

BASIC Coaching skills

PLAYBOOK

Basic Coaching Skills & Ethics

Fun With Fundamentals

Learn the fundamentals in a lively and entertaining way.

Transform Your Mindset

From: Practicing skills is a boring necessity for new coaches

To: Practicing the basic skills of the coaching craft is valuable and fun at all levels of mastery

Delve into and practice the ten fundamental coaching skills; also known as the core competencies. Your ability to demonstrate all 10 skills at a professional level is **the basis of our evaluation process for ICF certification**. We will also review common coaching mistakes in an entertaining way and explore the coaching ethics in a lively group dialogue featuring challenging real life situations.

Center For Coaching Mastery



Basic Coaching Skills and Ethics Playbook

Welcome. On behalf of the entire CV Team, I want to welcome you to the Basic Coaching Skills and Ethics Program.

The themes of the program:

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

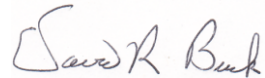
And we will explore our fundamental coaching theory: **ANY endeavor in life can be played as a winnable game worth playing.**

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.

Of course, there will be LOTS of coaching as well! As a part of our DTMOPP learning method you will play with a coaching partner throughout the program. You will coach and be coached by the same partner in the coaching exercises. We believe this will allow you to go deeply into the coaching and experience a real coaching relationship.

Finally, with our accreditation with the International Coach Federation (ICF) the 15 hours of the program plus three bonus hours of recorded Thomas Leonard Coaching Critiques qualify for 18 Continuing Coach Education Units! (CCEU’s) This is very exciting.

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 Play Book

The purpose of this playbook is to provide you with the important concepts to read and consider prior to each class session. Since the learning in our programs is largely based on the dialogue that occurs during the class there is also a place to record your "highlights" from these conversations.

Pre Class Action Plan

- 1) Read Section 0 of the Play Book
- 2) Prepare your "game" as a player
- 3) Set up / Update your CoachVille Profile
- 4) Print 3 copies of the Play Two Win Method form
- 5) Read Section 1 of this Play Book
- 6) Read the "Dyad Guide" (found in the syllabus)

You are READY for the first class!

0.2) Program Description

Basic Coaching Skills & Ethics

Fun With Fundamentals

6 2.5 hour sessions; 1-hour bonus recording; 16 hours total

Learn the fundamentals in a lively and entertaining way. Practicing the basic skills of the coaching craft is valuable for new and experienced coaches alike. In this program you will review the coaching ethics and agreements (as defined by the International Coach Federation) in a lively group dialogue featuring challenging real life situations. Then you will delve into and practice the nine fundamental coaching skills; also known as the core competencies. Your ability to demonstrate all 9 skills at a professional level is the basis of our evaluation process for ICF certification.

(Included in Center for Coaching Mastery Level 1)

*This course qualifies for 16 ICF CCEU's

Details

3 key Points

Skills are your foundation for excellence

We will cover each of the 9 Core Coaching Competencies 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 nine core skills, they look pretty... well... basic! They are. 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 coaching profession apart from every other profession. When you keep your conversations around playing big and playing better you will never be confused with another type of professional. It is essential for you, your players and our profession that you learn how to apply these skills as a Coach.

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

Themes

- 1) How to stay clear of ethics issues
- 2) How to establish your professional agreements including Policies, Procedures and Professional Boundaries
- 3) Coach pattern language is distinct from a therapist, a counselor, a manager or a friend
- 4) You are in charge of the players agenda! (huh?... we'll explain)
- 5) Using the cycle of Powerful Questioning, Active Listening and Direct Communication to Create Awareness
- 6) How Awareness leads to better Action Plans
- 7) Common Coaching Mistakes and how to avoid them

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 basic skills always makes you better at anything!
- 2) Your confidence will increase as you learn how to talk like a Coach
- 3) Knowing the important ethical guidelines will put you at ease
- 4) Knowing the common mistakes and how to avoid them will allow you to coach full on and recover quickly when things go wrong
- 5) Setting up your agreements and procedures will give your coaching the professional edge

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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 10 Coaching Skills in Greater Detail

1) Establish coaching agreement

Agreement sets the tone for the coaching relationship. The player and coach must agree on the objectives for the player in the big picture and for the focus of any coaching conversation

2) Establishing trust & intimacy with the player

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.

3) 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 coachee with just what is needed.

4) Powerful questioning

Powerful question 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.

5) 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.

6) 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 coachee is saying and doing. Direct communication is also highly respectful of the player and builds trust and credibility.

7) Creating awareness

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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.

8) Designing actions

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

9) 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 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.

10) Managing 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.

The Key Themes in Greater Detail

Real Life Coaching Ethics Scenarios

We will review the Ethics and Standards for the coaching profession as defined by the International Coach Federation. Ethics can often be a rather dry topic. However they will come to life through a lively look at real life, often ethically challenging situations.

