



CV Coaching Skills Practicum Scorecard

Applicant's Name:

Date of Assessment:

Taped or Live: Live

Mentor Coach Name:

Summary of Player's Request for Coaching:

Player wanted to focus on setting up timeline and process for addressing college education options for his son.

Instructions: After listening/observing coaching conversation, use this form to score final rating of the coach's proficiency in each competency.

Scoring: The Final Score = total score divided by number of skills scored. Scoring for each competency / proficiency considers: Skill demonstration **quality**, effectiveness, and frequency matching player's goals the coaching situation. Skills demonstrated a focus on the player's needs and agreed agenda. Sills demonstrated in appropriately considering the session.

Practicum Scoring	Not Passing = 0 - 1.9	ACC = 2 - 4.9	PCC = 5 - 7.9	MCC = 8 - 10
YOUR SCORE				

Important!

Your score and your experience are your path to mastery. Each practicum moves you closer to mastery - find the growth opportunity in each debrief and in the information presented here. Approach the experience with the spirit of play!

The most important aspect of the practicum is you learn how to be a better coach! When you find your strengths - move with them confidently and when presented with your challenges - practice in those areas, make your challenge one of your recurring activities, play with it both inside and outside of coaching, bring it to your relationship and your conversations.

Bring your challenges and growth opportunities to group Mentor Coaching and discussion how to pursue mastery in this area.

Overall Session Comments:

Recommendations for Growth & Improvement:

2. Establishing the Coaching Agreement - Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new player about the coaching process and relationship

- a. Understands and effectively discusses with the player the guidelines and specific parameters of the coaching relationship (e.g., logistics, fees, scheduling, inclusion of others if appropriate)
- b. Reaches agreement about what is appropriate in the relationship and what is not, what is and is not being offered, and about the player's and coach's responsibilities
- c. Determines whether there is an effective match between his/her coaching method and the needs of the prospective player

<p>ACC PASSING - minimum skill must be demonstrated:</p> <ul style="list-style-type: none"> • Quickly covers 30 minutes, recorded session permission to coach - ALL LEVELS • Asks the player what they want to coach around - ALL LEVELS • Coach focus stays in surface exploration • Coaches in symptom not source of topic • Stays in urgency • Tasks, to dos & project focused <p>Not passing:</p> <ul style="list-style-type: none"> • Lengthy preamble by coach - too much explanation. • Not staying with player/players stated focus - coach chooses or forces focus. 	<p>PCC PASSING - coaching focus:</p> <ul style="list-style-type: none"> • Explores focus/game & its meaning for the player - finds their purpose • Some exploration of tangible achievements and what winning looks like in session - the deeper game • Engages in some exploration of the resistance, fear, patterns resulting in <i>awareness</i> for player • Player sees the possibility of perfection • Coach accepts “what is” though player may not • Coach & player resonate around focus - energy giving. • Moves into important • Game planning, skills, recurring actives 	<p>MCC PASSING - minimum skill must be demonstrated:</p> <ul style="list-style-type: none"> • Fully explores with player what they want to coach around - navigates via curiosity • Fully explores winning, tangible achievements, mastery and outcomes in session • Full exploration of the resistance, fear, patterns resulting in <i>shift</i> for player • Change in direction of session is thoroughly explored in partnership with the player - player is the ultimate decision maker • regularly checks with the player to make sure that the player’s goals being achieved • Player fully embraces win or learn - paradox of play around focus. • Coach/Player see opportunity/possibility • Focused on mastery and becoming
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YOUR SCORE				

Comments - Notes:

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

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

ACC PASSING - minimum skill must be demonstrated:

- Coach attends to player's stated focus,
- Seeks information from the player about that agenda.
- Gets curious around actions taken in relation to agenda.
- Both enjoying the connection
- Coach is clearly aware of player's limits
- Coach is trying hard to "be the coach"

Not Passing:

- Coach does not hear or avoids red flags
- Coach doesn't trust self - so session feels awkward or forced.
- Pigeon-holing; Stereo-typing; projection.

