentional, present, etc., the "trying" actually creates space between you and the Player that gets in the way of the coaching process.

3. Absence of vs. unnecessary additives.

The key is to create an absence of buffer, an absence of unnecessary words and processes. Don't tell the Player what you are going to do, just do it.

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- **Clean up the tone.**
Eliminate any coolness or flatness. Eliminate hype and puffery. Don't be heavy.
- **Improve the connection.**
Take responsibility for how you are heard and who plays what roles.
- **Overcommunicate.**
Share your concerns, inklings, and biases. When you overcommunicate you make sure things are clean.

What can a Player expect?

They will shift from being defensive, pulling back, or feeling judged, to being engaged, relaxed and altered.

What categories tend to need cleaning?

1. Buffer

Where's the fluff in what you are doing or saying?

2. Judgment

While you may not be able to eliminate judgment - or want to - you do want to be clean about it. It hard to try to be non-judgmental and have a casual conversation.

3. Self-referencing

Check yourself here. If you are about to share a personal story, what's your objective? How will this directly benefit the Player? Is it about you wanting to feel connected or prove that you understand?

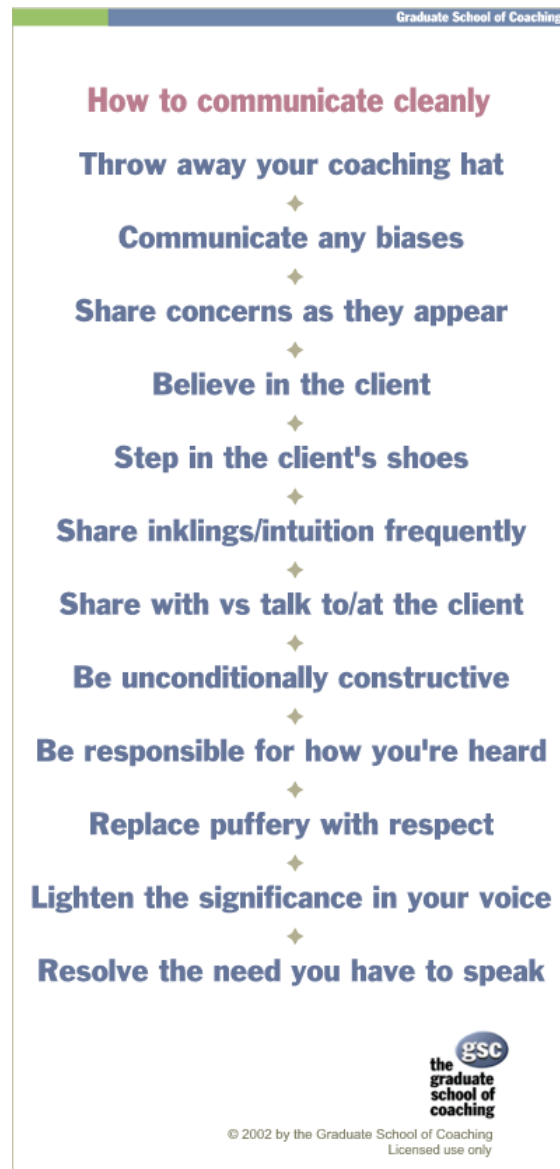
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4. Needing the Player to be "successful"

While all coaches want their Players to be successful (why would we be doing this otherwise?), it is important to clean up your beliefs about what success is - for you and for others.

5. Performing

What is your purpose in your communication? Is any part of it affected by your desire to look knowledgeable or competent? If so, your focus is on you, not the Player. Paying attention to your own performance always gets in the way of coaching.



Why is this a Proficiency?

1. Requires knowing yourself at a deep level.

Not everyone can recognize when they are the ones creating the buffer. The Certified Coach recognizes this without even trying, and cleans it up automatically, without interrupting the coaching process.

2. Must be able to get out of your own way

Being truly Player-centered is easier said than done, and requires advanced coaching skills.

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3. Requires mastery of basic coaching skills

Coaching must be so automatic to you that you don't even have to think about it. When you are thinking about what you are doing, you are not communicating cleanly -- you'll be communicating about communicating. Get the basic skills down, know your own style, and let it roll.

What should you do to communicate cleanly?

1. Be yourself.

There is a difference between being yourself and "being who you are". It's not just semantics; there is a qualitative difference. When you are "being who you are", you are being conscious of the process, which creates a big of a barrier. When you are just being yourself, you're not thinking about it. You're just being. Go for the absence of barrier.

2. Express the normal range of emotions.

Cleaning up your communication doesn't mean being bland. You're the coach. Let you be you.

3. Acknowledge your bias.

If you have a bias or an opinion, acknowledge it. It might be just what the Player needs to hear. And, by being clean about it, you are being straightforward and ethical - no hidden agendas.

4. Learn to be comfortable with silence.

Beginner coaches are often uncomfortable with silence and will talk to fill the gap. Here's the thing... Players are uncomfortable with it, too. So if you let silence happen, the Player will be the one to fill it. Usually they'll fill it with something profound. It's in the silence that profoundness occurs.

How does communicating cleanly make you a better coach?

1. It eliminates the Player's need to perform.

If you are communicating cleanly, it reduces the Player's need to be perfect for you. It creates room for dealing with what's really going on.

2. The Player feels valued and heard.

Communicating cleanly actively demonstrates that you value and understand the Player. They might not know why they feel it, but they will feel it.

3. Requires you to play a bigger game.

Cleaning up your communication requires you to play really big, which makes even more room for the Player to play a bigger game. You become an outstanding model for them.

4. Communication becomes more important than talking.

You will be clear about how you are being heard, not just what you say. This creates a deeper level of understanding -- for both the Player and the coach.

How do you know if you're getting it?

1. You feel relaxed and are having fun.
2. You know you are being yourself, without having to think about it.
3. You feel genuinely curious from a neutral point of view.
4. You are responding vs. reacting.
5. The Player hears what you mean.
6. The Player doesn't react or resist.
7. The Player fully engages with you.
8. The communication is effortless for you.

What are some common mistakes when using this Proficiency?

1. Being too intense.

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If you are too intense about how you are communicating, then you are actually creating the buffer we've mentioned. You must relax into this.

2. Talking too much.

The Certified Coach is comfortable with silence, and actually uses it as a tool to advance the Player.

3. Self-referencing.

You can communicate cleanly without pointing out that you are doing it. Remember, you are being yourself, not explaining who that is.

4. The need to be right.

Coaches mis-hear things, and misinterpret. That's OK. In fact, that may actually add to the coaching relationship by providing a venue for the Player to get clean about their communication. Don't push. You don't have to be right. Your goal is to help the Player be right.

5. Not doing your own work first.

Don't use the coaching relationship as the opportunity to get clean with your communication, just be clean with it. If you haven't done the Absence Of Program, that would be a good place to start.

Highlights from the conversation about #9 Communicates Cleanly

4.3) Coaching Proficiency #14 Designs Supportive Environments

Success, not to mention personal evolution, becomes sustainable when there are environments and failsafe structures which support it. After all, who wants to rely on fortitude and willpower to get things done or to develop oneself? Enter the Certified Coach who has been specifically trained in helping the Player to design and install these environments.

Learning Objectives

1. To appreciate why designing supportive environments is important and why it's one of the components of the 15 "Proficiencies".
2. How learning to design environments will make you a better coach.
3. What resources are available.
4. How a coach sets up an effective environment.
5. What mistakes coaches make designing environments.
6. To support Players to take the actions they want, to have the actions occur more quickly and to live in an environment that is inspiring vs. an environment that they suffer through.

What are the general truths about designing supportive environments?

1. Increasingly we are a product of our environments.
2. The trick is to craft them to craft you.
3. Well-designed environments naturally increase your performance by 2X-10X or more.
4. With designed environments, willpower/commitment is optional.
5. You can outsource your success to environments.
6. The trick is to choose to respond to environments, and become an expert designer of environments.

Key Points/Topics

1. Environments as partners.

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This is a paradigm shift for many coaches and Players. Your environments can be designed to make things easier for you, to automate processes - whether it be actions, mental processes, or personal habits. Being deliberate about your environments creates a relationship with them - which allows them to support and sustain you in reaching your goals. By creating a relationship with your environments they become much more than tools.

2. Almost anything can be an environment.

You might have to introduce this notion to your Player since not many people think actively about their many environments. For example, people, technological systems, the television, office space, R&D teams, pets, School of Coaching, special interest groups, etc.

3. Environments vs. Self-Reliance

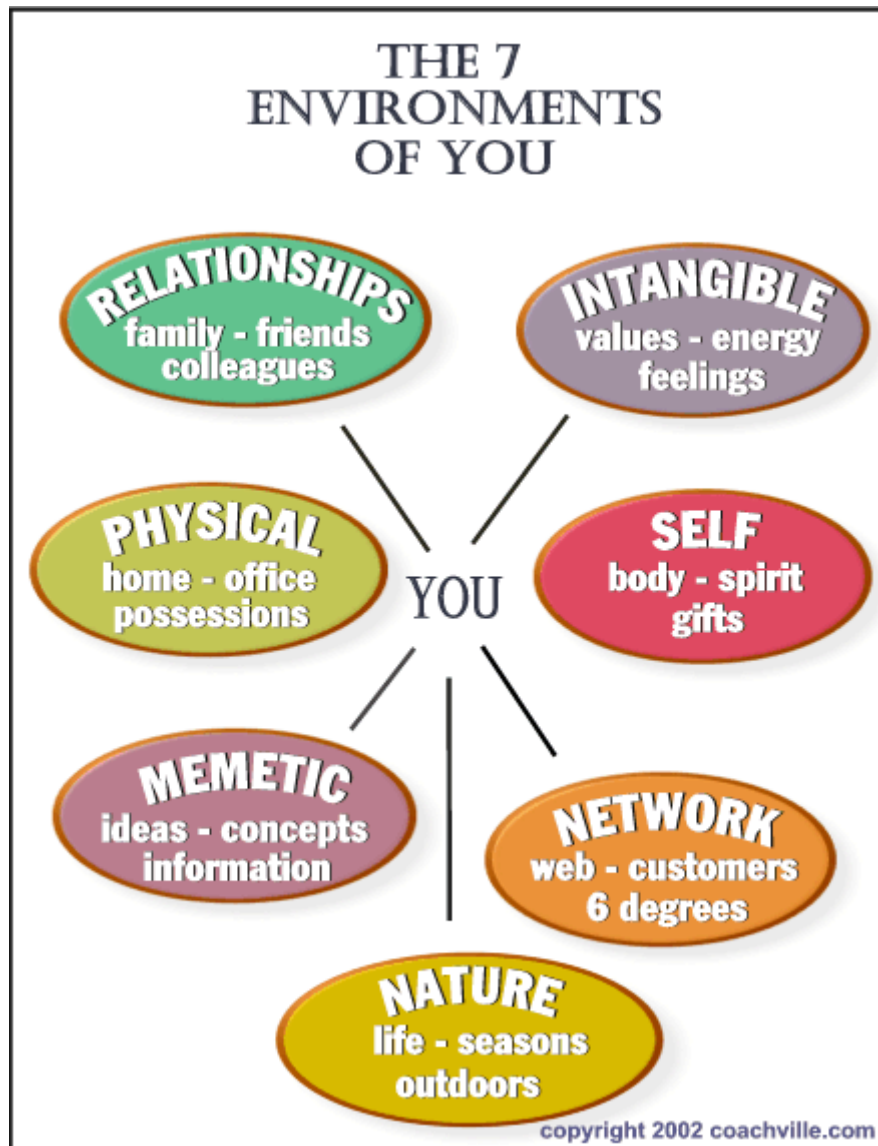
Relying on willpower to get things done can be done - often at the cost of physical or mental strain and stress if relied on too long. Environments, on the other hand, reduce the stress by setting things up to get done more easily, with less effort.