How to establish your professional agreements including Policies, Procedures and Professional Boundaries

Each coach has unique sensibilities around rules, standards and boundaries and systems. Your policies are up to you but must address: scheduling and re- scheduling, cancellations and make- up sessions, contact outside of the coaching session, payment options (if applicable), topic boundaries, written communications and requests and promises.

One of the things that will define you as a coach is the professional boundaries that you set. In this discussion you will learn the boundaries to design, and how to convey them to players, both in advance and when they are crossing them. Coaches benefit by crafting their boundaries to fit for their personality, preferences and market norms.

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.

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.

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.

How Awareness leads to better Action Plans

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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.

Common Coaching Mistakes and how to avoid them

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.

0.3) Fundamental Coaching Theory

Coach Dave's Theory of Coaching

Here are a few definitions of coaching...

- Teach an individual or team to play better and win on their own terms
- Inspiring an individual or team to produce a desired result.
- Unleashing 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.

Our Theory...

- 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.

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 craftsman 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.

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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.

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

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- 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.

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.

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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 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.

Here is what you need to do:

1) Who should you approach about your new career as a coach?

You approach ANYONE that will talk to you - friends, colleagues, associates, your facebook friends... EVERYONE. Please do not pre-screen people out with thoughts like:

- Oh, they would never hire a coach, or
- would never hire ME as a coach.
- they are too busy to have a coach, or
- they are too much of a loser to hire a coach ;-)

Be open. Some people may surprise you. AND it is very important to have a wide range of coaching experiences in your early days as a coach.

- DEFINITELY don't screen people out with the thought: "They are really important, I will wait until I have more experience!"

Don't wait!

You tell them: I am launching my new career as 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.

Set the time in your calendar. An outline for the conversation is down a few paragraphs

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. It will take just 20-30 minutes and will be fun AND valuable. The outline for this session is below.

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

You tell them: I am launching my new career as a Coach and invite them to do a Play BIG exploratory session with you. It will take just 20-30 minutes and will be fun AND valuable.

Book time in the calendar.

Then on the call, take control of the conversation right away.

"Thanks so much for doing this with me. I really appreciate your time and I can't wait to see what we discover together."

"OK. Let's go.

If you looked at all of life as a game...

1) What would you say YOUR big game is right now?

2) What does winning look like for you in this game?

3) What are some of the challenges you are facing in the game?

4) Lots of people are trapped in an unwinnable game.

What would make this game unwinnable for someone playing it?
(not necessarily you)

5) What would it mean for your life if you won this game on your own terms?

6) How could you bring the spirit of play into it?

Get creative here.

Ways to approach it. Have them think of one important activity in the game.

Then think of ways to...

experiment to try something new

allow yourself to be a beginner and NOT KNOW

practice to pursue mastery

find a way to make it more fun

find a way to create a reward for getting results

7) You have a big game here that I think you can win! Would you like to be one of my players?

I am putting together a team of players to launch my coaching career. I am offering...

Before you start doing these sessions, choose one of these two options for your primary offer:

Either:

a) a low introductory rate of \$xx/month for 4 30 minute sessions for 3 months.

or

b) Pro Bono Coaching for 30 minutes per week for 12 weeks

If they say "yes", make a plan to start. (then do the dance of joy ;-)

if not...

Do you think I should be a professional coach? why?

Will you send me a quick letter to this effect for my reference file?

Our point for asking for the letter is to practice making offers and requests and also when someone does not want to accept your offer as a coach there is still much that can be created in the relationship if you are determined and assertive. It is GREAT practice.

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

Basic Coaching Skills and Ethics Playbook

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

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0.7) The Coaching Ethics

ICF CODE OF ETHICS

Basic Coaching Skills and Ethics Playbook

Part One: Definition of Coaching

Section 1: Definitions

- **Coaching:** Coaching is partnering with players in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.
- **A professional coaching relationship:** A professional coaching relationship exists when coaching includes a business agreement or contract that defines the responsibilities of each party.
- **An ICF Professional Coach:** An ICF Professional Coach also agrees to practice the ICF Professional Core Competencies and pledges accountability to the ICF Code of Ethics.

In order to clarify roles in the coaching relationship, it is often necessary to distinguish between the player and the sponsor. In most cases, the player and sponsor are the same person and therefore jointly referred to as the player. For purposes of identification, however, the International Coach Federation defines these roles as follows:

- **Player:** The "player" is the person(s) being coached.
- **Sponsor:** The "sponsor" is the entity (including its representatives) paying for and/or arranging for coaching services to be provided.

In all cases, coaching engagement contracts or agreements should clearly establish the rights, roles, and responsibilities for both the player and sponsor if they are not the same persons.

Part Two: The ICF Standards of Ethical Conduct

Preamble: ICF Professional Coaches aspire to conduct themselves in a manner that reflects positively upon the coaching profession; are respectful of different approaches to coaching; and recognize that they are also bound by applicable laws and regulations.

Section 1: Professional Conduct At Large

As a coach:

1) I will not knowingly make any public statement that is untrue or misleading about what I offer as a coach, or make false claims in any written documents relating to the coaching profession or my credentials or the ICF.