PCC PASSING - minimum skill must be demonstrated:

- Coach shows genuine concern, coach and player have mutual trust
- Coach addresses several environments
- Attuned to and demonstrates trust in the player's perceptions,
- Coach confident in process and own ability.
- Gets curious around actions taken and *not taken* in relation to agenda.
- Demonstrate an ability to provide ongoing support for new behaviors and actions as well as an invitation to the player to participate in the development and creation of those new behaviors.
- Acknowledges red flags
- Coach comfortable with discomfort
- Coach and player acknowledge limits

MCC PASSING - minimum skill must be demonstrated:

- Demonstrates complete trust in the player *and* the process.
- Both player and coach moving in judgment free awareness
- Coach & player comfortable with discomfort
- Complete confidence in self, the coaching process, and the player, the player's perceptions, learning style, and personal being.
- Player is treated as a full and complete partner the development and creation of the coaching process and their own new learning and behaviors.
- Sense of complete ease and naturalness in the conversation.
- Magic - full of connection.

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YOUR SCORE				

Comments - Notes:

4. Coaching Presence - Ability to be fully conscious and create a 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

ACC PASSING - minimum skill must be demonstrated:

- Shows genuine concern for player
- is attuned to player's perceptions, learning style, & personal being at a basic level.
- Coach accepts "what is" though player may not
- Support for new behaviors and actions at a basic level.
- Light style - comfortable
- Clean communication
- Cheerleads - excited about *process*
- Shares observations

Not passing:

- Coach has agenda or list before session even starts.
- Sounds forced, performance - coaching voice different from coaches natural voice
- Overriding, lacking empathy, stepping over player, arguing
- Pushing or passive; doing nothing.

PCC PASSING - minimum skill must be demonstrated:

- Coach attends to the player's agenda, seeks information from the player about that agenda,
- Moves from concern to connection
- Open style - natural
- Responsive to that information as it relates both to actions to achieve the player's agenda and the player's way of thinking, learning, and being.
- Attentive to what actions the player is taking in relation to the agenda and to some degree, how those actions relate to the player's way of thinking, learning, and creating.
- Coach helps player see the possibility of perfection
- Good level of partnership with the player where the player has a voice in not only choosing the topic, but also choosing the method and manner of coaching.
- Champions - excited about actions/progress

MCC PASSING - minimum skill must be demonstrated:

- From connection to engagement
- Inspired style - authentic
- Connection is to who the player is, what the player wants, how the player learns & creates, & what the player has to teach the coach.
- Complete curiosity undiluted by need to perform.
- Player sees the possibility of perfection
- Player sees opportunity - moves into action.
- Complete partnership - conversation is equal and easy, even in uncomfortable moments.
- Champions, and then asks for more.
- Coach treats the player as a full partner in the creation of the coaching process itself.

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Comments - Notes:

5. 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

<p>ACC PASSING - minimum skill must be demonstrated:</p> <ul style="list-style-type: none"> • Here's what the player says in relation to the player's focus • Responds to Player. • Coach moves in fact • Coach mirrors for clarification • Recognizes energy levels • Coach hears what is said. • Coach asks for more of the same • Coach shares / reveals agenda, belief, judgment • Coach is clearly aware of player's limits <p>Not Passing:</p> <ul style="list-style-type: none"> • Accepting player's stated limits • Coach is "trying" or "performing" • Coach is leading player • Over speaks or cuts player off • Coach not distinguishing between resistance and limitation 		<p>PCC PASSING - minimum skill must be demonstrated:</p> <ul style="list-style-type: none"> • Uses interruption with some success. • Is comfortable with pauses and space. • Defines energy giving/draining • Coach hears underlying beliefs, patterns and resistance • Responds to it in relation to the player's agenda, the listening is focused on helping the player achieve their agenda, and the coach can change direction if the player changes direction. • Hear a good portion of the player's way of thinking, creating, and learning. • Coach discusses for clarification • Coach uses pattern language of player. • Coach asks for more skill, better strategy, bigger effort - Player responds to request and clarifies • Shares inklings • Questions fact vs. interpretation • Hears the totality of the player's greatness. • Coach and player acknowledge limits 		<p>MCC PASSING - minimum skill must be demonstrated:</p> <ul style="list-style-type: none"> • Masterful use of silence • Artful interruption • Coach asks for more skill, better strategy, bigger effort • Coach trust players intuition and explores fully • Coach hears players physical response, catch in throat, waiver in voice, tonality changes • Player deeps communication based on trust • Coach trusts & shares own inklings and goes with gut • Coach asks powerful questions for clarification • coach's responses evidence that the coach is hearing the player's intuitive abilities, the player's energy, when the player speaks of important things, when new growth is occurring for the player, how that growth is related to the player's stated objectives and agenda, and when the player is finding, creating, and using a more powerful sense of self. • Coach hears the totality of the player's greatness and gifts as well as limiting beliefs and patterns. 	
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Comments - Notes:

6. Powerful Questioning -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

ACC PASSING - minimum skill must be demonstrated:

- Exploring rather than telling.
- Questions are oriented to solving and are set by focus stated by player.
- Questions are focused on symptoms & actions not taken.

Not Passing:

- Peppering, fire housing - not allowing player to answers.
- Overtaking.
- Fully believes and coaches players' story.
- Asking counter-productive (provoking) questions; avoiding the elephant in the room.
- Pushing or passive; doing nothing

PCC PASSING - minimum skill must be demonstrated:

- Formulaic or standard questions should be limited.
- Questions take the player to a deeper conversation.
- Questions move player begin to create awareness of source and moves out of symptom
- Questions move into fact or interpretation.
- Questions explore new territories.
- Moves out of story and into explorations
- Questions must attend to the player's agenda and must include a mix of informational and evocative, exploration oriented questions.
- Questions clarify opportunity.
- Questions begin to clarify whether environments are set up for success.
- Emanate from the coach's listening to the player at multiple levels, and should often be based in the player's language rather than the coach's language.
- Clarifies when what is being said does not resonate with what is really true

MCC PASSING - minimum skill must be demonstrated:

- Questions bring player to shift in perspective/mindset or awareness
- Player gains new insight - moves into proactive.
- Asks direct, evocative questions that are fully responsive to the player in the moment, to the player's agenda and stated objectivist by the player or take the player to a new place of thinking.
- Makes frequent and full use of the player's language and learning style to craft questions and the questions clearly provide a space for a player to use and expand their own style of thinking, learning, and creating.
- The coach's questions are fully based in curiosity and the coach does not ask any leading questions that reflect a conclusion by the coach.
- Deeper contact with the player's way of being and find hidden power, gifts, and strengths in himself/herself.
- Asks questions that help the player create the future rather than focus on past or even present dilemmas or problems.
- is at ease asking questions that will make either the coach or the player or both uncomfortable
- is also comfortable with letting the player create questions for themselves.

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Comments - Notes:

7. Direct Communication - Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the player

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

ACC PASSING - minimum skill must be demonstrated:

- Coach is direct at times throughout the session and the communication attends to the player's agenda.
- Coach should not appear attached to a particular outcome or solution or take the communication away from the player's stated agenda without discussion with and permission from the player.
- Conversation stays on surface

Not Passing:

- Uses jargon or language not resonating with player.
- Condescending.

PCC PASSING - minimum skill must be demonstrated:

- Coach is frequently direct, and has a sufficient base of language tools to use with the player.
- Coach provides some level of invitation for the player to share their intuition and models of thinking as part of the learning process.
- Communication is oriented not only to the present situation, but also, at times, to the broader thinking and learning that might be available to the player.
- Good use of the player's pattern language.
- Recognizes layers of players process and clarifies to get to the heart of the focus,

MCC PASSING - minimum skill must be demonstrated:

- Masterful use of the player's pattern language.
- Easily and freely shares observations, intuitions, and feedback with the player without attachment.
- Shares directly and simply and frequently and, at a high level, incorporates the player's language.
- Fully trusts the player to choose the responses to the coach's communication that are best for the player.
- Frequently invites the player's intuition to come forward, and additionally invites, respects, and celebrates direct communication from the player..
- Creates expansive space for the player to have equal or more dialogue time than the coach and the level of full partnering in the coaching dialogue is easily evident.
- Coach has a very broad language base to use and experiment with and uses the player's language to broaden that base
- Clarifies masterfully - directly.