4. Environments create safety.

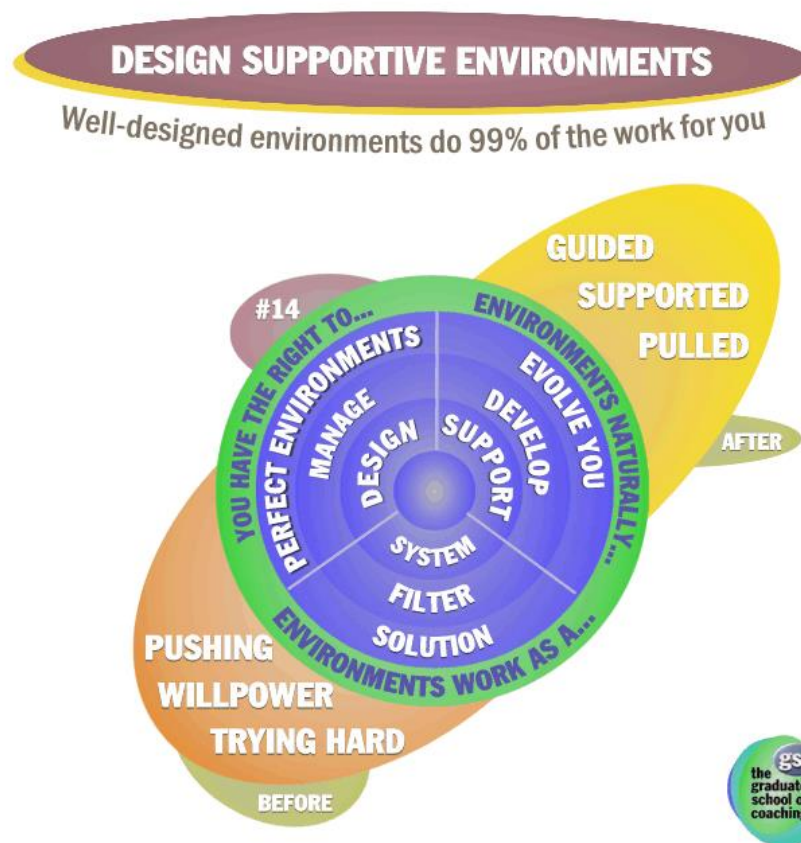
Environments do this in two ways. First, they are based on fail-safe structures that provide certainty and reduce stress for the Player. Second, by focusing on designing environments, it takes the pressure off the Player to have to be a certain way - changing the environment to fit them vs. changing themselves to fit the environment. This eliminates, or at least reduces, self-judgment.

What are the 7 types of environments?

(note: In level 3 of the Center for Coaching Mastery in the Personal Environments Method you will learn 9 environments)



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- **You have a right to...**
 - ...perfect environments for you.
 - ...to manage your environments as you wish.
 - ...to craft and recraft your environments.
- **Environments work as a...**
 - ...system so that you don't have to do all the thinking and working.
 - ...filter so that you can deal with smaller amounts of information or distractions.
 - ...solution to the overwhelm of information you can experience.
- **Environments naturally...**
 - ...evolve you. They keep you responding and growing even when you don't want to.
 - ...develop. You will re-engineer your environments as your needs and capabilities change.
 - ...support you. They help you do more work with less effort and attention.

What can the Player expect?

To shift from relying on pushing, willpower, and trying hard, to feeling naturally guided, supported, and pulled toward what they want.

What are some key distinctions?

1. Ideal environments inspire rather than drain.

Your most powerful (and helpful) environments will be those that inspire. Careful crafting, perhaps through trial and error, will create environments that pull you forward, helping you invest time and resources in the things you want.

2. Environments are sustainable.

The best environments are set up to be sustainable, and to help the Player be successful in spite of themselves. They do not depend on the coach to keep them going.

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3. See everything as an environment.

By viewing everything as an environment, it makes you not tolerate things that don't sustain you. It forces you to look at things differently and de-personalizes it. Players will begin to recognize things around them as either sustainable environments or not. It brings a heightened clarity and sense of direction. Every goal has an environment to support it. If you can't come up with one, you might want to question the validity of that goal.

4. Environments vs. action.

When you set up systems that pay off for a lifetime, you don't have to spend so much time taking direct action. Think of it as deliberately developing habits that support you, so you don't even have to think about the actions.

How do you help Players design support environments?

1. Introduce the concept.

Since this is likely to be a paradigm shift, introduce the idea and see if the Player would like to work on this. If not, don't push. Chances are they'll be curious enough to come back to it at some point.

2. Be on the lookout for things your Player wants to upgrade or change.

Obviously the Player has something they want to change - hence the reason they've hired you. Have your "environment glasses" on, looking for clues about successful and not so successful environments. It will help you provide examples and explanations to them.

3. Use successful environments as a road map.

Learn about the successful environments your Player already has to provide clues for designing new ones or transforming existing ones. Have the Player tell you how they work best, then design it from there.

4. Pick something the Player can accomplish.

In order to give the Player the feeling of success so they can tackle the harder environments, help them select one they are likely to be successful with first. If it's something they've been struggling with all their lives, select a different area.

5. Design environments to help the Player take action.

The way a Player has their environment set up can either support them in taking action, or make it more difficult by creating obstacles or hurdles to get over. Help the Player assess what systems or structures they have in place that are helpful and which are a hindrance. The goal is to have environments that propel you toward action by making it easy and more enjoyable.

6. Design environments to have actions occur more quickly.

The faster an action can occur - whether by automation or self-initiation - the faster your Player can get on to the next task. The speed of progress is very rapid, you want to help your Player have systems in place so that they are in the flow, rather than scrambling to catch up.

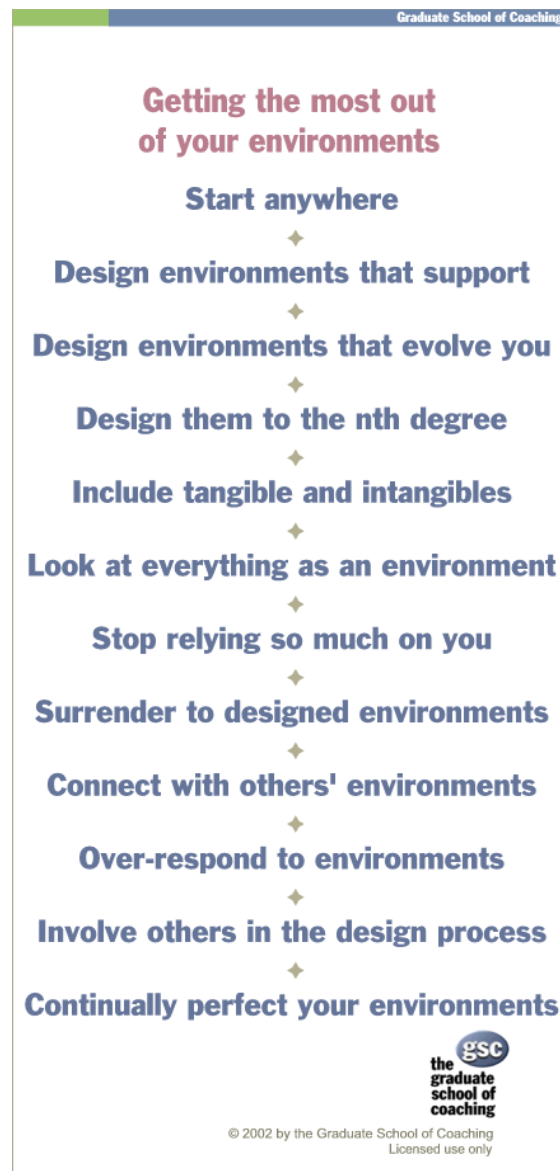
7. Set up structures to strengthen the environments.

Think of it as the environment for the environment. If your Player has to tend to the environment all the time, just to keep it functioning, then it's not really doing its job - to make their life easier and more effective.

8. Start with the environment of "designing environments".

Walk the Player through it. When the Player is at the max of their efforts, it usually takes a person to lead them. Just giving them a plan or checklist might not be enough - even if they are "capable" of doing it on their own. The whole point is that their environments are not currently supporting them, so you want to set them up for success.

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What are some questions you can ask?

1. What is the purpose behind designing X environment this way?
2. How well is it working?
3. How sustainable is it? How much effort does it take for you to sustain it?
4. If the environment just took care of it for you, what would it look like?

Why is this a Proficiency?

1. Requires a paradigm shift.

Approaching everything as an environment, and establishing a partnership with it, is a dramatic shift from how most people (westerners, at least) think about themselves, their businesses, and their lives. It takes practice to engage with it fully and eliminate old habits of thought.

2. The ability to detect what works, and then build on it.

Identifying the nuances in successful, sustainable environments the Player already has is a talent. Often the success factors are not readily apparent - to you or the Player.

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3. Being inspiring vs. pushing or demanding.

Just as the environment needs to inspire, so does the coach. Designing - or redesigning - supportive environments requires consistency and follow-through, from an inspiring perspective. In times of stress, such as a changing environment, it will be easy for the Player to revert to old, less productive habits. The Certified Coach is able to inspire the Player to follow-through until the new environment is well-established.

4. This is a subtle, sometimes abstract, concept.

The coach must master this proficiency before they can effectively assist Players. The more environments you can learn about the more you can share with your Players. There are almost templates of environments.

How does Designing Supportive Environments make you a better coach?

1. Empowers the Player.

By focusing on the environment, the Player begins to build long-term sustainable support for the changes they are making. This focus eliminates the tendency to focus on whether the Player is "good" at something or not.

2. Provides inspiration.

As your Players get the hang of this, they'll want to do even more of it. With each environment upgrade, they will be more and more inspired, finding more time and energy. The learning curve might be steep at first, but very exciting once mastered.

3. Focuses on long term sustainability vs. short term action.

While there are times when it is appropriate to focus on the very short-term, and many Players are happy to stay there, one of your goals as a coach is to help the Player experience success with less stress. Long-term sustainability provides this. The less your Player has to think about something, the more personal RAM is freed up for creativity, other projects, or whatever they want.

4. You'll get your environments in order, too.

In fact, you're probably already working on this just by listening to the real audio and reading this learning guide. As you focus on this with your Players, your own empowering environments will become even more self-sustaining.

5. Magnetizes the Player's attention to the goal.

By designing supportive environments, the Player's attention will be drawn to where they want to be, what they want to accomplish, without having to think about it consciously. It becomes more automatic.

How do you know if you're getting it?

1. Your own environments are supportive.

As you plan new projects you automatically think about how to design the environment to maximize success and sustainability.

2. You think about environments as relationships, not just tools.

You notice how your Player (and you) interact with the environment, how the energy flows, and how each is impacted by the other. You recognize glitches and move to correct them.

3. You are curious about environments.

You will find yourself thinking about virtually everything as an environment and how it could be best designed. Not that you have to become obsessive about this - but you'll notice how fun it is.

4. You notice when it's working and when it's not.

Getting too attached to what's been set up might prevent you from noticing when it's not as effortless as it could be. You'll notice when something could be better, and you make the change.

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What are some common mistakes when using this Proficiency?

1. Taking too much responsibility.

If the Player is resistant to designing environments, don't push it. The opportunity to point out a concrete example will present itself. Remember, the Player has to come to this on his own in order for it to stick.

2. Giving a checklist when the Player needs you to hold their hand.

Even though virtually anyone can complete a checklist and make changes, the point is that the Player may already be operating at the max of their capacity (or think they are). Take the time to walk them through it so they get the experience of successfully redesigning an environment. As they experience the improved results, they'll be able to recreate it on their own - but be willing to hold their hand again if necessary.

3. Not understanding environments yourself.

If you're not clear on this, you won't be able to explain it to your Player. It helps to have done some of your own redesign first.

4. Not asking the Player if they want to look at environments.

Some coaches might barge in without checking it out, and others might neglect to bring up environments at all. Either practice doesn't fit the criteria of a Certified Coach. Use all your Coaching Proficiencies.

Highlights from the conversation about #14 Designs Supportive Environments

4.4) Coaching Proficiency #15 Respects the Players Humanity

We all have limits, both internal and external, and as much as coaching is about maximizing potential and opportunities, we are all human and the Certified Coach respects this. Success without stress is what we are all after and by recognizing limits and appreciating different paths to achievement, the Player is both individually and universally respected.

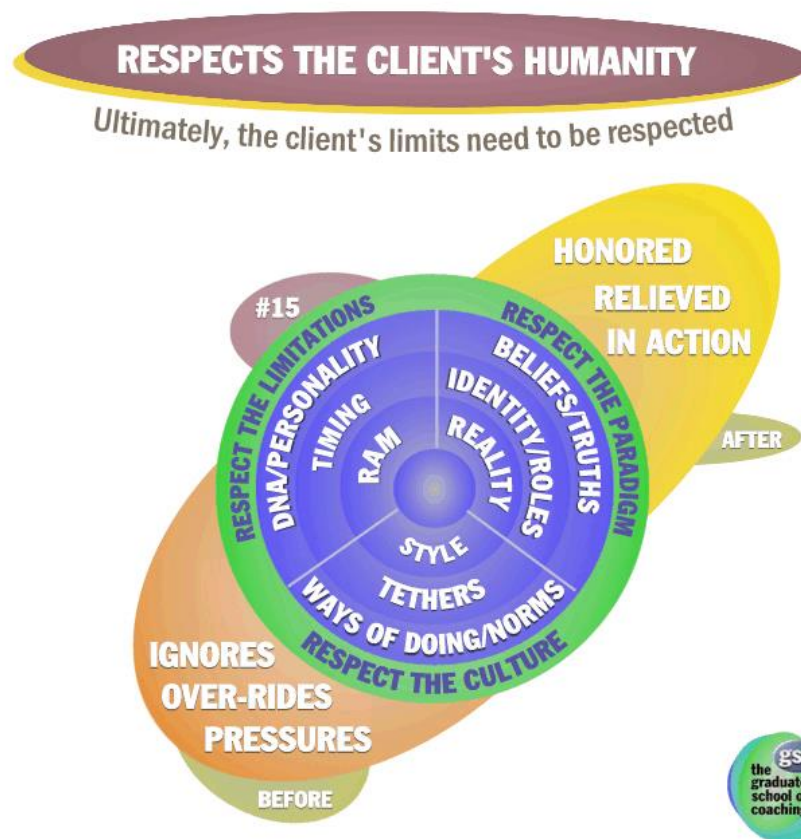
Learning Objectives

1. The distinction between patience and respect or acceptance.
2. How to feel and demonstrate respect for the Player's humanity.
3. The common mistakes coaches make as they develop this proficiency.
4. The benefits of respecting the Player's humanity.

What are the general truths about respecting a Player's humanity?

1. Players have limits.
2. We have to respect these limits, even as we encourage them to break through the limits.

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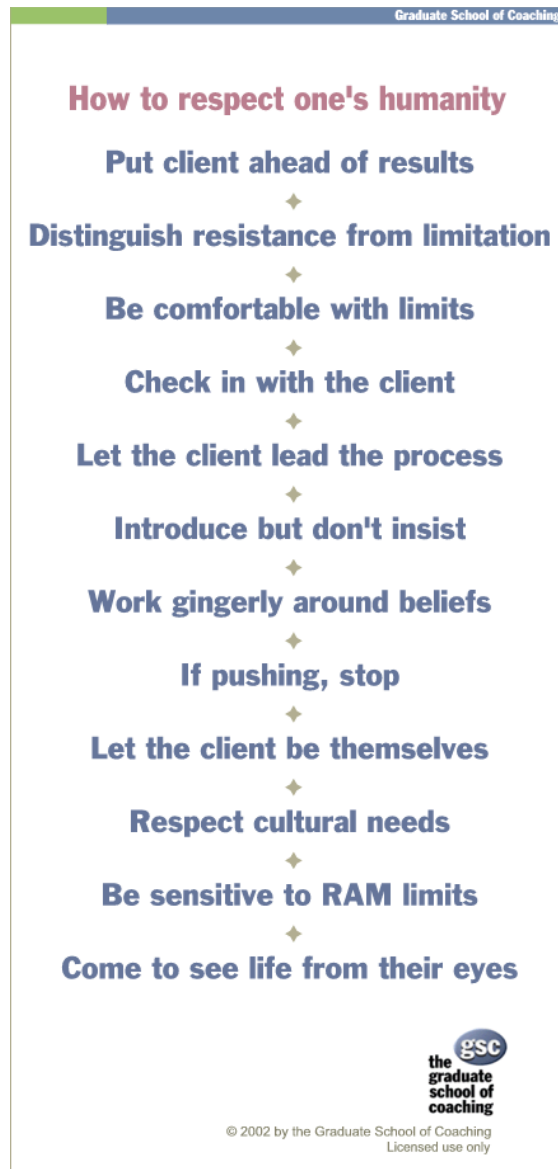


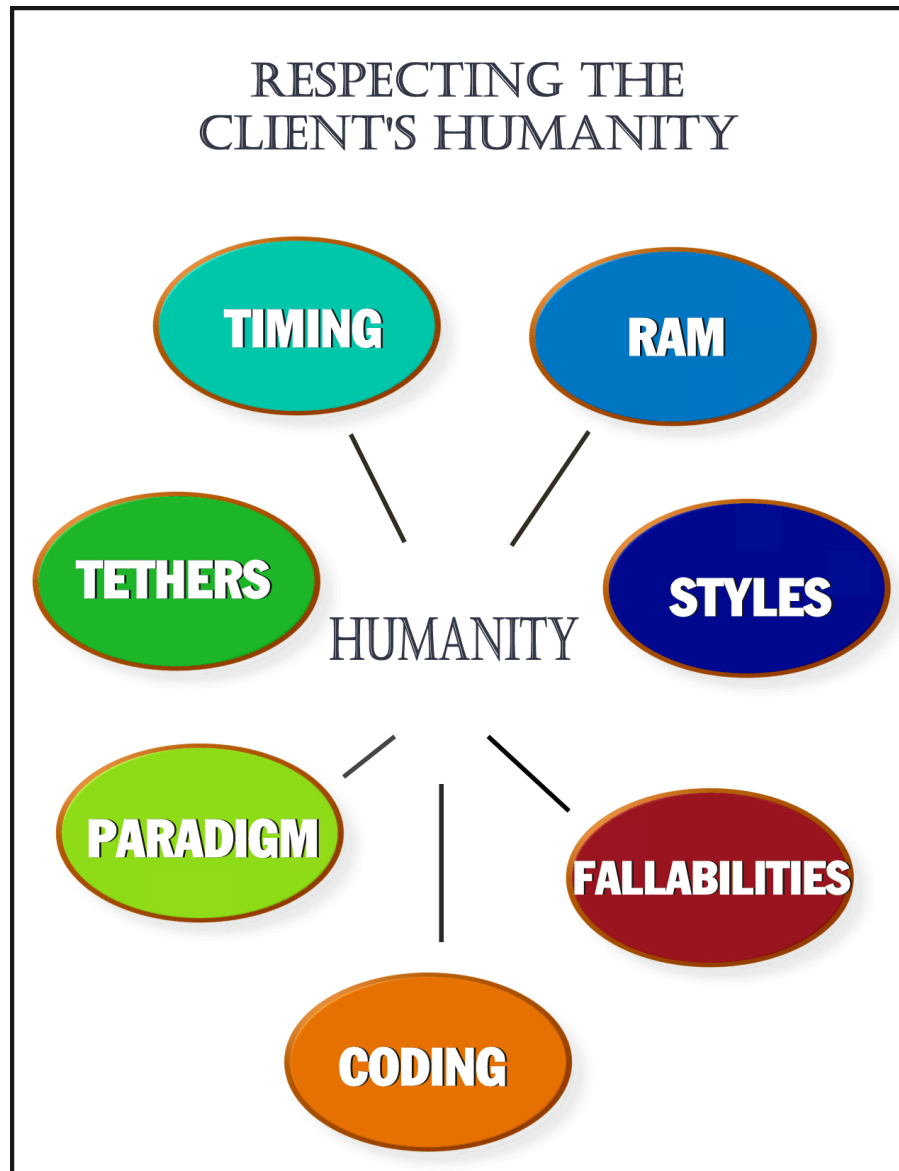
- **Respect the Players limitations.**
Honor and accept their personality or DNA. Respect their sense of timing and their personal capacities.
- **Respect the culture of the Player.**
Honor and acknowledge the Player's culture's way of doing things, cultural tethers, and the style in which the Player does things. This doesn't mean they can't choose to do it differently, but they have to feel respected before they can consider entering new territory.
- **Respect the Player's paradigm.**
Identify and honor the Player's beliefs and truths, their identity and roles, and what their reality is.

What can the Player expect?

Instead of feeling ignored, over-ridden and pressured by the coach, the Player will feel honored and relieved, which makes it easier to get into action.

How do you respect a Player's humanity?





Key Points/Topics

1. Patience vs. Respect.

Being patient with someone is "tolerating" what they are going through until they can catch up with you. Respecting them and their humanity - their situation, their responses to it, the choices they make - without judgment or needing them to behave in a particular way, is honoring all parts of them, and seeing the perfection. When someone feels respected, they know they have an advocate in their corner and it is easier to make more resourceful choices.

2. Respecting the Player's humanity brings a deeper experience.

Respecting the Player's humanity eliminates or reduces the barriers or distance between coach and Player. With a deeper relationship, the Player can make faster shifts because they feel safe and cared for. Remember, it's the Player's life, not yours.

3. Respect the Player's RAM limitations.

As a coach, you may be poised for faster action than your Player. Chances are you've already gone through some of what they are dealing with. Success without stress is what are aiming for. By not

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forcing the Player to take on the rate of change you prefer, s/he will be able to integrate the changes they do make more fully.

4. Respect the Player's style and approach.

Help the Player determine which style and approach will work best for them. They know what works - your job is to help draw it out of them. If you try to force or persuade the Player to do it your way, chances are it will create more stress for the Player, and not produce the results they are looking for. It's OK to offer suggestions, just make sure that's what they are - suggestions.

5. Respect the Player's wishes.

Coaching is Player-centered. They are in charge. If you don't respect their wishes, it is likely an adversarial relationship may develop - which is not particularly conducive to coaching. If you try to push them before they are ready, they may turn on you. Share your impressions and observations, and remember that ultimately the decisions about their lives and how quickly to proceed are theirs.

What are some key distinctions?

1. Coaching is a collaborative process.

As you get more sophisticated in your coaching, Players will not feel pressured by you. Instead, they will feel inspired and enjoy to co-creative process. If you see it as collaborative, you are more likely to respect the Player's humanity naturally.

2. Know your Players.

There is a time and a place for everything. With some Players you can use a lot of edge and they are not going to feel it. Whereas with others, you need a more gentle approach. Make sure you respect and believe in the Player, and use the technique or approach which will help them get the result they want.

3. Short-term results may not be what is in the best interests of the Player.

When you respect the Player's humanity - all of it - then you are keeping their larger-focus best interests in mind. While it may be beneficial in the short-run to persuade them to do something, check to see if it moves them toward their larger goals and sustains that movement.

4. Respecting your Player helps them know they are OK, no matter what is happening in the moment.

It's a healthy part of the coaching process to let the Player blow off some steam - even to complain or commiserate. This doesn't mean inviting them to tell their "story" every time. But thinking that the Player has it all together in all areas of their lives - or that they should - creates a barrier between you and the Player. Trust is strengthened when the Player knows you think the best of them, despite how things might look on the surface of their lives.

Why is this a Proficiency?

1. Requires keen self-awareness and self-confidence.

Respecting the Player's humanity, no matter the circumstances, is a sophisticated, enlightened way of being. It requires that you be able to have that same level of respect for yourself first. When you honor your own humanity, it get you out of the "guru" mentality, or thinking you know best. People in general do not have this skill, yet it is an essential one for The Certified Coach.

2. It encompasses respecting all of humanity.

This is part of what makes coaching a leading-edge profession. You are dealing with the 1-1 or small group experience, but as you model this for others, you create room for much more possibility far beyond the apparent sphere of influence.

3. You must be able to sense the balance between sharing your insights and pushing your opinions.

The Certified Coach is talented in sharing their ideas and opinions - particularly when asked. Withholding an idea or possibility from the Player does not honor their humanity - or yours. But having

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judgment about what they should or should not do, also does not honor their humanity. It is sometimes a delicate balance.

4. Requires mastery of basic coaching skills.

Obviously respecting the Player's humanity goes far beyond basic skills or having a formula approach. It is genuine and ever-present. Most cultures do not teach people to be this way - even if their language would have you believe otherwise. Mastering this requires a sophisticated level of understanding and consistent application.

Benefits - How does respecting the Player's humanity make you a better coach?

1. Deepens the relationship with the Player.

As the relationship is deepened and the Player feels "safer" in the relationship, s/he will be able to stretch in to new areas and more likely to take physical and mental action toward creating what they want.

2. It allows you to be fully present with the Player.

When you really respect the Player and everything they are going through, it takes the pressure off you to "perform" as the coach, allowing you to simply be present with them. You are a better coach when your focus is on the Player rather than how well you are doing as a coach.

3. You will know that there is always an answer available from somewhere.

Again, this takes the pressure off you to have to come up with the solution. When you know that the Player knows best, and that you are part of the collaborative process, you are actually more resourceful and more likely to help come up with a workable solution.

4. You will enjoy the Player more!

Life is easier when you like your work and the people you are working with.

5. The other 14 Coaching Proficiencies will come more naturally.

As you master this proficiency, you will find that you naturally integrate the other Coaching proficiencies into your coaching. They will cease being an "exercise" or something you have to do, but will become the way you coach.

How do you know if you're getting it?

1. You genuinely appreciate and enjoy the Player.
2. It's OK to just BE with them, without having to DO anything.
3. You recognize your own humanity - and perhaps even chuckle at it.
4. You notice that you are relishing the truth.
5. You recognize the perfection.

What are some common mistakes when using this Proficiency?

1. Being too linear in your thinking.

Newer coaches often want to jump in with the "specific goal by a specific time" game plan when what would serve the Player best is to strategize for 3-6 months without necessarily being "in action."

2. Forcing your own standards on the Player.

It's OK for the Player to be doing "OK" - you don't have to try to get them to "fantastic". Maybe "OK" is exactly where they need to be right now. It is part of the western work ethic that things should be bigger, better, faster. But that's not always true...and doesn't always match the culture. No need to be a cattle-prod (unless that's what they want from you, of course).

3. Thinking you are right.

One of the biggest mistakes. You have ideas, but the Player is right. It's their life, not yours.

Coaching Proficiency Leader Guide

4. Not catching on quick enough.

Listen to what the Player is saying. Sometimes you think you're offering an idea, but the Player feels like you are pushing. It's your job to catch on to the nuances of the conversation.

5. Holding back when you have an idea.

Sort of the reverse of #2. There's a way to do this with elegance and finesse. If it's a collaborative process, you need to be there completely, which means respecting all of the humanity that is present. If you have an idea and you withhold it, especially if they've asked for it, that's not really fair.

Highlights from the conversation about #15 Respects the Players Humanity

4.5) Coaching Demonstration and Practice

In this session the coach will continue the pursuit of mastery in the activities of the game by focusing on the results of the game.

While doing so, the coach will keep their attention on the coaching proficiencies:

#9 Communicates Cleanly

#14 Designs Supportive Environments

#15 Respects the Players Humanity

Sample questions...

1) How did your game go this week?

2) How well do you think you played?

3) What were your results?

4) What challenges did you face and how did you respond?

5) How will responding to this challenge make you a better player?

6) What did you learn from playing this week that we can use to play better next week?

7) What recurring actions are you going to focus on this week?

8) How can you bring the spirit of play into your game this week?

What are your observations or questions from the coaching demonstration?

Where did you hear the coach use: #9 Communicates Cleanly, #14 Designs Supportive Environments and #15 Respects the Players Humanity

4.6) Highlights of the Session

Session 11) Shares What Is There

5.1) Welcome back! Celebrations and Challenges

Come to class prepared to share!

What is a win from your playing or coaching that you can celebrate with the team?

What is a challenge from your playing or coaching that you can share with the team?

5.2) Coaching Proficiency #10 Shares What Is There

Players rely on our observations, intuition and even our inklings to help move them forward in life. Hence, the more often, and easily, a coach can share what they see, feel and hear, the more value that can be created for that Player. It's often the tiniest, most subtle inklings that can act as powerful beacons and catalysts to the Player's life or business.

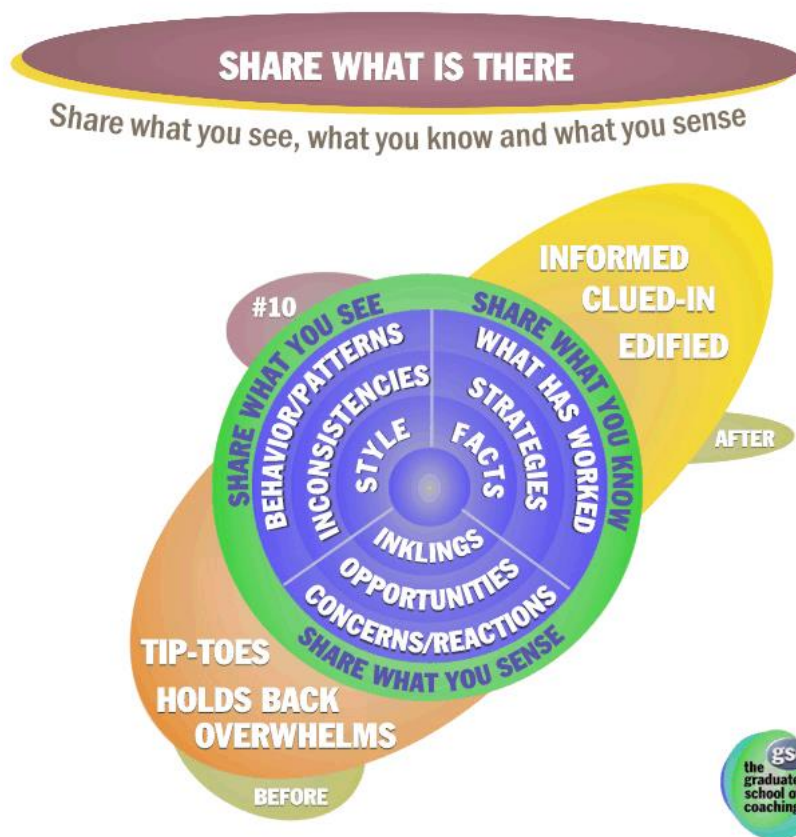
Learning Objectives

1. The 3 part of Sharing What is There.
2. Key distinctions of Sharing.

What are the general truths about sharing what's there?

1. What holds you back, holds the Player back.
2. There are many types of things you can share, far beyond what you are feeling.
3. Even if mistaken, the Player benefits.

Coaching Proficiency Leader Guide



- **Share what you see.**

As a coach you will observe behavior patterns, inconsistencies in what the Player does and says. Share what you see and hear - even what you don't hear.

You will also observe things about their particular style. Don't worry about getting off the subject. If it's not on target, the Player will tell you. Listen for congruency in their voice or body language, and if you are off base, let it go.

- **Share what you know.**

Share what has worked, strategies you know, and facts that relate to what they are working on.

- **Share what you sense.**

Share your concerns and reactions, even if you aren't certain what they are about. Share opportunities you notice or think of. And share your inklings. This is more than intuitions or thinking of yourself as psychic. Long before someone sees something plainly, even before they get an intuition about it, they have an inkling. Your job as the coach is to shorten the time lag by sharing inklings. Chances are you will sense this before the Player is aware of it within themselves.

Key point: Share what you are hesitant to share.

It's often those things that you might hold back on that could be the one thing that could accelerate the Player. The key is to focus on inklings. They are more powerful than intuition, and can be the source of the most significant value added. The sooner you share it, the more valuable it can be.

What are some key distinctions?

1. Players pay the coach to share inklings.

Players hire coaches for their insights, not just their expertise in a particular area. Serve your Player by sharing what you notice.

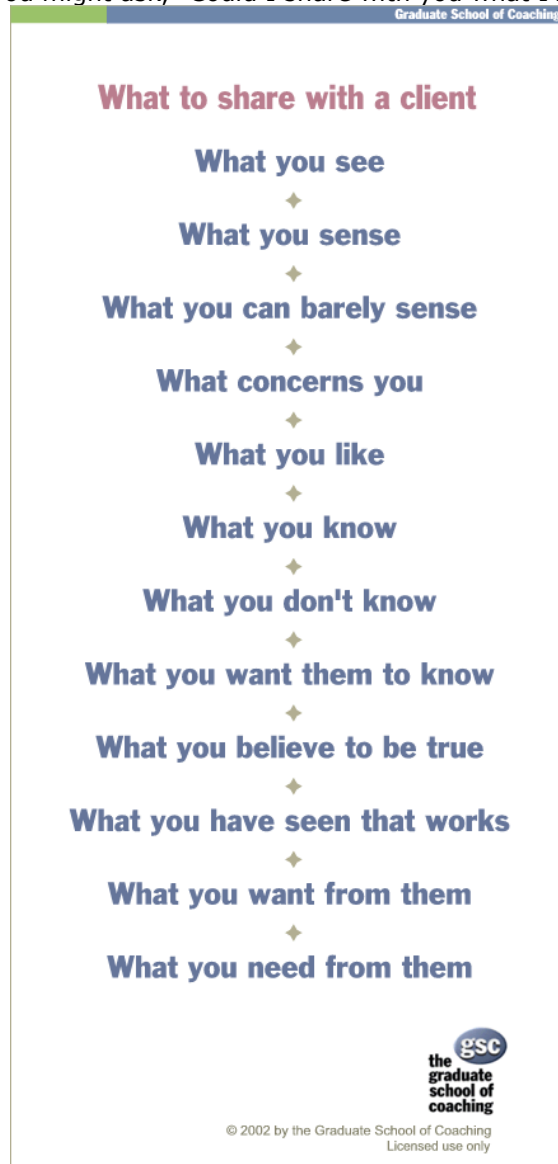
2. Inklings come from somewhere.

Even if you cannot pinpoint where the inkling comes from, it does come from somewhere. You've picked up something in their voice tone, word choice, energy level, etc. - something that for you is a clue about what they really want or don't want, the truth of the situation for them. By sharing this, without having to justify where it came from, you accelerate their own insights.

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3. Get permission.

You want to set the stage for this. Some Players aren't used to hearing things that appear out of left field. At the beginning of the coaching relationship let your Player know that this is how you operate and ask if this is OK. You will also find opportunity to renew this permission throughout the coaching relationship. For example, you might ask, "Could I share with you what I'm noticing?"



What are some ways to introduce an inkling?

Having a good inkling "intro" is important. It is a way of asking permission to share, as well as pre-framing the share so that Players will not feel pressured to accept it automatically. It will give them something to think about. The key is to come up with a way that feels natural to you. If you make it too "scripted", it will feel forced to the Player.

Examples of ways to introduce an inkling are:

1. "I have this thought that came to me. See if that lands at all."
2. "I just want to share something that occurred to me. See if this rings true at all."
3. "I'm sensing something here. Let me know if I'm on target or way off base"
4. "It seems to me..."

Coaching Proficiency Leader Guide

5. "Did you realize...?"
6. "Let me just hazard a guess..."

How do you know when you are ready to share?

1. It fits into the conversation.

If it feels forced or like too much of an interruption, hold off until it feels inspired and natural.

2. You are curious.

When something sends up a flag for you or peaks your curiosity, there's something going on. Often it is something you have observed and the Player would benefit from your curiosity and sharing.

3. You have permission.

'Nuf said.

4. You're afraid to share.

When there is something you are really hesitant to share, that's often a sign that you actually have a powerful insight. What is it that you are most afraid to share or ask?

How do you know when you are sharing it all?

1. You are holding nothing back.
2. You are complete at the end of the call.
3. The Player is edified.
4. The Player shares what is there for them.

Why is this a Proficiency?

1. Requires keen self-awareness and self-confidence

Sharing something, when you have no idea where it comes from, requires a high level of self-awareness and self-confidence. This advanced coaching proficiency requires that you "know how you know" - that you are keenly aware of how you distinguish truth, or non-truth, within yourself, and that you be able to pick up on it very early.

2. Must be able to get out of your own way

The Certified Coach must be able to distinguish when it is their own agenda versus that of the Player. And you must be willing to share without the need to be right. You may, in fact, be right. And you might not. Share what you think is there, but don't insist that it be there.

3. Being courageous and trusting the process

The Certified Coach trusts the process and knows that everything is perfect. S/he can share what is there without judgment or pressure to make the Player accept the coach's perspective. To trust the process, the coach must be willing and able to share their observations, even when it is not accurate for the Player. If you have a strong need to be right or perfect, you won't master this.

3. Requires mastery of basic coaching skills

To master knowing your inklings, and sharing them effectively, you must have already mastered the basic coaching skills. If you haven't already mastered the art of asking questions and interpersonal communications, sharing what's there will likely go over like a lead balloon.

What are the benefits of sharing what's there?

1. You accelerate the Player's process.

By sharing your inklings, you reduce the normal time gap that occurs in the Player's own insights. You are helping eliminate delay.

2. Powerful moments produce huge shifts.

Even when what you are sharing seems small, it is often the pivotal shift required for a larger shift. The aha will be a powerful moment for the Player.

Coaching Proficiency Leader Guide

3. You begin to trust the coaching process even more.

The more you begin to trust the coaching process, and your skill, the more effective you will be as a coach. Seeing the shifts happen for your Player will be immediate feedback to you - thus accelerating your own progress as well. :)

How do you know if you're getting it?

- You begin sharing appropriately.
- You have identified your own internal signals that you are getting an inkling.
- You look forward to inklings because you know it is the beginning of something powerful.
- You share freely, without the need to be right or get the Player to agree.
- You share without self-referencing.

What are some common mistakes when using this Proficiency?

1. The fear of being wrong.

This fear will often keep the coach from sharing, or from allowing the Player the room to have their own inklings. When you being right is more important than serving the Player, you're not really coaching.

2. Saving face.

No need to save face because you haven't done anything wrong. It's not about you, it's about them.

3. Not asking permission.

Remember to talk about your style at the beginning of the coaching relationship. Reinforce it throughout by gently introducing the inkling.

4. Being impatient.

Let the Player talk before you jump in with your share. Don't worry. You won't forget it, and you may inkle even deeper the more you hear from the Player.

5. Self-referencing.

Have we said this enough?

6. Doubting your inklings.

If you need to know where every thought you have comes from, you will dramatically slow the coaching process. This doesn't mean to share every single thought you have, necessarily. Listen and trust.

7. Not knowing the Player or potential cultural differences.

If you are going to be sharing what's there, it's worth finding out how to do that most effectively. Some cultures have different expectations about confrontation or sharing. Create mutually agreeable guidelines early on.

Highlights from the conversation about #10 Shares What Is There

Coaching Proficiency Leader Guide

5.3) Coaching Proficiency #7 Recognizes Perfection in Every Situation

One way of looking at life is to believe that everything happens for a perfectly good reason, even if we cannot always see or know that reason within our own lifetime. The point here is to look for and find how a Player's event, problem, situation or trait is perfect, even if it's clearly not. Seeking to understand and recognizing perfection first, instead of offering tips, techniques and solutions as a knee-jerk reaction, is what the Certified Coach does naturally.

Learning Objectives

1. What Recognizing Perfection is.
2. The difference between responding vs. reaction.
3. How to use this distinction in your coaching.
4. To explain the difference between believing in perfection and forcing perfection.

What is Recognizing Perfection in Every Situation?

1. The ability to look at events and know there are other possibilities.

Recognizing perfection doesn't mean that things are "ideal" or the way the Player would have consciously chosen it. It does mean being able to identify different possible meanings, seeing multiple realities. Transcend your own bias against the word "perfect."

2. Being in discovery mode.

When you are looking for the lesson, you may actually miss the perfection because you are so results focused. Get curious.

3. Really believing in Perfection.

Perfection is a paradigm shift for most people. If something really is perfect, it doesn't require you to fix it. If you attempt to fix or solve the situation, you are attempting to force your meaning onto the situation, which is antithetical to perfection.

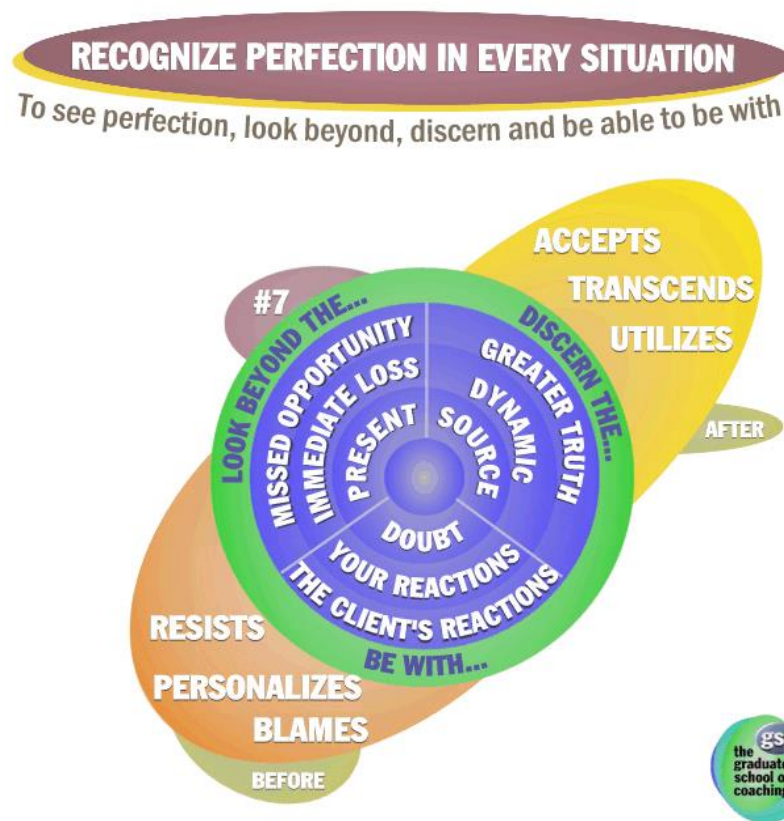
4. Identifying the Greater Truth of the situation.

There is always a Greater Truth than what the Player is currently seeing. The perfection is in there.

What are the general truths about recognizing the perfection in every situation?

1. Things occur for a crystal clear reason, or not; that reason may never be known in our lifetime.
2. When the coach sees the perfection in a situation, they coach better.
3. When perfection is seen, instant and substantial change is more likely to be made.

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- **Look beyond...**
When you look beyond the current situation you can see more. Allow the Player to look beyond missed opportunities, the immediate loss. When the Player can see beyond the present moment, they can begin to recognize opportunities and possibilities.
- **Be with...**
When you allow yourself and the Player to be with the doubt, their reactions and yours, you create a connection that allows for looking beyond.
- **Discern the...**
What is the greater truth about the situation? What is the underlying dynamic that is operating? What is the source of the challenge? Could it be a source of opportunity?

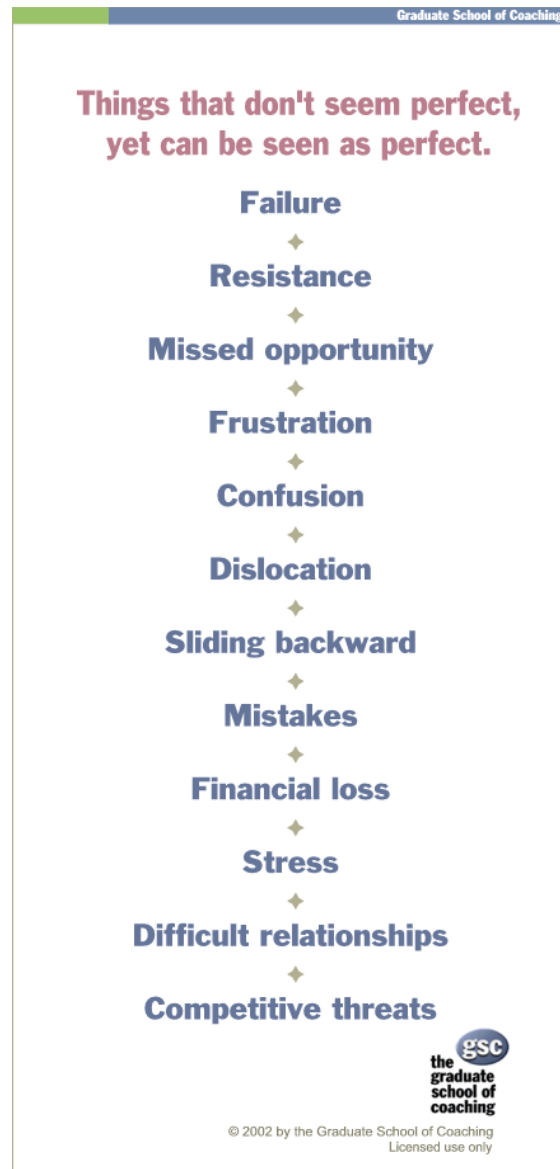
What is the value of recognizing the perfection in every situation?

The Player (and you) moves from resistance, personalizing and blame, to accepting, utilizing, and transcending the perceived challenge.

What are some questions to ask to reveal the perfection?

1. What's perfect about this? or if that's too difficult...What could be perfect about this?
2. If this were the first step toward a significant, perfect experience/change, what would that mean? What would that change be?
3. Tell me a time when something didn't work out as planned, but ended up being much better.

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Why is this a Proficiency?

1. Requires maturity and finesse.

It's easy to overdo this one. You must use finesse and great rapport, and be wise about when you bring this up with a Player. You, of course, can still come from this perspective without voicing it to the Player.

2. The coach must really believe it.

If you haven't adopted this frame of reference, then you are just faking it, and your Player will be able to tell. To master this proficiency, recognizing the perfection in every situation must be your default.

3. Neutrality vs. drama.

Your Players may have a lot of drama, intense drama even. The Certified Coach does not get seduced by this. Drama has a way of keeping us there - that's why Players keep recreating it.

4. Requires mastery of basic coaching skills.

You have to have the basics handled before you can really approach this with confidence. Let it evolve, look for the evidence there really is perfection in every situation.

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What are the benefits of recognizing perfection in every situation?

1. Your own life will be more perfect.

When you master this proficiency and it becomes one of your default frames of reference, your own life will feel more perfect. You will find that you have more reserves and you won't get in your own way when coaching.

2. Increased resiliency.

Coaching from this proficiency helps your Player build muscle for dealing with challenges and adversity; in fact it will shift their paradigm so that adversity feels different.

3. Empowers the Player.

Mastering this proficiency allows you to lead the Player to discover their own power, and to take the negative charge out of difficult situations.

4. Puts both of you in discovery mode.

Discovery mode is a creative process, opening up possibilities. Your Player will feel more empowered and come up with better ideas from this framework than from forcing a solution or being in quick-fix mode.

5. Increases the Player's responsibility.

When the Player feels responsible and empowered, they will be able to respond rather than react.

6. Helps Player strengthen in many areas.

Recognizing the perfection in every situation allows the Player to strengthen their sense of self-responsibility, resourcefulness, creative problem-solving, transforming disappointment into something better.

How do you know if you're getting it?

1. Your immediate response is to look for perfection, no matter what the circumstances. (You'll start to show up in the rest of your life this way, too.)
2. Your Players are making significant shifts and getting into action - whether they actually believe the situation is perfect or not.
3. You respond vs. react.
4. It begins to be a fun game for you.
5. You recognize multiple realities.
6. You recognize that what the Player is looking at is framing, rather than "reality".
7. You stop needing to use pain to grow.
8. You relax, because it makes total sense.
9. You discern the underlying dynamic.
10. You see the greater truth.
11. You are comfortable with discomfort.

What are some common mistakes when using this Proficiency?

1. Forcing perfection vs. allowing perfection.

Don't be too zealous too fast. For example, if the Player is in the depths of their drama, you probably don't want to exclaim, "How perfect!" Lead the Player to evolve their recognition of perfection.

2. Reacting vs. responding.

Don't jump in to fix it. Ask questions to draw out the perfection. You must be able to BE with the "problem" rather than solving it or making it go away.

3. Thinking it's not really perfect.

As the coach, you must be able to see perfection, or at the very least you must know there is perfection present even if you can't see it yet.

Coaching Proficiency Leader Guide

4. Being seduced by the drama.

Don't let the story go on too long - or both of you will be wrapped up in it. Ask questions to get clear about what's going on and what the Player's framework is, then ask questions to draw out the gems.

Highlights from the conversation about #7 Recognizes Perfection in Every Situation

5.4) Coaching Proficiency #8 Hones In On What Is Most Important

Depending on the day, hour or even minute, what is most important to the Player will change. Such is the nature of individuals in a high-growth phase of their lives. The Certified Coach is both quick to recognize this moving target and is flexible enough to adjust the coaching to be effective in this new terrain.

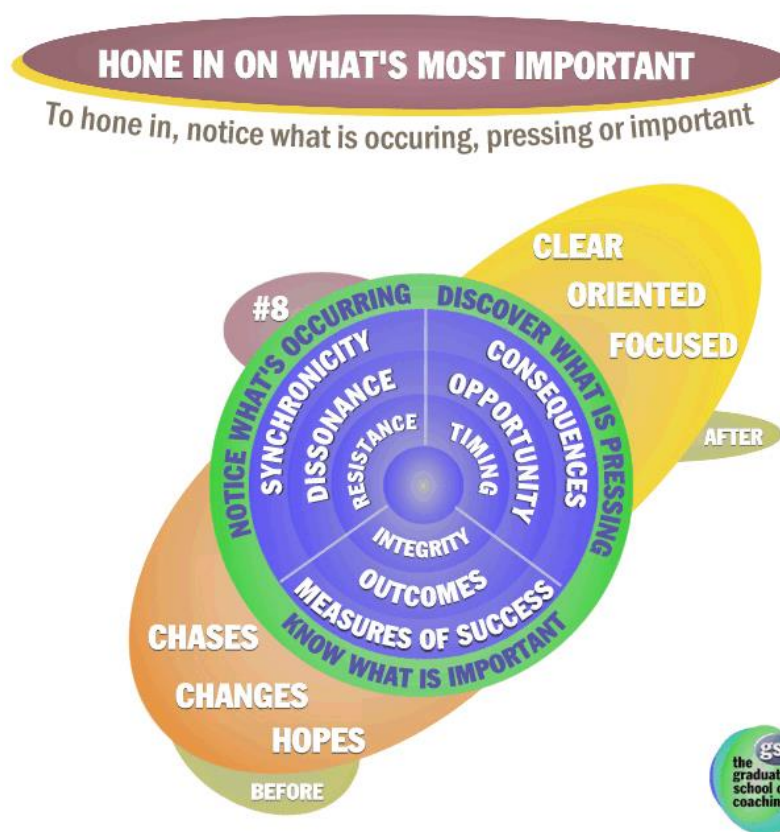
Learning Objectives

1. Sorting out the Player's priorities.
2. What is meant by "honing".
3. Coaching demonstrations.
4. Demonstrate the distinction between recent priority vs. recent moment.

What are the general truths of honing in on what's most important?

1. Priorities can change by the minute.
2. Most of us haven't identified how we prioritize.
3. Part of what we do is help Players find something that is more compelling to do.

Coaching Proficiency Leader Guide



- **Notice what is occurring.**
Where are the synchronicities? The dissonance? The resistance?
- **Know what is important.**
What are the measures of success? What are the outcomes the Player wants? What is in integrity for them?
- **Discover what is pressing.**
Identify the true consequences. Discover opportunities. Examine timing.

What can the Player expect?

To shift from chasing, dealing with constant changes, and relying on hope, to being clear, oriented and focused.

What does it mean to hone in on what's important?

1. Distinguish between recent priorities vs. recent moment.

Player will switch goals - usually within a session or two, and sometimes repeatedly. The coach's job is to help distinguish between shifting priorities and what's important in the present moment. Sometimes what appears urgent isn't necessarily important, and sometimes they are both.

2. Sniffing it out.

Honing isn't instantaneous, though it can be fast. Your job is to sniff it out. Like a dog following a scent, you may be all over the place at first, but as you get closer it becomes more of a direct line.

3. Listening for what's NOT said.

What's NOT said is just as important as what is said. Listen for the unspoken comment, fear, desire.

4. Using the Player's point of view.

'Nuf said.

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What are the steps for honing in on what's important?

1. Ask questions.

Be curious, ask questions. Let the Player talk a bit before you respond. They'll lead you right to it without even realizing it themselves.

2. Listen for resonance.

Listen for what the Player is saying to resonate in their voice. You'll hear it. Also listen or feel for when what they are saying resonates within you. You'll get an inkling about what's important.

3. Listen for Players who change goals frequently.

Are you hearing them correctly? Or are they avoiding growing or being in action? Changing goals isn't bad, but it is something to acknowledge and use to hone in on what's important.

4. Identify the need the Player is trying to meet.

What need are they trying to meet? This is what's going on behind shifting goals and focus. Obviously you want to hone in on what's going on and how they can actually meet that need. Consider using the needs/wants/integrity model.

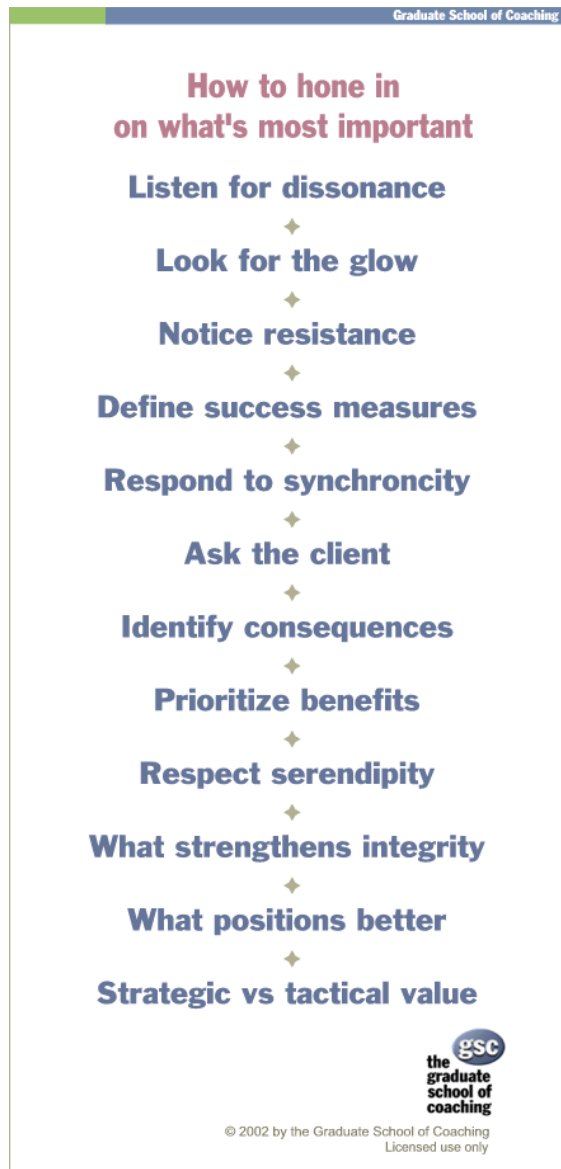
5. Define success.

If the Player doesn't know how they define success, they'll never know when they get there - hence confusion around what is important.

6. Ask the "Why" question.

Master coaching proficiency #6 - Navigates via curiosity. Most Players don't know what's really important to them. Ask "Why" to get to what is compelling. Asking "why" clarifies. It will not put the Player on the offensive unless you ask it in an offensive way.

Coaching Proficiency Leader Guide



What questions can you ask to hone in on what's important?

1. What's important to you about that?
2. Why do you want...?
3. What need is not being met by...?
4. What do you want to do instead?

How do you know you've honed in on what's most important?

1. The Player is instantly reoriented on "it".
2. The next step is clear and obvious.
3. There is less doubt, delay, and procrastination.
4. The Player is naturally moving forward.

Why is this a Proficiency?

1. Requires ability to hear what is not said.

This is an advanced coaching skill because it is subtle and requires the ability to hear and trust your inklings and intuition.

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2. You must be 100% Player-focused.

There just isn't room for self-referencing.

3. Blending proficiencies and skills.

Honing in on what's most important requires that you blend your skills and proficiencies at a level beyond goal setting or "results" coaching.

4. Must recognize nuances.

Not only must the Certified Coach be able to recognize nuances, they must be able to articulate them effectively.

How does honing in on what's most important make you a better coach?

1. Accelerates the Player.

The Player gets in to effective action faster when they are clear about what is important. They are less distracted by daily "urgencies".

2. Shifts become successes.

By making meaningful shifts and taking actions, the Player experiences success according to their own definitions. This builds the Player's self-esteem, self-confidence, and ability to take on new challenges.

3. Keeps you and the Player on track.

You and the Player will focus attention on what really matters.

4. Reduces the "firehouse" problem.

Instead of attempting to hit all the problems at once with a big firehouse, or hitting the little problems with more energy than you need, you can finely tune your approach.

5. It gives you a common reference point during coaching.

You and the Player can both refer back to what is most important in this and later coaching sessions. It helps you coach better, and helps them get what they want.

What are some questions you can ask to hone in on what's most important?

1. What's important to you about that?
2. Why do you want...?
3. What need is not being met by...?

How do you know if you're getting it?

1. You enjoy the discovery process, and the Player begins to, too.
2. The Player feels lighter and more clear at the end of the session.
3. The distinction between what is important vs. urgent is clear.
4. You are focused on the deeper shift that is called for, not just the immediate solution.

What are some common mistakes when using this Proficiency?

1. Trying to be instantaneous rather than removing the layers.

It may be tempting to go for the quick fix - but this is probably the pattern that's been happening all along. Pull back the layers and see what's underneath.

2. Being distracted by what is interesting rather than most important.

Drama can be enticing, but not necessarily helpful in creating change. Notice where the story is going.

3. Not designing environments to maintain what's important.

If it's important, there are probably environmental supports or systems that can help maintain it.

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What needs to happen in the environment to help the Player maintain focus on what's important until it can get to the maintenance-free phase?

4. Not being courageous.

You may have to press, or go into territory that is scary for the Player. If it's scary, then it's important in some way. Be gentle, not voyeuristic. And remember that they are paying you to help them figure it out, even if they are afraid to discover it. Your courage can help them tap into their own.



Highlights from the conversation about #8 Hones In On What Is Most Important

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5.5) Coaching Demonstration and Practice

In this session the coach will continue the players' pursuit of mastery in the activities of the game by focusing on the challenges and results of the game. Looking at challenges together is an excellent opportunity to #10 Share What is There, #7 Recognize Perfection in Every Situation and #8 Hone in on What is Most Important.

Sample questions...

- 1) How did your game go this week?
- 2) How well do you think you played?
- 3) What were your results this week?
- 4) How do you feel about what "didn't" happen?
- 5) What are the challenges that you facing in the game?
- 6) How are these challenges serving you in the pursuit of becoming a great player?
- 7) What is your game plan for getting BIG results this final week of playing together?
- 8) How can you bring the spirit of play into your game this week?

What are your observations or questions from the coaching demonstration?

Where did you observe: #10 Share What is There, #7 Recognize Perfection in Every Situation and #8 Hone in on What is Most Important.

5.9) Highlights

WOW! It is the last game of the series coming up. The game is the same with new exercises. Put your attention on learning from your coaching sessions.

Coaching Proficiency Leader Guide

Session 12) Coaching Credibility

6.1) Welcome back! Celebrations and Challenges

Come to class prepared to share!

What is a win from your playing or coaching that you can celebrate with the team?

What is a challenge from your playing or coaching that you can share with the team?

6.2) What Credibility Is

Your Instructor will lead a dialogue about the importance of building credibility and how to do it by using this group of 5 Proficiencies.

What are your highlights and insights from the conversation?

6.3) Coaching Proficiency #12 Enters New Territories

The Certified Coach expands the Player's thinking by weaving in new concepts, principles and distinctions during the coaching session, and also by inviting the Player to experiment with new models, ways of doing things, and even to identify new goals or outcomes. Players don't usually ask the coach for this, but these are key ways that value is created for the Player.

Examples:

1. Broach topics that Player didn't retain you for.
2. Share ideas/distinctions that will expand the Player.
3. Experiment.

The key distinction is broaching vs. reacting.

Learning Objectives

1. What Entering New Territories means.
2. What new territories are and how to enter new territories.
3. Broaching vs. reacting.

What does entering new territories mean?

1. Broaching a topic the Player did not hire you for.

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In the course of discussing the topic you were hired for, the Player will often introduce new topics or new challenges, without even realizing it. Often it will be in the process of discussing why something hasn't happened yet. This provides the entrance to the new territory.

2. Share ideas that will expand the Player.

As you share your ideas about new territories, it will help the Player think beyond their current assessment of the situation, expanding possibilities and options. It will usually help them create a more compelling plan, or think a lot bigger.

3. Bring something up rather than just react to it.

Rather than reacting to everything a Player says, you can ask questions. Even if you don't know what the new territory might be, in the process of thinking about your questions, the Player will identify a new territory they would like to explore.

What are some general truths about entering new territories?

1. Coaching can get boring or predictable unless new territories are entered.
2. Most Players need YOU to introduce them to new territories.



Key Points/Topics

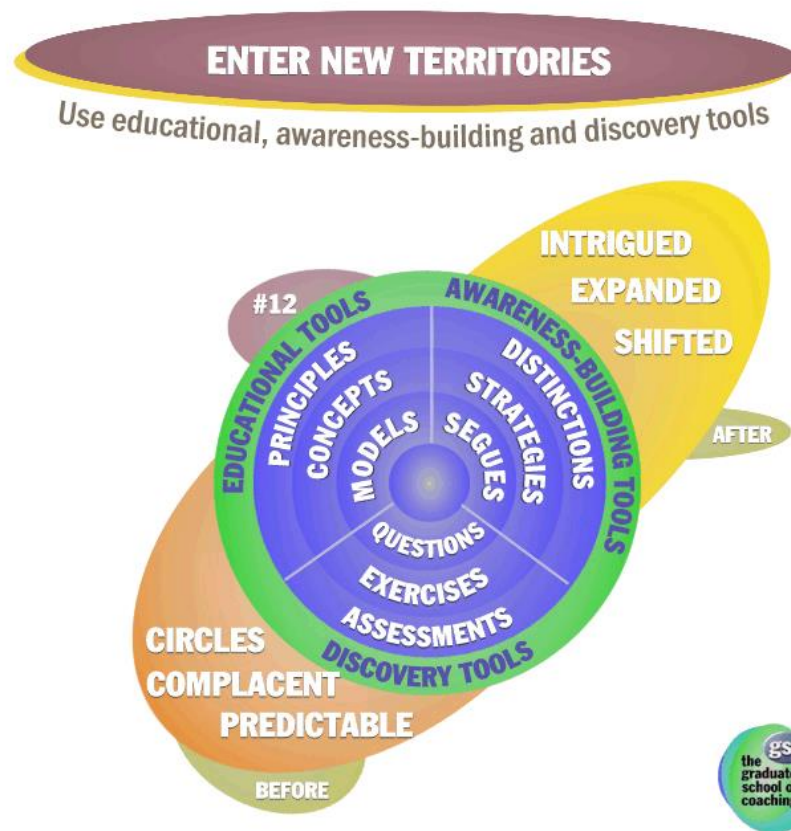
1. Broaching vs. reacting.

When you enter new territory, you are thinking of possibilities, thinking larger. It's a way of responding in a new way to what is going on, seeing where it could take you, rather than reacting to the event.

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2. Experimentation vs. moving in.

Entering new territories is like an experiment, being an explorer. The Player needs to know they don't have to commit to the new territory or path. A territory is a place, a location that you move through.



What are the tools to use when entering new territories?

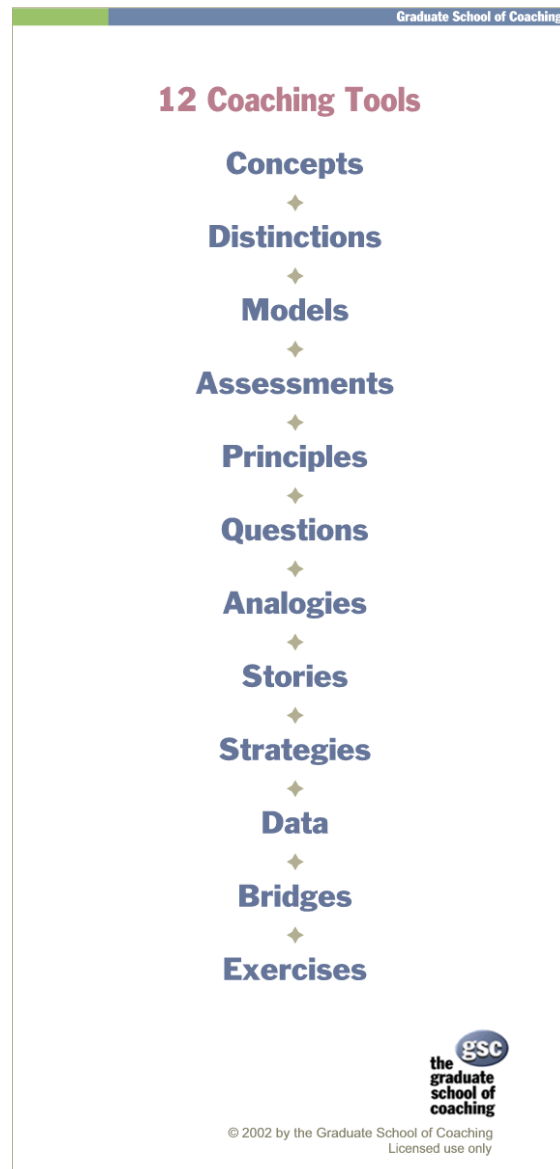
- **Educational Tools.**
Use principles, concepts, and models to help the Player understand and navigate the new territory.
- **Discovery Tools.**
Use tools of discovery to help the Player evaluate the new territory and their relationship to it. Use assessments, exercises, and questions.
- **Awareness-Building Tools.**
Use awareness-building tools to help the Player capitalize on the opportunities of the new territory. Help them make distinctions, develop strategies, and create meaningful segues.

What can the Player expect?

To shift from running in circles or feeling complacent and predictable, to feeling intrigued, expanded, and shifted through the coaching.

What are 12 coaching tools to enter new territories with?

Coaching Proficiency Leader Guide



How do you enter new territories with Players?

1. Offer a higher, or different, level.

If your Player says they want a certain result, ask what having a different level of result would mean. If they want to be an expert at something, ask what it would mean to master it.

2. Play with options

Offer options, slipping in something outrageous, and see which direction they want to go.

3. Discover distinctions

Ask what distinctions they have made as a result of X. The distinctions will naturally take them toward a new territory.

4. Ask permission.

You want to enter new territories with some elegance and finesse, not abruptly change the subject. Ask if you can share an idea you have or an option you notice. Invite them to experiment or brainstorm. "Is this something that's causing you pain that you'd like to begin resolving today?"

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5. Offer a different perspective.

By offering a different perspective, or by identifying a different possible meaning, you broach a new territory with a Player. New perspectives can shed light on something the Player hadn't noticed.

6. Turn and look at the existing structure.

If the Player is struggling to do something differently, turning them to look at their existing structure is a way of introducing a new territory.

What are some key distinctions?

1. Curiosity

This Coaching Proficiency is closely connected with others, particularly Navigating via Curiosity. If you and the Player are curious, simply for the sake of curiosity, there won't be any screening or filtering, which will allow new territories to be considered and decided upon without angst.

2. Solving the problem vs. offering a new territory.

Some newer coaches feel pressure to solve the problem for the Player. By offering a new territory you are not solving the problem, you are helping them expand their options so they have the opportunity to choose.

3. Follow the Player.

Open the door to the new territories, but let the Player pick which one to follow.

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What are the 12 primary sources of energy to consider when entering new territories?



Why is this a Proficiency?

1. Requires keen self-awareness and self-confidence.

Broaching a new territory, particularly one that is outside the scope of the coaching arrangement, requires the coach to be keenly aware of their motives and intuition. You must be confident in knowing yourself and your skills to bring up new territories elegantly.

2. Must be able to get out of your own way.

If you think you know what's right for the Player, you'll get in your own way, blocking the way to the new territory that would serve the Player best. You must be even more open than the Player.

3. Requires mastery of basic coaching skills.

If you come in with an agenda or the desire to practice/demonstrate your coaching skills, the path to new territories will not go smoothly. Basic coaching skills must be automatic for you in order to pull this off. This is more than knowing it intellectually (being an "expert"), it is having it in your bones (mastery).

Coaching Proficiency Leader Guide

How does Entering New Territories make you a better coach?

1. Creates possibilities, expands creativity.

By introducing new territories to explore, you help your Player create new possibilities and meanings for their situations. By taking the focus off the heaviness of the situation, to the freedom of the new territory, the pressure will be reduced and creativity expanded.

2. Coaching can go faster.

When you offer a new territory, coaching can go in a whole new direction at a much faster pace. It's as if you can compress time by pointing out some new directions. It can save years off the searching and finding process.

3. Generates solutions to pick from.

Broaching new territories always opens up possibilities, generating multiple solutions or directions to pick from. This is particularly useful when the Player is feeling stuck.

4. Might change the Player's life forever.

Offering that unexpected comment might be just the comment that changes the Player's life forever.

What are some questions you can ask?

1. What would be ideal for you?
2. What would that look like?
3. What would be a new standard for you?
4. What if you looked at it from X perspective?
5. Can you think of another alternative?

How do you know if you're getting it?

1. Recognizing perspectives.

You recognize what perspective, or frame, your Player uses to view the situation, and have ideas of other possible perspectives. By introducing a new angle you widen the frame for the Player.

2. You are having fun.

Exploring new territories can be fun - for you and the Player.

3. Questions vs. telling.

When you notice that you are asking questions, versus suggesting how the Player might want to view it, you'll know you're getting the distinction between broaching and reacting.

What are some common mistakes when using this Proficiency?

1. Needing the Player to enter the new territory.

Remember, this is all about the Player. Let them choose whether to enter or not.

2. Thinking you know the right answer.

Again, the Player's wisdom will be more powerful than yours, even if it's exactly the same. Help them discover their own truth through their territories.

3. Solving vs. being there.

Newer coaches often feel the pressure to "perform" by solving the Player's problem. Much of the power of coaching comes from your being there and the relationship between you and the Player. Besides, Player's don't always want you to solve their problems. Guiding them to do it themselves will empower them more - and make them believers in coaching.

Highlights from the conversation about #12 Enters New Territories

Coaching Proficiency Leader Guide

6.4) Coaching Proficiency #13 Relishes Truth

This may sound obvious, and it's deeper than that. After all, truth is a level above mere honesty, as in there is always a truth about a situation, person or event that, when discovered and articulated, can transform one's life or business. Certified Coaches have come to enjoy and orient around truth as a source of joy and guidance.

Examples:

1. Come to enjoy/relish truth about the Player's abilities and limitations.
 2. Teach the Player how to relish the truth for the pleasure, not just the utility, of it.
 3. Be open to truths about your coaching style/paradigm.
- The key distinction is relishing truth vs. expecting honesty.

Learning Objectives

1. What "relishing" is.
2. How relishing the truth aids the coaching process.
3. Questions to elicit relishing the truth.

Key Points/Topics

1. Relishing truth vs. expecting honesty.

Honesty only goes so far. We're talking about the whole notion of truth as larger than just what you think about a situation. There is always a greater truth about a situation, a person, or an event, that once articulated, can provide greater meaning and resources. Honesty is your own reality. Truth is reality.

2. Relishing is...

Taking a keen or zestful pleasure in; to enjoy the pleasure of...

It is not "trying" to enjoy. If you're "working at it", you're missing the point.

3. Which comes first - the relishing or the truth?

Either could come first. It's more fun when you relishing before you know what the truth is. Coming from the perspective of relishing, anticipating the relishing, creates the space for it to pop up. There are tons of truths you might not ever recognize or notice, but having a "relishing" attitude makes it easier for the truth to present itself.

4. Relish the truth about the Players abilities and limitations.

It's all good - and it all holds a truth. Enjoy it and you will help your Player enjoy it - rather than judge it.

5. Teach the Player how to relish the truth for the pleasure, not just the utility of it.

"Working at" relishing defeats the purpose. Model and teach real relishing, just for the pleasure of it.

6. Be open to truths about your coaching style/paradigm.

Recognizing these - and relishing them! - helps you know yourself better as a coach. When you know yourself better, you'll relax into your coaching - always a more effective coaching approach.

What are some key distinctions?

1. The perspective that truth provides calms people down.

Relishing the truth actually takes the pressure off. Some Player's won't want to tell you the truth they see because they think they have to make a change, and they might not be ready. If you help them relish the truth, naming it actually feels like a relief. It no longer has the power of the secret they can't tell anyone.

2. Strategy and direction become clear.

Once the truth is articulated, and relished, things move much faster - the strategy becomes obvious.

3. Timing is everything.

As always, use your interpersonal skills and intuition to know when the Player is ready to hear about this. You can still relish the truth, just make sure the Player is open to hearing about it.

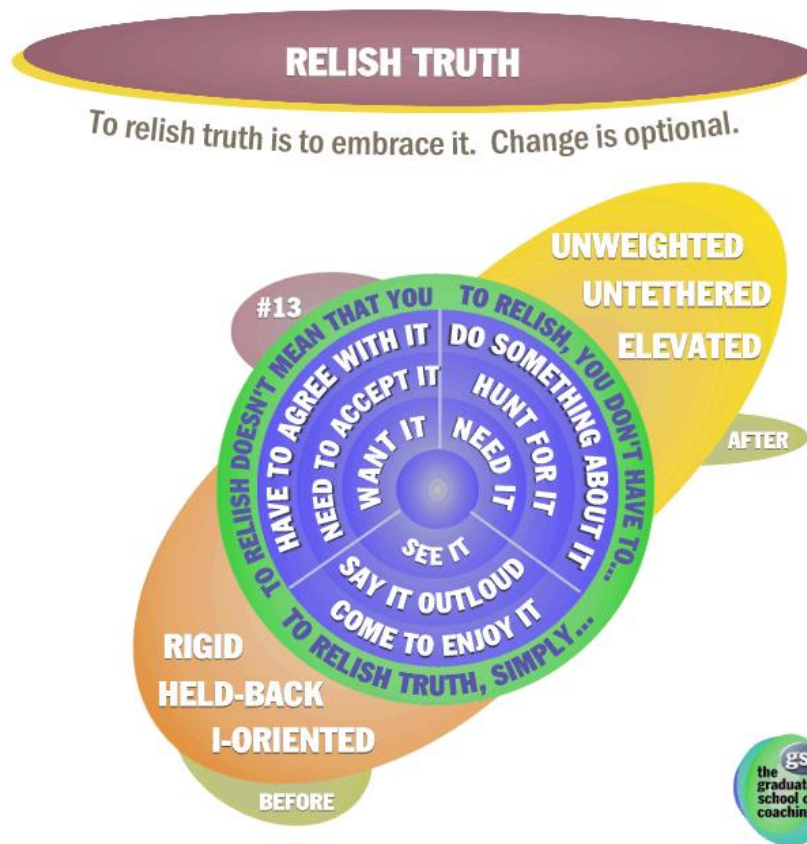
4. Relish the Player's truth.

The point is to relish the Player's truth, not your opinion about what the Player's truth should be. This is part of respecting the Player's humanity.

What are some general truths about relishing truth?

1. Truth is something to be enjoyed, not avoided.
2. Players avoid putting truth on the table because they think they will have to do something about it.

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What can the Player expect?

To shift from being rigid, held-back or I-oriented to feeling unweighted, untethered, and elevated. (You will, too!)

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Why is this a Proficiency?

1. Requires keen self-awareness.

You have to be able to relish the truth in your own circumstances in order to be genuine in using this skill. If this is not your normal approach to tough situations as well as easy ones, it may take awhile to develop the habit and skill.

2. Requires elegance and finesse.

Relishing the truth requires keen awareness of timing, and grace and elegance to introduce. You can't fake it. You will find that many of the Coaching Proficiencies relate to relishing the truth.

3. Being courageous and trusting the process.

Since truth can be scary sometimes, you have to be courageous and trust in the process, even when you don't know where it's going. Relishing always creates access to more resources and ideas...if you can trust the process.

4. Have to get out of your own way.

Rather than pushing or trying to convince the Player to relish, the coach creates the environment so the Player can dig in and enjoy the moment. Anyone can go on a hunt for the truth, but it's the process of actually getting excited that makes it possible to relish.

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How does relishing the truth make you a better coach?

1. Relishing the truth opens possibilities.

When you and your Player look at the truth with anticipation and excitement, it changes the chemistry of the coaching relationship. You both are more excited and having more fun, and thus open possibilities.

2. Takes the pressure off.

Both you and the Player will feel less pressure, so you can just enjoy the conversation. This shifts from having to always be working at something to letting something be or evolve.

3. Reduces Player fears.

Players may fear that they always have to be working at something, or that the truth is "hard". By relishing with them, these fears are reduced or eliminated. Then they have room and space to change if they want to.

4. The Player reorients to truth.

When a Player discovers something, he generally reorients. Sometimes it is a simple re-definition, other times a whole rug-pull experience.

5. Player understands themselves better.

As a result of understanding a situation better, the Player understands themselves better. Particularly if you ask relishing questions...

What are some questions you can ask?

1. Is there a greater truth here - something bigger than you, the event, or the source of the problem?
2. If there were a truth, what would it be?
3. What was really going on for you when X occurred?
4. What have you discovered about yourself from this?
5. In the future, how will your life be different because of this awareness?
6. What becomes possible now because you had this recognition?

How do you know if you're getting it?

1. You are excited for the Player - regardless of what's going on for them.

When you genuinely relish, you feel genuine excitement about the process of discovering the truth. This is not about being insensitive - in fact, it's about being hyper-sensitive.

2. You are able to relish your own truth.

This allows you to really respect your Player's humanity - and your own.

3. Increases the choices/option available.

While you want to relish for the simple pleasure of relishing, one of the side effects will be that your Player will see more options and choices.

What are some common mistakes when using this Proficiency?

1. Trying to convince the Player to relish.

If you do this, you'll both end up frustrated. Instead, create an environment where excitement is possible, come from a place of relishing. The Player will follow when they are ready. If not, you've still been able to relish and appreciate the truth as you know it.

2. Trying to relish.

"Trying" defeats the purpose. If you're not relishing it, what could you relish about it? Build your own excitement first, rather than trying to force it.

3. Being insensitive.

Use all your coaching skills and intuition to know when it's right to bring this up. No need to be a cattle-prod. In fact, you may not ever tell the Player what you are doing, you'll just be relishing as an unspoken invitation to join you.

Highlights from the conversation about #13 Relishes Truth

6.5) Coaching Demonstration and Practice

In this session we will do a few things.

- 1) Check in on the game results from the past week

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2) Dialogue on what has been accomplished and what has NOT been accomplished

(Practice #13 Relish Truth)

3) Dialogue about what is next for your player

(Practice #14 Enters New Territories)

What are your observations or questions from the coaching demonstration?

Where did you observe #13 Relish Truth and #14 Enters New Territories

6.6) Program Highlights and Insights

How did this program make you a better coach?

We need your input!

Please share your thoughts with us about the game, the program and your instructor in the program evaluation link on the game card. For each comment you share you can choose to make it public or private.