2) I will accurately identify my coaching qualifications, expertise, experience, certifications and ICF Credentials.

3) I will recognize and honor the efforts and contributions of others and not misrepresent them as my own. I understand that violating this standard may leave me subject to legal remedy by a third party.

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4) I will, at all times, strive to recognize personal issues that may impair, conflict, or interfere with my coaching performance or my professional coaching relationships. Whenever the facts and circumstances necessitate, I will promptly seek professional assistance and determine the action to be taken, including whether it is appropriate to suspend or terminate my coaching relationship(s).

5) I will conduct myself in accordance with the ICF Code of Ethics in all coach training, coach mentoring, and coach supervisory activities.

6) I will conduct and report research with competence, honesty, and within recognized scientific standards and applicable subject guidelines. My research will be carried out with the necessary consent and approval of those involved, and with an approach that will protect participants from any potential harm. All research efforts will be performed in a manner that complies with all the applicable laws of the country in which the research is conducted.

7) I will maintain, store, and dispose of any records created during my coaching business in a manner that promotes confidentiality, security, and privacy, and complies with any applicable laws and agreements

8) I will use ICF member contact information (e-mail addresses, telephone numbers, etc.) only in the manner and to the extent authorized by the ICF.

Section 2: Conflicts of Interest

As a coach:

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.

10) I will disclose to my player and his or her sponsor all anticipated compensation from third parties that I may pay or receive for referrals of that player.

11) I will only barter for services, goods or other non-monetary remuneration when it will not impair the coaching relationship.

12) I will not knowingly take any personal, professional, or monetary advantage or benefit of the coach-player relationship, except by a form of compensation as agreed in the agreement or contract.

Section 3: Professional Conduct with Players

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As a coach:

13) I will not knowingly mislead or make false claims about what my player or sponsor will receive from the coaching process or from me as the coach.

14) I will not give my prospective players or sponsors information or advice I know or believe to be misleading or false.

15) I will have clear agreements or contracts with my players and sponsor(s). I will honor all agreements or contracts made in the context of professional coaching relationships.

16) I will carefully explain and strive to ensure that, prior to or at the initial meeting, my coaching player and sponsor(s) understand the nature of coaching, the nature and limits of confidentiality, financial arrangements, and any other terms of the coaching agreement or contract.

17) I will be responsible for setting clear, appropriate, and culturally sensitive boundaries that govern any physical contact I may have with my players or sponsors.

18) I will not become sexually intimate with any of my current players or sponsors.

19) I will respect the player's right to terminate the coaching relationship at any point during the process, subject to the provisions of the agreement or contract. I will be alert to indications that the player is no longer benefiting from our coaching relationship.

20) I will encourage the player or sponsor to make a change if I believe the player or sponsor would be better served by another coach or by another resource.

21) I will suggest my player seek the services of other professionals when deemed necessary or appropriate.

Section 4: Confidentiality/Privacy

As a coach:

22) I will maintain the strictest levels of confidentiality with all player and sponsor information. I will have a clear agreement or contract before releasing information to another person, unless required by law.

23) I will have a clear agreement upon how coaching information will be exchanged among coach, player, and sponsor.

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24) When acting as a trainer of student coaches, I will clarify confidentiality policies with the students.

25) I will have associated coaches and other persons whom I manage in service of my players and their sponsors in a paid or volunteer capacity make clear agreements or contracts to adhere to the ICF Code of Ethics Part 2, Section 4: Confidentiality/Privacy standards and the entire ICF Code of Ethics to the extent applicable.

Part Three: The ICF Pledge of Ethics

As an ICF Professional Coach, I acknowledge and agree to honor my ethical and legal obligations to my coaching players and sponsors, colleagues, and to the public at large. I pledge to comply with the ICF Code of Ethics, and to practice these standards with those whom I coach.

If I breach this Pledge of Ethics or any part of the ICF Code of Ethics, I agree that the ICF in its sole discretion may hold me accountable for so doing. I further agree that my accountability to the ICF for any breach may include sanctions, such as loss of my ICF membership and/or my ICF Credentials.

Approved by the Ethics and Standards Committee on October 30, 2008.

Approved by the ICF Board of Directors on December 18, 2008

A few important points about the Coaching Ethics

- 1) To maintain your certification you must agree to abide by these ethical standards
- 2) Your conversations with a player are confidential. You must obtain permission from the player before you can reveal the content of your conversations to anyone AND the fact that a player IS in fact your player.
- 3) HOWEVER... There is no "coach-client privilege" recognized by law in any country as there is with a Doctor or Attorney in the USA and many other countries. So, if you are ever called to testify in court regarding what you know about your player you will have to testify.
- 4) Each week we will explore real world scenarios that will put your understanding of these ethics to the test!

0.8) Your Game as a Player

Since everyone – including you! – will practice coaching as a part of this program, it follows then that everyone will also have to be a player! You will be partnered with another coach 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 you are playing that is BIG enough to need a coach to play better?