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Comments - Notes:

8. 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 caught up in the player's description
- b. Invokes inquiry for greater understanding, awareness and clarity
- c. Identifies with 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

ACC PASSING - minimum skill must be demonstrated:

- Player moves into I see.
- Acknowledges symptoms.
- Focus on resistance.
- Coach & Player excited about actions/progress.
- Coach focuses on inquiry and observations that relate to the player's stated agenda with the greater focus on inquiry rather than offering the coach's opinions.
- Coach assists the player to explore that agenda more deeply and without significant attachment by the coach to a particular outcome or direction.
- Uses coaching tools in a manner that encourages rather than limits exploration.

Not Passing:

- Peppering, fire housing - not allowing player to answers.
- Coach uncomfortable; loses perspective; caught up in player's drama.
- Holding back; avoiding the elephant in the room

PCC PASSING - minimum skill must be demonstrated:

- Player moves into I could.
- Acknowledges Opportunity
- Coach & Player acknowledges underlying shifts/growth
- Focus on action
- Player shares what they now see about themselves
- Focuses on deeper inquiry.
- Encourages the player to create new awareness - Judgment Free awareness
- Encourages the player's exploration and creation of new techniques or tools to forward agenda and achieve desired outcomes.
- Coach shows no attachment to a specific outcome of the coaching and is somewhat willing to not know where the coaching is going.
- Understand the way the player learns and creates and use that, as well as the player's language, as coaching tools.

MCC PASSING - minimum skill must be demonstrated:

- Player moves into I am.
- Focus on freedom which inspires action
- Player reorients /Shifts
- Coach & Player awed by state of willingness
- Exploration- not solving.
- Player leverages new insight based on what they now see about themselves
- Moves into resiliency, spirit of play - flow.
- Coach's way of being is consistently curious, the coach is willing to not know
- Use of the player's greatness, strengths, intuition, and learning style is fully invited and welcomed.
- No evidence of "fixing" a problem or the player .
- No need to rush unless the player has indicated a specific need for a time sensitive solution.
- There is a clear, strong sense that the coach is engaged in the totality of "who" the player is and what the player wants, sharing that with the player, and creating space for the player to share back.

Practicum Scoring	Not Passing = 0 - 1.9	ACC = 2 - 4.9	PCC = 5 - 7.9	PCC = 8 - 10
YOUR SCORE				

Comments - Notes:

9. Designing Actions - Ability to create with the player opportunities for ongoing learning, during coaching 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.

<p>ACC PASSING - minimum skill must be demonstrated:</p> <ul style="list-style-type: none"> • Focus on action planning • Actions have a clear purpose and potential to move the player forward in their thinking, learning, or action • coach may also suggest tools or structures to assist the player so long as the tools are not forced on the player <p>Mistakes & Challenges:</p> <ul style="list-style-type: none"> • Leaving designing actions to last moments of session • Coach is “trying” or “performing”; coach is leading player. • Assumes player is wrong; makes player feel small; doesn't see player's potential greatness 	<p>PCC PASSING - minimum skill must be demonstrated:</p> <ul style="list-style-type: none"> • Focus on recurring activities • Engages in at least a partial partnership with the player in order to design actions. • Does not simply suggest actions and homework without player input. • The homework and actions must be related to the player's stated agenda and measures of accomplishment of that agenda. • Co-created actions should at least partially reflect the player's learning, processing, and creating style. • Tools, exercises or structures must bear an easy recognizable relationship to achieving the player's stated agenda and bear some recognizable relationship to the player's style of learning, creating, and achieving. 	<p>MCC PASSING - minimum skill must be demonstrated:</p> <ul style="list-style-type: none"> • Focus on pursuit of Mastery - clear vision of what mastery means for player. • Moving into personal leadership/personal evolution. • Complete partnership with the player to design actions or, in the alternative, lets the player lead in designing actions. • coach and player design actions that fit the player's goals, learning style and creating methods, where the player is, what the player wants, the player's measures of accomplishment, and that reflect the pace of wanted or necessary movement designated by the player. • Coach allows actions to include thinking, creating, doing, and being. • Encourages exploration and informed experimentation to help the player develop for themselves more powerful, leveraged activities. • Encourages the player in relating designed actions to other aspects of what the player wants, thereby broadening the scope of learning and growth. • Suggest tools, exercises, or structures with player agreement.
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YOUR SCORE				