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.

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- 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?

Session 1) What Coaching Is

1.1) Welcome!

Welcome to the Center for Coaching Mastery!

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 little coaching experience and possible that you have never conducted a coaching conversation before. So be easy on yourself! Don't expect to be a masterful coach on day #1. Coaching in class is your opportunity to experiment and try things that you have not done before. Enjoy the opportunity to stretch and learn.

1.2) What does coaching mean to you?

Our fundamental coaching theory is that coaching is about helping an individual or team play better and win on their own terms.

What are your "highlights" from the conversation?

1.3) The Spirit of Play

The spirit of play is a powerful inner force which is common to ALL animals – especially us humans! However, through the Industrial Age we were taught that work is important and play is frivolous. The "worker mindset" has taken a huge toll on humankind – in stress and the underlying joylessness that are pervasive in most cultures.

We see it as an essential part of our mission in the world as a community of coaches to teach people that they can PLAY to reach their objectives in life rather than WORK on them.

This is important because if we can get the people of the world to PLAY, then soon EVERYONE will have a coach because playing and coaching go together like a hand in a glove. We like that idea very much.

What does the Spirit of Play mean to you:

Basic Coaching Skills and Ethics Playbook

1.4) How to talk like a Coach with the The Play Two Win Method

Coaching is a conversation between a coach and a player. It is a very distinct conversation. However when we converse, we tend to fall into comfortable conversational patterns like: friend to friend; colleague to colleague; boss to employee; parent to child; counselor to "counselee" etc.

In this program you will begin your journey toward talking like a coach. To make the journey easier we have developed a coaching method called Play Two Win. As you follow the method you will naturally use coaching conversation patterns.

The method will also provide a structure for the conversations so that you can focus your attention on the skills you are learning without needed to figure out "WHAT" to talk about.

The Play Two Win Method form was included in the introduction and you can also find a copy in the program on-line syllabus.

We will use the basic form focusing only on the left side of the form. Today we will focus on steps 1 and 2 for our first session.

1.5) Coaching Demonstration

Here are the basic questions and topics of discussion for your coaching session:

- 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 "Play" Language Patterns?

1.6) How to do a great coaching practice session in class

IMPORTANT: Read the "Dyad Guide" prior to class. It will provide you with a LOT of important information about how to get the most out of your practice time in class!

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- 1) Choose who will be the coach and who will be the player in the first session
- 2) Get RIGHT INTO the coaching – skip the traditional small talk
- 3) When you are the Player - be real, be yourself; tap into your desire to play your game better;
- 4) When you are the Coach - **Follow the outline of the coaching demonstration;**

Ask the questions and then BE CURIOUS to clarify what your player is sharing.

You really want your player to have a great, winnable game.

Focus on getting to know your player and their game.

- 5) HOLD YOUR TONGUE!; especially if you feel the urge to tip!

Tipping is for waiters and waitresses - NOT coaches

Tipping - is when your player shares something about their situation and you think you have a good, quick solution and share it.

"Did you ever try..."

There IS a time and place to share solutions, but that time is NOT now.

1.7) Review the Game for the Week

Every week between sessions you will play a game using our social game platform. This is a powerful and fun way to put what you are learning into practice in your REAL life and connect and build relationships with your classmates / teammates.

As you complete the exercises, actions and results in the game and share about what happened you earn points. Each week you can earn up to 100 points. Don't expect to get a 100 every week, a score of 70 is quite good.

IMPORTANT: You must accumulate at least 250 points total in the 5 games in order to pass the class! (an average score of 50 each week)

To access your game card for game #1:

- 1) Visit the page for this program on the CV member site.
- 2) Click on the tab for the Game Card
- 3) Find your name
- 4) Click on the Q in column 1 – this will pull up your game card
- 5) Do you see your photo on the game card? If not you can click on your name. This will take you to your CV Profile where you can upload a photo of yourself.

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Session 2) The Coaching Power Cycle

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) Review Ethics Scenario – Prozac

A coaching player reveals that his doctor had prescribed Prozac to him some time ago. He reports that he is feeling much better as a result of the coaching and asks your opinion about reducing or eliminating his medication. He does not like the side effects that the medication gives him. Your sense of him is that he is a high functioning person. It doesn't make any sense to you that he would have been on medication in the first place.

How do you respond? Which Coaching Ethics principles did you refer to?

2.3) Coaching Theories, Methods, Skills and Pattern Language

It's important to begin with the key terms of theory, method, skills and pattern language.

Theory is defined as: A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.

Basically, it's an educated guess as to the results of a specific activity or set of activities. It's a framework to apply to a result. Theory can also be expanded to include the idea that doing 'X' should result in 'Y' – OR - Having done 'X' this time and getting 'Y' should mean that repeating 'X' only faster should produce 'Y' faster. It's having a keen understanding of the larger, interactive components of a situation and being able to work towards an expected outcome effectively.

Method is defined as: A means or manner of procedure, especially a regular and systematic way of accomplishing something; the procedures and techniques characteristic of a particular discipline or field of knowledge, for example the Coaching Method.

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Method is 'HOW'. It's the application of a skill or skill set in a way that produces the theorized results consistently.

Skills are defined as: Proficiency, facility, or dexterity that is acquired or developed through training or experience. Synonym – ability.

Some skills include singing, running, jumping, handwriting, etc. It's the basic functional ability to 'do' something within a minimum accepted standard. I can handwrite all the letters of the alphabet but that doesn't make me a brilliant 'Writer' or master penman. I do however; possess the basic skill of handwriting.

Skills evolve over time and with practice, feedback and the desire to grow in mastery. You can have basic skills, intermediate skill and even masterful skills – still, skills are skills, they are the basics. This course focuses on Coaching Skills. It's important though to begin to see how they are a critical component in the overall formula of consistently successful coaching.

Pattern Language is defined as collection of words and phrases where each pattern language evokes an experience AND a common understanding.

There are several different pattern languages that are used in the field of Coaching. Examples include: High performance language (eg. Reach your objective) Ontological language (eg: transformation) and Play Language (eg. Have a game plan)

In addition each field of endeavor where coaching is applied has its own language patterns. Examples include: Business (eg. cash flow, profit) Romance (eg. Physical Touch and Words of appreciation) and Career (eg. Promotion)

As a Coach you must know fundamental language for your craft AND you must know the language of the game you are coaching.

Coaching Theory

A theory is a proposed explanation for how something works. Our coaching theory is that humans are born with the spirit of play and that any endeavor can be played as a winnable game.

Coaching Methods

A method is the way you do something and is typically based on a reliable theory. It is how you produce the desired results of the craft on a consistent basis. As a Coach, you must have method. There are many methods that you will learn and use as a part of your overall approach to coaching. Examples from the Center for Coaching Mastery include:

- The Play Two Win Method Coaching
- A method for defining the game
- A role playing method for practicing critical conversations
- The Inner Freedom method for creating the experience of ease and flow
- The Personal Environments Method for Personal Evolution

As an example, the steps of the Play Two Win Coaching method are designed to guide a player in the pursuit of mastery of a game.

- 1) Define a game worth playing
- 2) Design the activities of a winnable game
- 3) Play the game with passion and the quest for excellence
- 4) Respond to challenges
- 5) Evaluate progress and make adjustments
- 6) Craft a winning game plan / strategy
- 7) Practice the skills of the game
- 8) Expand Inner Freedom
- 9) Design Personal Environments for sustainable results

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For the purposes of this class – which is a skills based class – you will use a simplified 5 step version of the Play Two Win Method.

Coaching Skills

The basic skills of coaching are the primary focus of this program. We will use the “Core Competencies” as defined by the International Coach Federation as our basis. We explore each of these skills in depth in this course.

They are:

- 0) Meeting Ethical Guidelines and Professional Standards
- 1) Establishing the Coaching Agreement
- 2) Establishing Trust and Intimacy with the Player
- 3) Coaching Presence
- 4) Powerful Questioning
- 5) Active Listening
- 6) Direct Communication
- 7) Creating Awareness
- 8) Designing Actions
- 9) Planning and Goal Setting
- 10) Managing Progress and Accountability

The Play Pattern Language

Our theory is that the language of play and games is the natural language of coaching. In this program you will be introduced to play pattern language.

A pattern language is a collection of terms that bring an experience to life. So for example the simple phrase “game plan” would evoke a wide variety of thoughts, feelings and experiences. And while two people may have different experiences there would be enough common elements that each would understand what the other is saying.

Examples of terms in the play pattern language include: play, game plan, keep score, play to win, skills of the game, inner game, winning environment, practice and rest between games.

In addition, every game has its own unique pattern language.

So the game of business has language like: marketing, close the deal, profit, deliver the service, customer satisfaction, referral marketing etc. Each word or phrase has a life of its own – just thinking of “close the deal” can evoke a variety of memories and emotions.

Or the game of romantic partnership has a language all its own as well: Show appreciation, eliminate blame, create intimacy, build trust etc.

You already know the language of the games you play and will eventually Coach. When you know the language you can speak with other players of the game. As you learn to coach you will use the language of the game, which you already know, and combine it with the play language of coaching.

We believe that there are two BIG benefits to speaking play language when you Coach:

- a) People already know play language
- b) People already understand that coaches help people play better so it will be a natural way to talk about coaching, and
- c) Using play pattern language will bring you and your player to life like nothing else! The language patterns make you feel alive. Try this: Say to someone: “I’m going to work” and see how you feel

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and how they respond. Then to someone else say: "I'm going out to play!" and see how you feel and how they respond. Do this 10 times and you will be amazed at the shift in energy.

2.4) The Coaching Power Cycle

We will begin our study of the coaching skills with the three skills that make up the "coaching power cycle". The three skills of the power cycle – Powerful Questioning, Active Listening and Direct Communication - are the most important skills that you will use as a coach because everything you do will leverage these three skills.

2.5) Powerful Questions

Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the player

- a. Asks questions that reflect active listening and an understanding of the player's perspective,
- b. Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the player's assumptions),
- c. Asks open-ended questions that create greater clarity, possibility or new learning
- d. Asks questions that move the player towards what they desire, not questions that ask for the player to justify or look backwards.

2.6) Active Listening

Ability to focus completely on what the player is saying and is not saying, to understand the meaning of what is said in the context of the player's desires, and to support player self-expression

- a. Attends to the player and the player's agenda, and not to the coach's agenda for the player,
- b. Hears the player's concerns, goals, values and beliefs about what is and is not possible,
- c. Distinguishes between the words, the tone of voice, and the body language,
- d. Summarizes, paraphrases, reiterates, mirrors back what player has said to ensure clarity and understanding,
- e. Encourages, accepts, explores and reinforces the player's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.,
- f. Integrates and builds on player's ideas and suggestions,
- g. *"Bottom-lines" or understands the essence of the player's communication and helps the player get there rather than engaging in long descriptive stories,*
- h. *Allows the player to vent or "clear" the situation without judgment or attachment in order to move on to next steps.*

2.7) Direct Communication

- a. Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the player
- b. Is clear, articulate and direct in sharing and providing feedback,
- c. Reframes and articulates to help the player understand from another perspective what he/she wants or is uncertain about,
- d. Clearly states coaching objectives, meeting agenda, purpose of techniques or exercises,
- e. Uses language appropriate and respectful to the player (e.g., non-sexist, non-racist, non-technical, non-jargon),
- f. *Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.*

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- g. Share your observations and intuitions actively
- h. Share your expertise ONLY when needed

2.8) 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 Coaching Power Cycle.

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?
- 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?
What is an example of an open ended question that you observed?
What is an example of a direct communication that you observed?

2.9) 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 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.

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2.10) Review the game for the week

One fun and provocative exercise is the “make over” where you take a before and after picture of something or some place that you clean up, organize or revitalize. Doing a makeover of something in your environment – especially something that has been “bugging” you - can be extremely energizing.

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Session 3) Creating Awareness

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) Review Ethics Scenario – Stolen computer

A player feels that she has been mistreated on her job and quit. She reveals that she took her company laptop worth about \$500. How do you respond?

How do you respond? Which Coaching Ethics principles did you refer to?

3.3) Coaching Mistake: Tipping

We will explore a coaching mistake in each of the final four sessions of this program. The coaching mistakes are taken from a collection by Thomas Leonard available as part of the Basic CoachVille Membership – you can find them all in your member resource center.

Mistake #3 - Jumping in too soon with advice. (aka tipping)

* 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, solutions?"

* This is a major problem with coaches today.

If you notice yourself asking: "Have you tried..."
You are about to tip.

Try asking: What have you tried so far?

Listen carefully. Then if you have a useful suggestion you can share it in context to what they have already done.

Example:

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A player states that she wants to drink more water.

Coach tips: have you thought of putting a bottle of water in your bag?

BIGGER ISSUE - that is not a BIG enough game!

- Go for DEEPER issue first
- Find out the source of the issue
- Get to the bigger game
- Make a collaborative plan to teach new skills vs. tips

3.4) What is the difference between “coach conversation” and “friend conversation”

Learning the distinctions between coach conversation and other conversational patterns is essential to becoming a coach. In today’s class we will discuss the key differences between coach and friend conversations.

What are the key distinctions between coach conversation and friend conversation?

3.5) Creating Awareness – The purpose of the coaching power cycle

Creating awareness is one of the most important and distinct elements of the job of a coach. New awareness is the purpose of all those powerful questions, active listening and direct communications!

Creating Awareness

Ability to 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*

- a. Goes beyond what is said in assessing player's concerns, not getting hooked by the player's description,*
- b. Invokes inquiry for greater understanding, awareness and clarity,*
- c. 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,*
- d. 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.*
- e. Communicates broader perspectives to players and inspires commitment to shift their viewpoints and find new possibilities for action,*
- f. Helps players to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, background),*
- g. Expresses insights to players in ways that are useful and meaningful for the player,*
- h. Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching,*
- i. 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.*

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What do you create awareness of as a coach?

3.6) Coaching recurring activities vs. tasks

The distinction between recurring activities and tasks is essential for you to grasp as a coach.

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 and then help them practice and master the activities so that they get the desired result most of the time. Coaching is based on the creative open ended question: how can you play better next time?

MOST people, when they have an objective, 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. Managing is based on the closed ended question: did you complete your tasks?

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 of a few essential recurring activities.

3.7) 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 the coaching power cycle and creating new awareness.

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?

What are your observations or questions from the coaching demonstration?
What new awareness was created?

3.7) Review of the game for the week

The key exercise in this weeks' game is the distinction between coach conversation and friend conversation. Pay attention to your friend conversations this week so that you can compare and contrast the patterns with your coaching conversations.

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Session 4) Awareness Leads to Better Action

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) Review Ethics Scenario – Player’s new business competes with friend

Your player tells you in confidence that she is about to launch a business that will directly compete with and potentially negatively affect a close personal friend of yours. What do you do about this? Which coaching ethics guidelines will you refer to?

How do you respond? Which Coaching Ethics principles did you refer to?

4.3) Coaching Mistake: Reactive

We will continue our exploration of coaching mistakes from the collection of 50 by Thomas Leonard

Reactive

- a. When a coach can't be with, or isn't comfortable with the player's problems or pain.
- b. 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.
- c. 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.
- d. The coach pushes the player to change, take advantage of an opportunity, and address an issue. Pressing your agenda onto the player.
- e. The coach tries to protect the player from themselves or reality.
- f. Jumping in too soon with comments / advice / solution. The coach fails to take time to reflect before reacting.

Friend vs. Coach

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a friend is supposed to jump into the emotion with you
vs. coach maintains a more reflective perspective

4.4) Assessing awareness BEFORE you teach

Why is it important to assess your players' awareness before you teach them things?
Your insights from in-class dialogue...

4.5) Designing Actions

Ability to create with the player opportunities for ongoing learning, during coaching and in *work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results*

- a. Brainstorms and assists the player to define actions that will enable the player to demonstrate, practice and deepen new learning,*
- b. Helps the player to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals,*
- c. Engages the player to explore alternative ideas and solutions, to evaluate options, and to make related decisions,*
- d. 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,*
- e. Celebrates player successes and capabilities for future growth,*
- f. Challenges player's assumptions and perspectives to provoke new ideas and find new possibilities for action,*
- g. Advocates or brings forward points of view that are aligned with player goals and, without attachment, engages the player to consider them,*
- h. Helps the player "Do It Now" during the coaching session, providing immediate support,*
- i. Encourages stretches and challenges but also a comfortable pace of learning.*

Additional Notes:

- j. A coach is aware of designing recurring actions vs. a list of tasks*
- k. A coach designs actions that are practices to improve skills*
- l. A coach designs actions that stretch the player out of their comfort zone*

4.6) Planning and Goal Setting

Ability to develop and maintain an effective coaching plan with the player

- a. Consolidates collected information and establishes a coaching plan and development goals with the player that address concerns and major areas for learning and development,*
- b. Creates a plan with results that are attainable, measurable, specific and have target dates,*
- c. Makes plan adjustments as warranted by the coaching process and by changes in the situation,*
- d. Helps the player identify and access different resources for learning (e.g., books, other professionals),*

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e. *Identifies and targets early successes that are important to the player.*

Additional Notes:

f. Defining the objectives of the game is a powerful form of goal setting

g. Clarifying the recurring actions and desired results of play is a powerful form of planning

4.7) Managing progress and accountability

Managing Progress and Accountability

Ability to hold attention on what is important for the player, and to leave *responsibility with the player to take action*

a. *Clearly requests of the player actions that will move the player toward their stated goals,*

b. *Demonstrates follow through by asking the player about those actions that the player committed to during the previous session(s),*

c. *Acknowledges the player for what they have done, not done, learned or become aware of since the previous coaching session(s),*

d. *Effectively prepares, organizes and reviews with player information obtained during sessions,*

e. *Keeps the player on track between sessions by holding attention on the coaching plan and outcomes, agreed- upon courses of action, and topics for future session(s),*

f. *Focuses on the coaching plan but is also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions,*

g. *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,*

h. *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,*

i. *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),*

j. *Positively confronts the player with the fact that he/she did not take agreed-upon actions.*

Additional Notes:

k. Debriefing after each weekly game powerful form of managing progress

l. Giving your player a game card where they earn points for actions and results creates a rewarding and fun form of accountability

4.8) Playing for Mastery vs. Task orientation

Coaches orient their players around recurring activities for two major reasons.

1) Recurring activities lead to results; results build up to objectives

2) Recurring activities can be practiced; practice leads to mastery; mastery is its own reward.

When your player takes action, sometimes they will get the desired result and sometimes they won't. But they can always learn something from what happened or didn't happen and become more masterful in the process.

In just about any pursuit, there will be tasks – things the player just has to get done. The coach can provide a structure for this or brainstorm a way to get it done efficiently. But there is not much point in investing too much time on this because when the task is done that's it; there is no big benefit in getting good at something that will be done only once.

Now, if it is a task that will be done many times... then it is really a recurring action and should be treated as a part of the game.

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4.9) How to talk like a Coach vs. talk like a Manager

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.

4.10) 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 progress that the player is making toward their objectives.

Also important: the dialogue around the results of the game will use the skill "Managing Progress" and should "Create Awareness". THEN move into crafting a new game plan using the skills: "Designing Actions" and "Planning and Goal Setting"

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?

How did new awareness lead to better action plans?

What were examples of designing actions, managing progress or game planning?

4.11) Review the game of the week

The game this week is much the same as last weeks' game with new exercises! (it is recurring ;-))

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Session 5) Coaching Presence

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) Review Ethics Scenario: Player asks you to join the board

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.

How do you respond? Which Coaching Ethics principles did you refer to?

5.3) Coaching Mistake: Preachy

We will continue our exploration Thomas Leonard's collection of 50 "Coaching Mistakes and How To Avoid Them; Less Oops. More WOW!"

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.

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5.4) Establish Coaching agreement

Ability to co-create the agenda for the relationship AND each conversation

- a. Ability to blend the desired outcomes of the player with your abilities and strengths as a Coach
- b. Always looks to the player first for the objectives of the game
- c. Challenges the player to play bigger without attachment
- d. Shares thoughts about what is practical or winnable without dampening the players enthusiasm
- e. Checks in with the player for the agenda of the conversation while holding true to the objectives the player has set

5.5) Trust & Intimacy

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.*

5.6) 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.*

5.7) How does your player respond to challenges?

It is important for a coach to understand the importance of challenges in the play experience.

First of all, it is important to understand that the "industrial worker" mindset that we all grew up in caused us to avoid challenges. When the focus is on "getting IT done" a challenge only delays things. So we generally see challenges as a bad thing.

Also, the Industrial Mindset taken to an extreme promotes the "Zero Defect" concept – Get it right the first time. This concept is good if you are making a car – VERY debilitating if you are playing a game. Because when you play, things don't often go exactly according to plan.

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In fact, challenges – things going different than expected – is part of what makes playing a game fun! Players enjoy challenges because they stimulate creativity AND when you step up to them, you become a better player.

So as a coach, you have to be on the look-out for your player falling into “industrial mindset – just get it done” patterns AND encourage them to embrace and enjoy the challenges of the game.

Great players SEEK OUT challenges in the pursuit of becoming a GREAT PLAYER.

5.8) 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 build trust and demonstrate presence. Also the coach will be sure to clarify the agreed upon agenda for the session.

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?

What was the agreement for the session?

Were there examples of building trust & intimacy?

Were there examples of coaching presence?

5.9) Review the game of the week

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.

Basic Coaching Skills and Ethics Playbook

Session 6) Coaching Critical Moments

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) Review Ethics Scenario: Dinner Invitation

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.

How do you respond? Which Coaching Ethics principles did you refer to?

6.3) Coaching Mistake: Bland

We will conclude our exploration Thomas Leonard's collection of 50 "Coaching Mistakes and How To Avoid Them; Less Oops. More WOW!"

Bland

- 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.

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6.4) Coaching Dynamic: Support and Challenge

Understanding the dynamic between support and challenge is perhaps one of the most challenging things a new coach must master because it gets straight to the heart of what makes coaching a unique experience. You have to be able to read your player and their situation and determine from moment-to-moment if you need to support them or challenge them.

A couple of key observations:

1) LIFE is inherently challenging and for the most part people are grossly under- supported given what they are trying to accomplish in their lives. The experience of someone really being there for you with ready and talented support is miracle in many people's lives. As a coach, you do this every day.

2) Most people – even stressed out people – are more bored with their situations than anything else. They are actually yearning to be challenged; challenged by someone who has their best interests at heart. And challenged in a way that they can step into that is out of their comfort zone but not TOO far out. Also, they want the challenge to be in an area that has meaning and purpose in their lives. Most people experiences challenges but they are not related to something of real purpose.

3) A LOT of the time, people make the same mistakes over and over again like they are sleep walking and there is no one close enough to them with the courage to tell them to WAKE UP! As a coach you have to shed light on situations that often people really do want to look at but need encouragement to do so.

When your player needs support you can:

- a) Tell them what you think they need to do next (yes, this is the time to give solutions)
- b) Encourage them to tap into their purpose for playing this game
- c) Reinforce the growth you have seen in them so far

When your player needs challenge you can:

- a) Tell them to figure it out for themselves!
- b) Stimulate them with a big idea
- c) Show them how to step up to a bigger game

6.5) Coaching Skills Rapid Review

Your instructor will conduct a rapid review of the skills by randomly calling on participants to share a few key words to reveal their understanding of a specific skill. Prepare here by writing your key words for each skill.

- 1) Establish coaching agreement

- 2) Establishing trust & intimacy with the player

- 3) Coaching presence

- 4) Powerful questioning

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5) Active listening

6) Direct communication

7) Creating awareness

8) Designing actions

9) Planning & Goal setting

10) Managing progress & accountability

6.6) 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.

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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.

6.7) Coaching Demonstration and Practice

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.

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?

6.8) Coaching is: Play Better And Become someone BIGGER

There are many benefits to playing life as a game. Two of the best:

- 1) The joy you feel from becoming a better player in the game
- 2) Who you become as you person from playing.

What did you experience as a player over the past 5 weeks?

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6.9) How to talk like a coach – what did you learn?

We discussed the distinctions of talking like a coach from several perspectives during this program.

What are your highlights regarding this distinction:

6.10) Program Wrap Up

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.