Comments - Notes:

10. 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)
- e. Identifies and targets early successes that are important to the player.

<p>ACC PASSING - minimum skill must be demonstrated:</p> <ul style="list-style-type: none"> • Coach defines game/goal with player - coach suggests actions that are related to the player's stated focus. • Actions are focused on immediate needs - not mastery. • Actions have a clear purpose and potential to move the player forward in their thinking, learning, or action • Coach may also suggest tools or structures to assist the player. • Tasks and to do's only - stays in accountability does not move into coaching. • Coach is "trying" or "performing"; coach is leading player. • Assumes player is wrong; makes player feel small; doesn't see player's potential greatness 	<p>PCC PASSING - minimum skill must be demonstrated:</p> <ul style="list-style-type: none"> • Coach in partnership with player defines game/goal with player - actions are related to the player's stated focus. • Coach asks for more skill, better strategy, bigger effort. • Plans and measures of accomplishment must have a clear purpose and potential to move the player forward. • Tools or structure bear an easily recognizable relationship to achieving the player's stated agenda and desired outcome and the player's style of learning and creating. 	<p>MCC PASSING - minimum skill must be demonstrated:</p> <ul style="list-style-type: none"> • Coach asks for more skill, better strategy, bigger effort, player responds, clarifies and is in action. • Player steps outside of comfort zone - plays bigger. • Consistently in pattern of action, challenge, result and debrief. • Personal legacy enters conversations. • Player challenges and expands own capacity. • Lets the player lead in designing goals and planning or, in the alternative, works in complete partnership with the player to create goals and plans. • Create goals and plans that fit the player's goals, learning and creating methods, and pace of wanted or necessary movement. • Plans include thinking, creating, doing and being. • Coach engages the player in relating goals and plans to other aspects of what the player wants, thereby broadening the scope of learning and growth.
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Comments - Notes:

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

ACC PASSING - minimum skill must be demonstrated:

- Discusses environments that are draining
- Accepting player's stated limits - playing small.
- Stays surface with to do's & task list.
- Accepts players' resistance to taking action.
- Coach asks for more of same.

Mistakes & Challenges:

- Coach resists asking for more due to own process.
- Coach asks for too much - overly pushing agenda.
- Coach tells rather than discusses.
- Cleary player is not resonating with plan - coach disregards.
- Assumes player is wrong/doesn't know.
- No designing where opportunity exists; leaving player out of the design.

PCC PASSING - minimum skill must be demonstrated:

- Player in action.
- Discussion around several environments,
- Designs environments that automatically support
- Tangible achievements discussed
- Skills to improve addressed.
- Character traits to build addressed.
- Player is staying in safe space - coach asks for more
- Actions support growth.
- Recognizes resistance based in inner freedom or environmental design, brings awareness.
- Coach expands players' view of what is possible.

MCC PASSING - minimum skill must be demonstrated:

- Player in action with desired results.
- All environments addressed.
- Personal sovereignty addressed.
- Holistic game plan based on truth of players' life.
- Player in action with consistent desired result in mind.
- Designs environments that powerfully support success - player evolves.
- Actions become self-inspired.
- Actions support continued mastery.
- Player challenges self, coach asks for even more.
- Player embraces opportunity and possibility.
- Results are sustainable.
- Expanded inner freedom.

Practicum Scoring

Not Passing = 0 - 1.9

ACC = 2 - 4.9

PCC = 5 - 7.9

PCC = 8 - 10

YOUR SCORE

Comments - Notes:

