

Proficiency COACHING

Master the Language

**Center for
Coaching
Mastery
PLAYBOOK**



Proficiency Coaching Playbook

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

The themes of the program:

Learn the 15 coaching proficiencies – the language of masterful coaching (based on the work of the late Thomas Leonard)

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

These 15 language patterns accelerate you from basic coaching skills to a highly capable professional. With them your ability to use any coaching method; where you guide your player toward playing better, and winning on their own terms – will improve significantly!

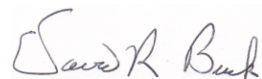
And we will explore our fundamental coaching theory: **ANY endeavor in life can be played as a winnable game worth playing.** Play a **Super Fun** game where you earn points for using the coaching proficiencies in your coaching sessions AND for inspiring your team mates by sharing about what happened.

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 12 hours of the program qualify for 12 Continuing Coach Education Units! (CCEU's) This is very exciting.

Enjoy the program and... Be a Game Changer!



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 and 1 of the Play Book
- 2) Prepare your "game" as a player
- 3) Set up / Update your CoachVille Profile
- 4) Read the "Dyad Guide" (found in the syllabus)

You are READY for the first class!

0.2) Program Description

Proficiencies Coaching

Master the Language

(6 2.5 hour sessions; 15 hours total)

In this program you will learn the 15 Coaching Proficiencies created by the late Thomas Leonard - The Pattern Language of the craft of coaching. A Pattern Language is a set of phrases that bring an experience to life. Learning and using these language patterns will immediately improve the quality of your coaching.

When the late Thomas Leonard taught the first 15 Coaching Proficiencies Intensive it sent shock waves through the entire coaching industry. Never before - and never since - has the craft of coaching been so completely and inspiringly described. New coaches were immediately lifted to a level of quality beyond what their experience would dictate. And senior coaches - and LOTS of them participated in this - were shocked and delighted that there was a higher level of coaching in sight; and A LOT more to learn. It was a breath of fresh air; It still is.

(Included in Center for Coaching Mastery Level 2)

*This Course Qualifies for 15 ICF CCEU's

Proficiency Coaching Playbook

The Details

3 Key Points

1) Proficiency = Become a Better Coach

Become a Better Coach Quickly - and see an inspiring path to mastery

As you learn, study and practice each of these 15 qualities of masterful coaching you will notice the depth and effectiveness of your coaching expand. Your players will get better results and will conclude each session with a powerful yet subtle experience of being well-coached.

Your ability to create the experience of each of the 15 proficiencies in a coaching conversation is the benchmark of the CoachVille Certified Coach and the basis of the certification process for the Center for Coaching Mastery level 2.

2) Pattern Language

A pattern language is a phrase that brings an experience to life. To coach using the proficiencies you must understand the experiences that they represent. When you learn to recognize how they feel when you observe them you can more easily use them at just the right time and place in each coaching session. When you use the patterns properly, your coaching conversations will be full of life!

3) The Play Book

The Play book for this course - created by the late Thomas Leonard - is a masterpiece in writing and visual display. Each page is packed with coaching concepts that expand your capabilities and give you fresh ideas. You will find yourself reading and thinking about your players while getting lots of great ideas for your next sessions.

The 15 Coaching Proficiencies

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

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#14 Designs Supportive Environments

#15 Respects the Player's Humanity

The Themes

- 1) Proficiencies for Expanding Greatness
- 2) Proficiencies for Expanding Trust
- 3) Proficiencies for Expanding Credibility
- 4) Understanding the Power of Pattern Language

The GAME!

In each class you will...

- a) Engage in a lively discussion about the topic of the day
- b) Observe a real coaching session
- c) Coach a classmate and be coached in YOUR game

Each week between classes you will play a fun and challenging game where you earn points for:

- 1) answering questions about what you have learned
- 2) completing exercises that help you become a better coach
- 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 number of points to graduate

How this program will make you a better coach

- 1) You will dramatically increase your confidence as you learn the coaching language that will bring aliveness to your coaching conversations
- 2) You will be inspired to pursue mastery as a coach because the proficiencies provide a clear path
- 3) Practicing each proficiency with your coaching sessions is really fun and rapidly expands your range of options for how to approach situations.
- 4) When your coaching comes to life you are energized and your efforts become more sustainable.

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Peer Reviews

Nina Miöen

All of the proficiencies are fantastic! They touch my heart so much! I got a feeling of getting a bit closer to the true meaning of life. This is something I been looking for...And Gloria explaining the proficiencies is great! I am learning more and more from life, such as to look at the bigger picture. Don't ask WHY; try to look for the greater truth of the situation. It feels like I am really aligned with these proficiencies.

William Harley

I have a player who is out of work and has been facing a lot of adversity. When we met this past week, I focused on "Respecting the Player's Humanity" and it clearly deepened our relationship and freed him to talk about and "go through the forest" of frustration he has been experiencing. On the other side of it, he moved towards actions he wanted to take without any prompting from me.

Maria Åberg

The most intriguing part of the class was when we talked about the proficiency "designs supportive environments" and the concept that the environment will always win. Everything can be seen as environment, it is truly important for me to design inner and outer environments to get flow and reach my goal with minimal effort. By thinking and acting in those terms everything will be much easier and fun in my life. I really look forward joining the teleclass Environmental Design.

The 15 Proficiencies

Coaching Proficiency #1 Engage in Provocative Conversations

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

Coaching Proficiency #2 Reveals the Player to Themselves

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

Coaching Proficiency #3 Elicits Greatness

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

Coaching Proficiency #4 Enjoys the Player Immensely

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

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Coaching Proficiency #5 Expands the Players' Best Efforts

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

Coaching Proficiency #6 Navigates Via Curiosity

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

Coaching Proficiency #7 Recognizes the Perfection In Every Situation

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

Coaching Proficiency #8 Hones In On What Is Most Important

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

Coaching Proficiency #9 Communicates Cleanly

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

Coaching Proficiency #10 Shares What Is There

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

Coaching Proficiency #11 Champions the Player

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

Coaching Proficiency #12 Enters New Territories

The Certified Coach expands the players thinking by weaving in new concepts, principles and distinctions during the coaching session, and also by inviting the player to experiment with new

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models, ways of doing things, and even to identify new goals or outcomes. Players do not usually ask the coach for this, but these are key ways that value is created for the player.

Coaching Proficiency #13 Relishes Truth

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

Coaching Proficiency #14 Designs Supportive Environments

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

Coaching Proficiency #15 Respects the Player's Humanity

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

The Themes

1) Proficiencies for Expanding Greatness

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

2) Proficiencies for Expanding Trust

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

3) Proficiencies for Expanding Credibility

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

4) Understanding The Power of Pattern Language

The concept of Pattern Language was originally developed by the architect / philosopher Christopher Alexander. The idea is that through specific language you can make an experience come alive. When an experience is alive it has the power to uplift everyone in the experience. The 15 proficiencies are the language patterns that make the experience of coaching - and playing - come alive.

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

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

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

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

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

0.3) Fundamental Coaching Theory

Coach Dave's Theory of Coaching

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) Pursuit of Personal Evolution

Designed environments are the gateway to Personal Evolution

Play Two Win Playsheet + The RACE Model

<p>Step 1: Define the game</p> <p>Name the game</p>		<p>Purpose / Values</p>	<p>Spirit of Play</p>
<p>Step 2: Design the object of the game</p> <p>Outcomes</p>		<p>Step 3: Play for results</p> <p>Results</p> <p>With intention grow into</p>	<p>Step 6: Game Plan</p> <p>To get better</p>
<p>Mastery</p>		<p>Actions</p> <p>With vision grow into</p>	<p>Step 7: Practice Skills</p> <p>To take better</p>
<p>Becomings</p>		<p>Challenges</p> <p>Step 4: Embrace challenges</p> <p>With engagement grow into</p>	<p>Step 8: Inner Freedom</p> <p>To respond better</p>
<p>Upgrades</p>		<p>Evaluation</p> <p>Step 5: Evaluate what matters</p> <p>With design grow into</p>	<p>Step 9: World Power</p> <p>To sustain better</p>

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0.4) What to do in a “Coaching” Conversation

It is SUPER important to avoid “Problem Intervention” coaching while you are practicing in class.

If you start the session out with: “What do you want to coach on today?”, 9 times out of 10 it will become a problem solving session. This is NOT the best way to coach and certainly does not make you a “Game Changing” Coach.

So...

We recommend you jump right into Game Changer mode using the Play Two Win Method™ of coaching from your very first conversation. The basic outline provided here will provide a structure for your coaching while you are practicing the Coaching Proficiencies.

For example, while you are exploring the game with your player, you USE the proficiencies that you studied in class. For example talking about the game IS a PROVOCATIVE CONVERSATION; While talking about the game, REVEAL something to your player.

Use the Play Two Win Method Play Sheet as a Guide

IMPORTANT: it is helpful to print a few copies of the Play Sheet to use in class

Remember: YOU are a Game Changer NOT a Problem Intervention.

The First Session...

1) What is the **BIG GAME** you want to play better?

What does winning look like to you?

Clarify 1or 2 **OBJECTIVES** in each of four categories for the next 6 weeks

2a) What are 1 or 2 tangible measurable **OUTCOMES** you want to create in the next 6 weeks?

2b) What are 1 or 2 skills you want to explore or **MASTER** over the next 6 weeks?

2c) What are 1 or 2 attributes of who do you want to **BECOME** as a result of playing this game?

2d) What are 1 or 2 **UPGRADES** to your environment you want to create by playing this game?

RACE!

3) **RESULTS!** What are the recurring results that you need to create each day or week in the game?

4) **ACTIONS!** What are the recurring actions that you will do each day to PLAY the game?

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5) **CHALLENGE!** What are the challenges in the game that will come from playing for these results?; How can you bring the Spirit of Play into these challenges? What support do you need?

6) **EVALUATION!** – How will we evaluate your progress in the game each week?

After the first session, every session is the same from a “Method Perspective”.

Sessions 2-6

Use this basic flow for your conversation; you explore each area together so you can put your awareness on practicing the skills that you are studying in that session. Using the same Method flow in every session allows you to more easily focus on the Proficiencies that you are studying.

Note about the playsheet: Explore the Blue Circles from Right to Left.

Here you use the RACE elements in reverse.

1) **EVALUATION!** – How did the game go last week? What were your results?

2) **CHALLENGE!** What challenges did you face? What did you learn from those challenges?

How can you bring the Spirit of Play into these challenges next time?

3) **ACTIONS!** Do we need to change or improve the actions of your game? If so, how?

3A) **Communication** is the primary action!

- > What needs to be said that hasn't been said?
- > What requests have you not made?
- > What truth have you NOT acknowledged?

4) **RESULTS!** What can we do to play better and get better results this week? Do we need a new game plan?

5) What are your highlights for this session?

0.5) Finding 5 “Practice Players”

If you already have 5 or more players in your practice, then you do not need to do this! You will naturally practice the proficiencies with everyone you coach.

If you DON'T have 5 players in your practice, then you MUST do this exercise and enroll them before session #2.

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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!

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.

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- 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.

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

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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...

NOTE

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 they don't say "yes"...

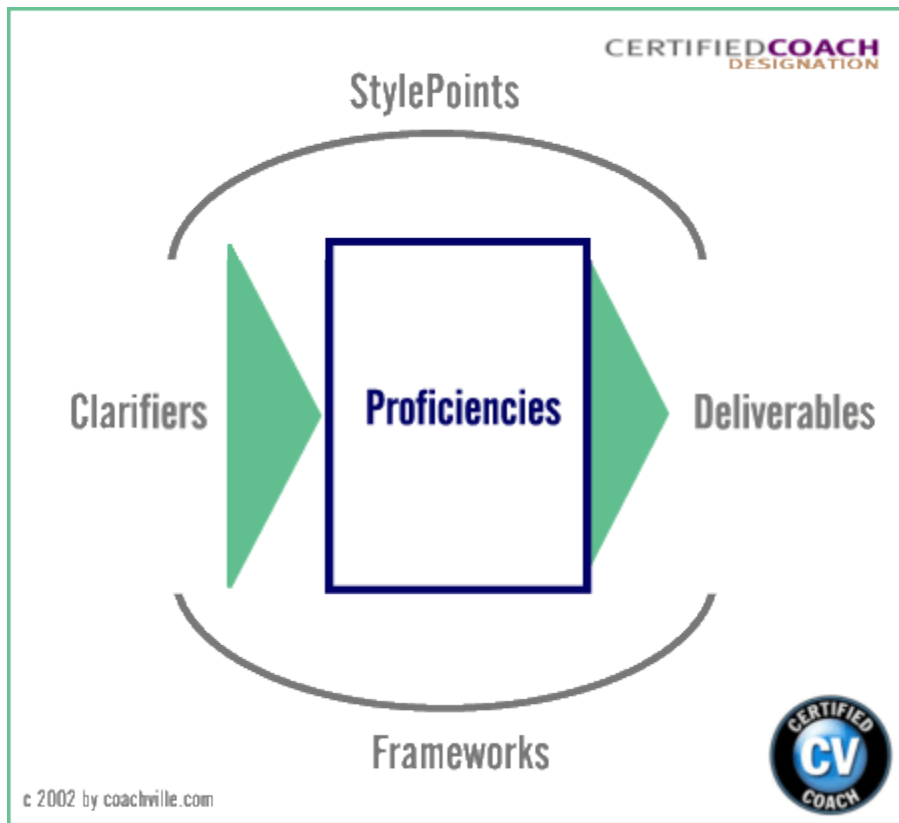
Ask: Do you think I should be a professional coach? why?

If they say "yes" to this, Ask: 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.

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0.6) Thomas Leonard's 5 Part Coaching System



Key Points

About the CoachVille Coaching System

After 20 years of research, we have developed an open-architecture, yet highly focused way to coach virtually all types of players with a variety of needs. We call this the CoachVille Coaching System and it consists of 5 interrelated elements, as described below. Superior coaching can result when coaches use this system and adapt it to their own styles. And, also important, the learning curve/time it takes to learn how to coach can be reduced by up to 90%. What used to take years to learn and be effective with, now takes mere months.

The 15 Coaching Proficiencies

The Coaching Proficiencies are the engine of the coaching process; this is what the coach spends 90% of his/her time doing during a typical coaching call. The Proficiencies are the focus of this program

The remaining elements in the system are covered in the Advanced Communication for Coaches Program

The 15 Listening Clarifiers

In order to know which of the proficiencies to use at any given time, the coach needs to know, and sort through, what they are hearing. Thus the 15 Clarifiers which help the coach know the nature of what they are hearing and guides them to select the most important element of what they are hearing. Once this is clear (it can take just a millisecond), the coach naturally choose the most fitting proficiency.

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The 15 Deliverables

Deliverables are what the coach delivers. Which is distinct from the outcomes that the player may have or cause as a result of the coach's deliverables. (Deliverables vs. outcomes is a key distinction in coaching.).

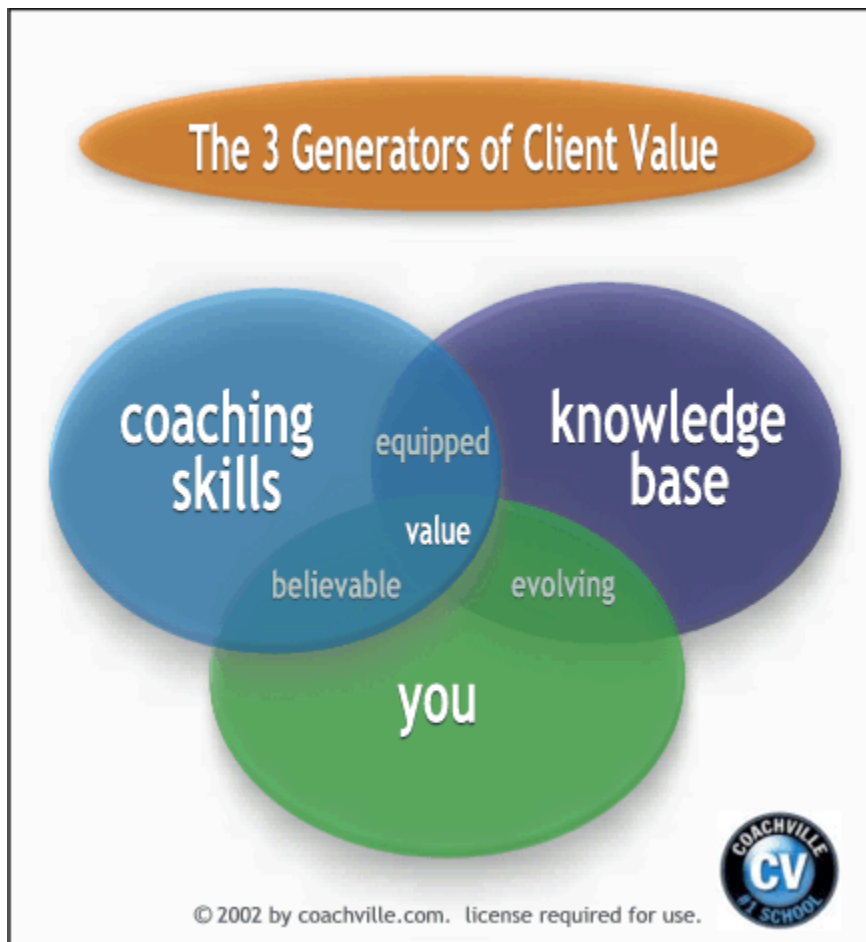
The 15 Life Frameworks

Frameworks are places that the coach (and player) come from in their thinking, perception, behavior and attitudes. Frameworks expand thinking, which can result in players moving forward more quickly and with less effort. Think of a space ship being launched. It needs the thrust of booster rockets to break the inertia/gravity/weight to get the rocket beyond the pull/heaviness of Earth's atmosphere so that it can play effortlessly in space, where there is no resistance. Something similar happens to the player when their frameworks are expanded. Blocks to success are reduced and progress accelerates.

The 15 Communication StylePoints

How you come across and interact/relate with your player can accelerate or slow down the coaching process. We've identified 15 aspects of communication that we call the StylePoints. Each of these 15 StylePoints can help you become more effective coach by tweaking your coaching communication style.

0.7) Three Generators of Player Value



Proficiency Coaching Playbook

Key Points

Players receive value from coaching in the three areas above.

Coaches can be quite successful, and effective, even if they only have 1 or 2 of these generators working well. However, the more you have all 3 of these generators up to speed, the more value that players receive. And as the standards rise in the coaching profession, the norm will be for all 3 areas to be up to speed.

The 15 Coaching Proficiencies (TM) are the 15 'things' that coaches do during their coaching calls with players. It's taken me 20 years of figure out the nature of these 15 proficiencies.

Your Knowledge Base refers to what you know about life and business, concepts and principles, who you know in your Rolodex, your level of awareness, your understanding the key distinctions in life, etc. This is the stuff you have already learned or built in life as well as the specialized knowledge you learn from your coaching school, players themselves and/or CoachVille/Graduate School of Coaching.

You and Your Life refers to just that. Meaning that players often get a lot of value just from hanging around you and learning how you live your life, who you are and how you operate in this world. Osmosis coaching, if you will. A key factor, really, in how players often select a coach, so we've made this an 'equal partner' as one of the 3 generators of player value. Thus, the bigger/better/perfect you and your life are, the more value the player receives. (Hey, a chance to be generous by being selfish!)

And, as you can see there are terms describing the 3 overlap areas. In Venn Diagram theory, it's often the overlap areas that tell the real story and the above diagram is no exception.

With the 15 Coaching Proficiencies (TM) and your knowledge base, you are well **equipped** to coach a player.

With you/your life shining, and your competency in the 15 Coaching Proficiencies (TM), you are going to be a lot more **believable** to potential and current players.

With your knowledge base up to speed and you/your life are a shining example of coaching, you will naturally be **evolving** as you learn and experience new things and, as a result, your players will be evolving as well. This can also lead to long term player retention.

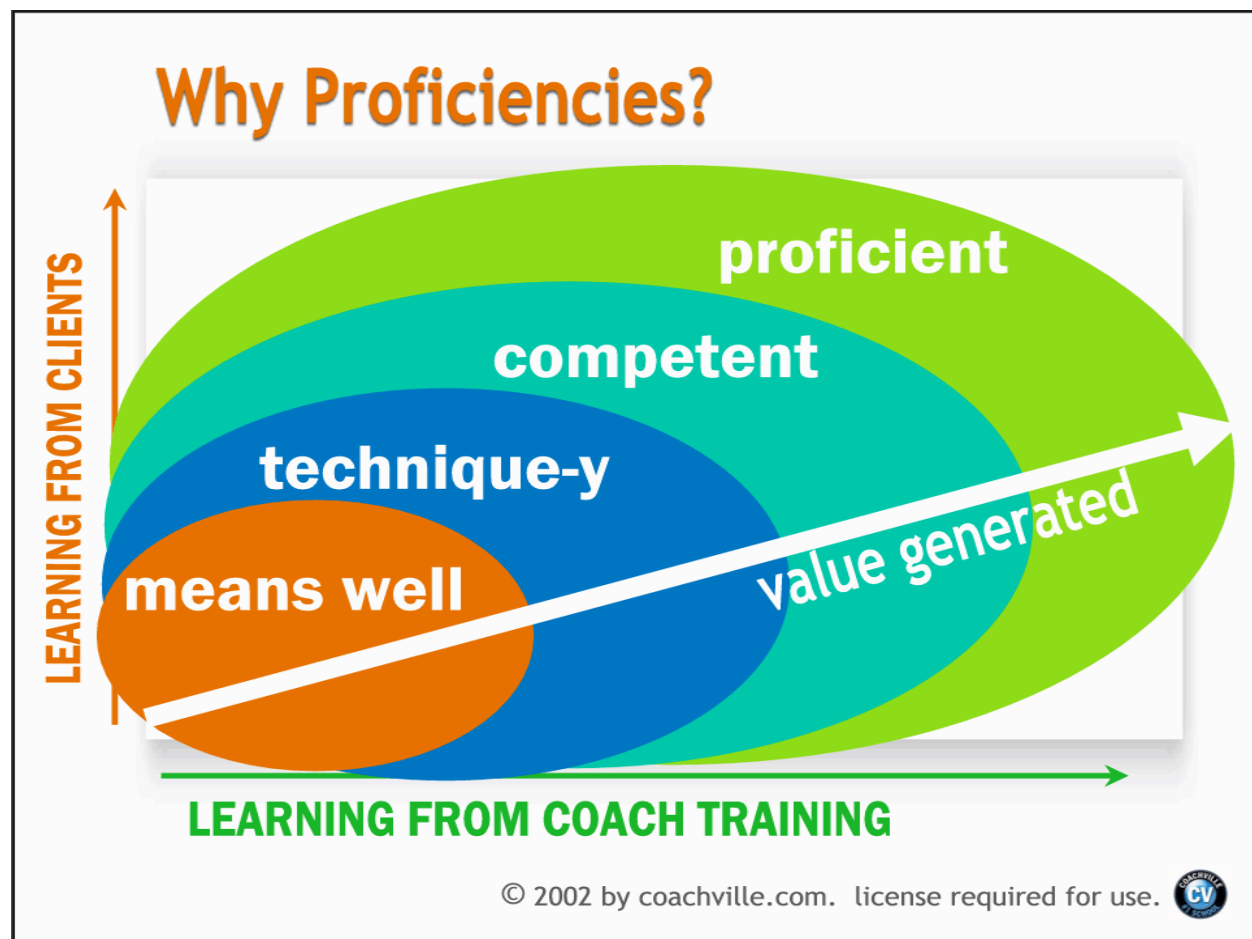
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0.8) Diagrams Thomas Created to set the stage for coaches using the 15 Proficiencies









0.9) The Proficiencies are the Pattern Language of Coaching

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

It was after Thomas passed on that we realized that we had something much greater than a way to evaluate coaches. We also had a complete language set to explain the experience of being coached.

This is the definition of a “Pattern Language”: a distinct set of phrases that bring an experience to life and can be recognized even when they take an infinite number of forms.

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

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

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0.10) 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.

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?

Proficiency Coaching Playbook

Session 1) What Proficiency 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 at least some coaching experience and possibly a LOT! Bring an open mind to these conversations, listen for nuances, don't be so quick to think: "Oh, I already do this".

3) During the practice sessions be willing to try new things. Don't try to coach "the way you always coach". You will learn more if you try something you would NOT normally do! If it doesn't turn well, be easy on yourself! Don't expect to be a master of the proficiencies on day #1. Enjoy the opportunity to stretch and learn.

1.2) What Proficiency Is

Your instructor will lead a conversation about proficiency.

What are your "highlights" from the conversation?

1.3) Focus on Greatness

The first five proficiencies that we will study (in sessions #1 and #2) are focused on the "Greatness" of the player. Your instructor will lead a group conversation around the topic of "Greatness"

What does the Greatness mean to you?:

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1.4) Coaching Proficiency #1 Engages in Provocative Conversations

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

What Is The purpose of this proficiency?

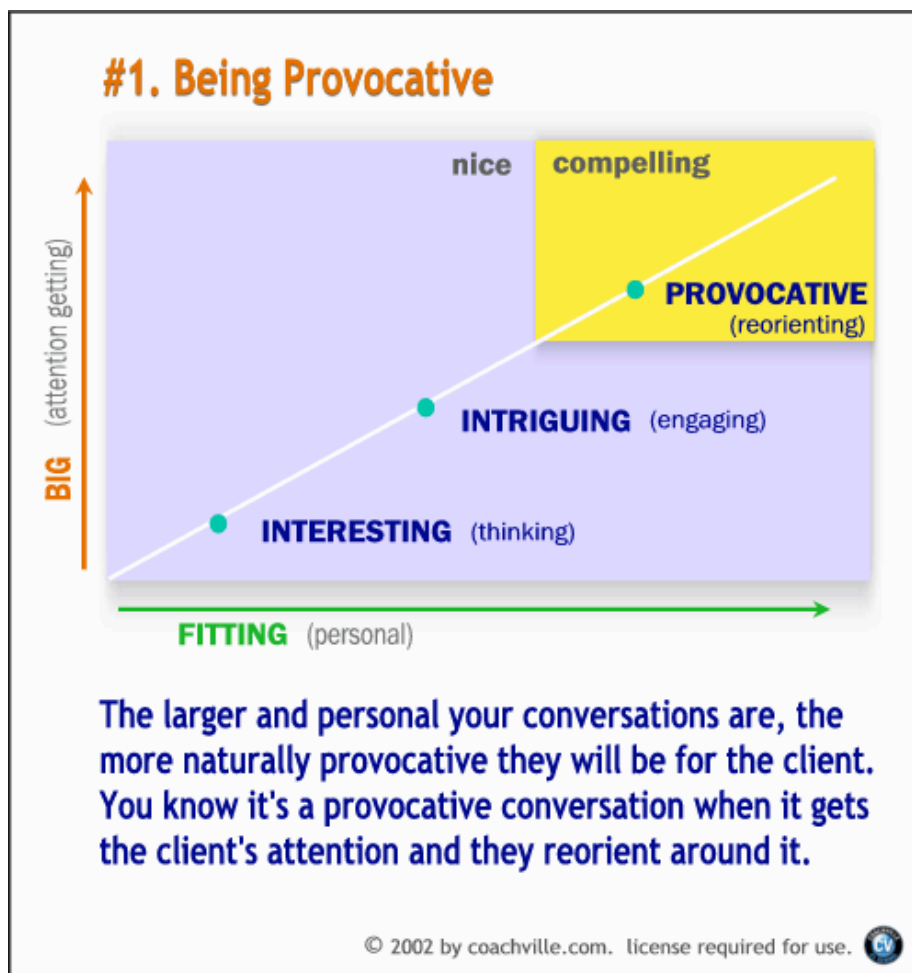
1. To help coaches help players articulate what's really going on in their lives
2. To help coaches know what to do when resonance is lacking between what player is saying and what is true.

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

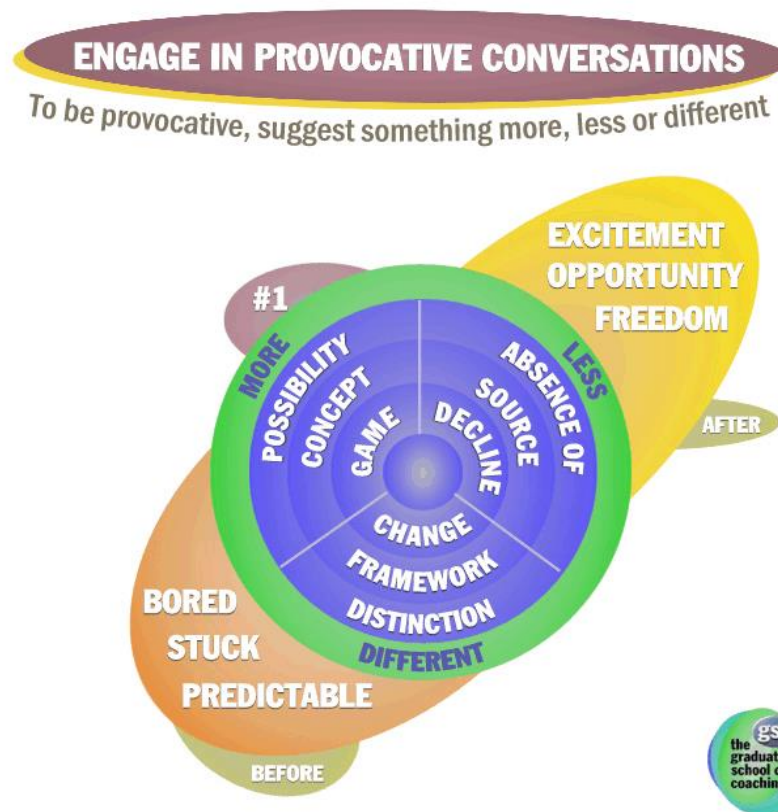
It's more than evocative.

Less than adversarial.

Different from confronting.



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How do you use this proficiency with your players?

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

Proficiency Coaching Playbook

really have a powerful impact. Certified Coaches go deep fast with provocative questions, without probing and pushing their players as if they were cows being led to pasture.

What are the greater truths about engaging in provocative conversations?

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

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

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

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

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

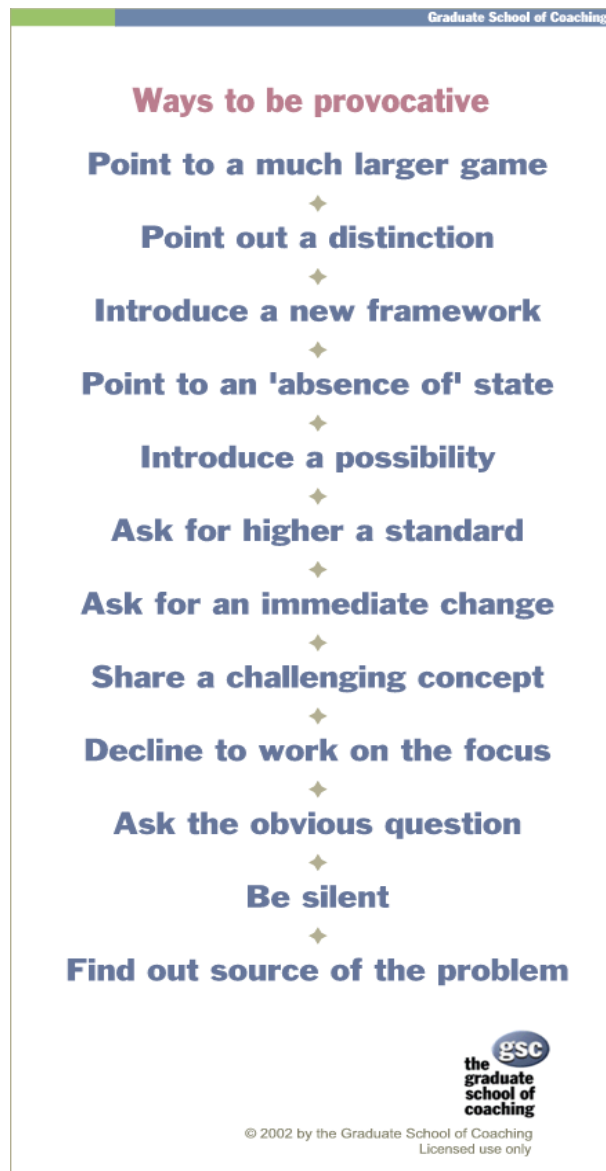
3. The key distinction is provoking vs. evoking.

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

4. People do hide from things they really want.

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

Proficiency Coaching Playbook



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

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

How Do You Learn About Engaging in Provocative Conversations?

- Practice the three sets of questions; the duh, the deep and the doubting.

Proficiency Coaching Playbook

- Listen to others in their conversations. See if you can pick these questions out in the dialogue.
- Try NOT using these types of questions and watch how boring things can get!
- Ask yourself the questions around your own life. Is your life problem free? Why not? Certified Coaches walk their talk.

What Mistakes do coaches make with engaging in provocative conversations?

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

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

2. They fear asking deep questions.

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

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

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

4. They misunderstand the distinction between provoke and evoke.

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

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

1. Think bigger.

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

2. Pursue a problem free life.

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

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

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

4. Don't be satisfied with a chat.

Expect more. Get more.

Highlights from the conversation about #2 Engages in Provocative Conversations

Proficiency Coaching Playbook

1.5) Coaching Proficiency #2 Reveals the player to themselves

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

Learning Objectives

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

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

Players are often oblivious as to:

1. Who they are.

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

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

2. Where they are coming from.

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

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

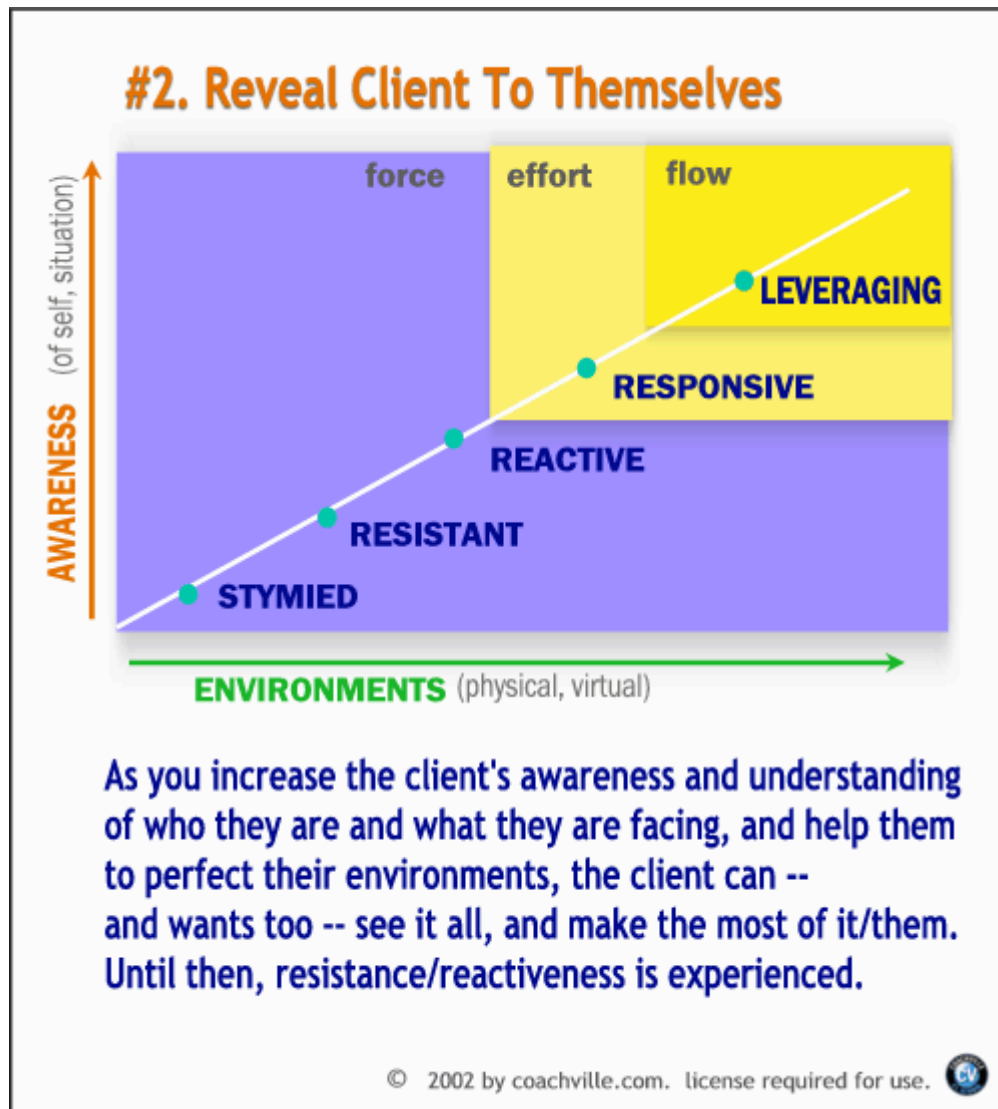
3. How they operate.

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

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

Proficiency Coaching Playbook

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



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

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

What is the role of the coach?

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

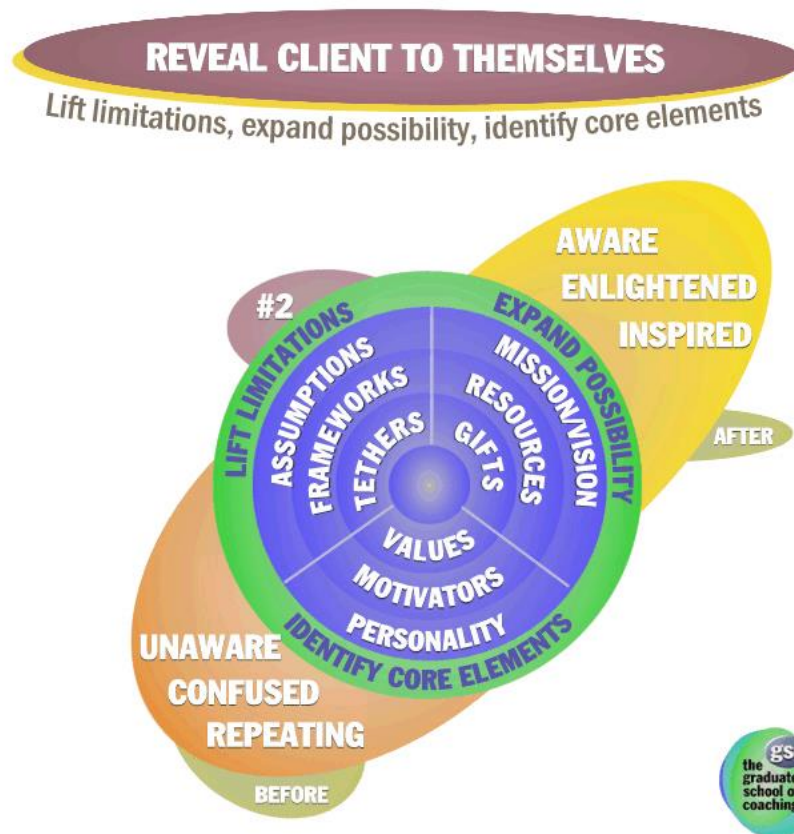
What are the benefits to the player?

1. They become surprisingly effective.
2. They operate with less resistance.
3. They gain in courage and strength.

Proficiency Coaching Playbook

4. They will be able to recognize old, outdated paradigms and be more receptive to adopt new ones.
5. They will in time become super conductive by reveling in themselves.

How do you use this proficiency in working with players?



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

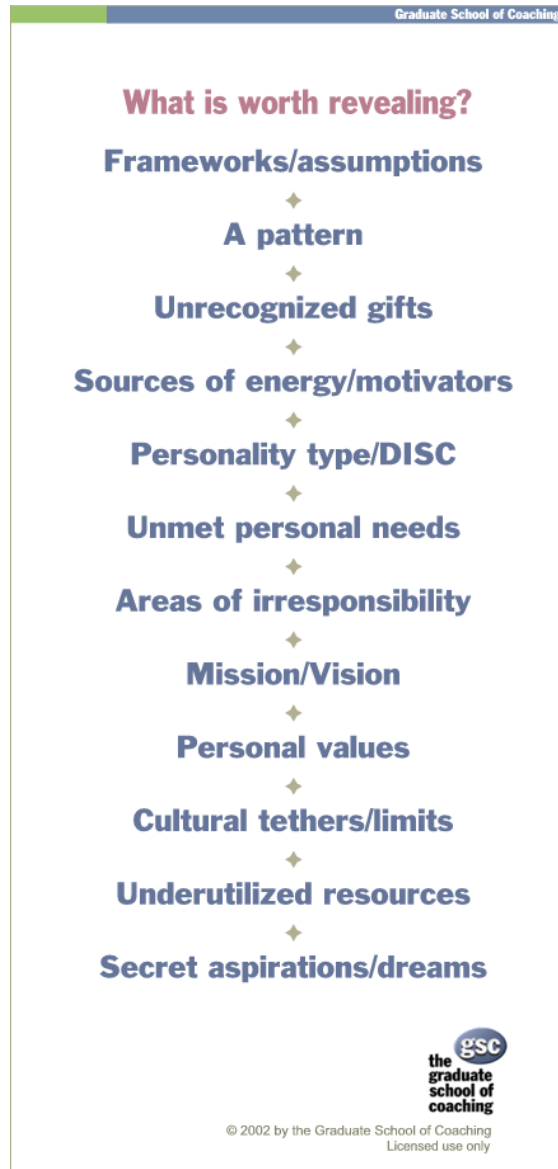
- **Lift Limitations**
Point out their assumptions. Offer different frameworks. Identify what "tethers" them to their current results.
- **Identify Core Elements**
Reveal elements of their personality. Point out what is motivating them. Help them see what their values are and how they are impacting their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

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

The player has an a-ha moment.

Proficiency Coaching Playbook

The player sees themselves in a more empowering way.
The player has been freed up in some way.



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

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

- Sure seems to me that what you have is a gift in that area.
- Do I hear a secret desire to.....?
- Are you taking that gift for granted?
- Now THAT'S a gift!
- What would you like to accomplish in life that you have told no one else about?
- What are you passionate about?
- What have people always said you are good at?
- What is it that you do so easily that it amazes people?

Proficiency Coaching Playbook

- i. Has any anyone ever mentioned that?
- j. Sounds like

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

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

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

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

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

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

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What are the 12 Primary Sources of Energy?



What mistakes do coaches make in working with this proficiency?

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

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

2. Telling, instead of questioning.

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

3. Making this a mission.

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

Proficiency Coaching Playbook

4. Debating or convincing.

Don't turn this into an intellectual contest. Share what you observe, share inklings, and ask questions.

Highlights from the conversation about #2 Reveals the Player to Themselves

1.6) Coaching Demonstration and Practice

Your instructor will conduct a debrief of the recorded coaching session during class.

What are your "highlights" from the coaching demonstration?

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

Coaching Practice

Then you will jump into a practice coaching session.

Remember, the key is to use this basic outline as a guide while maintaining focus on Engaging in Provocative Conversations and Revealing the Player to Themselves!

The First Session...

1) What is the **BIG GAME** you want to play better?

What does winning look like to you?

Clarify 1 or 2 **OBJECTIVES** in each of four categories for the next 6 weeks

2a) What are 1 or 2 tangible measurable **OUTCOMES** you want to create in the next 6 weeks?

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2b) What are 1 or 2 skills you want to explore or **MASTER** over the next 6 weeks?

2c) What are 1 or 2 attributes of who do you want to **BECOME** as a result of playing this game?

2d) What are 1 or 2 **UPGRADES** to your environment you want to create by playing this game?

RACE!

3) **RESULTS!** What are the recurring results that you need to create each day or week in the game?

4) **ACTIONS!** What are the recurring actions that you will do each day to PLAY the game?

5) **CHALLENGE!** What are the challenges in the game that will come from playing for these results?; How can you bring the Spirit of Play into these challenges? What support do you need?

6) **EVALUATION!** – How will we evaluate your progress in the game each week?

1.7) 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!

- 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 coaching outline;**

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.

Proficiency Coaching Playbook

1.8) Review the Game for the Week

Each 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. Don't expect to get a 100 every week, a score of 70 is quite good.

IMPORTANT: You must accumulate at least 50 points in each of the two 3-week games in order to pass the class!

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 entitled: My Game
- 3) Click on the link: Proficiency Coaching Game 1
- 4) Here you will see all of the activities you can do to earn points!
- 5) Remember!!! It is a game NOT a task list. You don't have to do everything. Do the items that engage you.
- 6) ALSO Important: **Share with the Intention to Inspire!** You will earn points if you can inspire your team mates to give you their "You Inspire Me" points. Really Fun!
- 7) Click on the Leader Board tab to access the game cards of all of your team mates. Click on the number link to see each game card.

Proficiency Coaching Playbook

Session 2) Elicits Greatness

2.1) Welcome back! Celebrations and Challenges

Come to class prepared to share!

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

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

2.2) Coaching Proficiency #3 Elicits Greatness

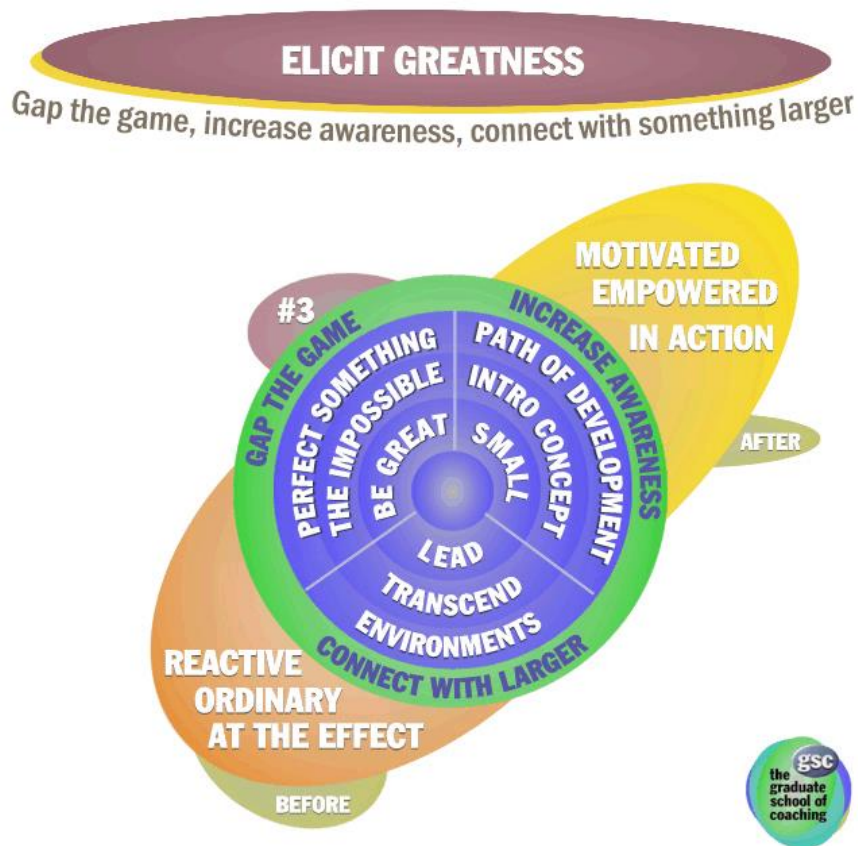
Who else is trained to be proficient in this, 24/7/365, but the Certified Coach? And, while it is true that few players come to a coach and specifically ask that we bring out and develop this greatness, this is what we do naturally when we ask the player to think and act bigger, and by challenging the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

1. Ask for higher standards.
 2. Ask for "absence of" something.
 3. Ask for a much bigger game.
- The key distinction is greatness vs success.

Learning Objectives

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

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What is meant by "Elicits Greatness"?

There is greatness in all of us.

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

What can blind the player to their own greatness?

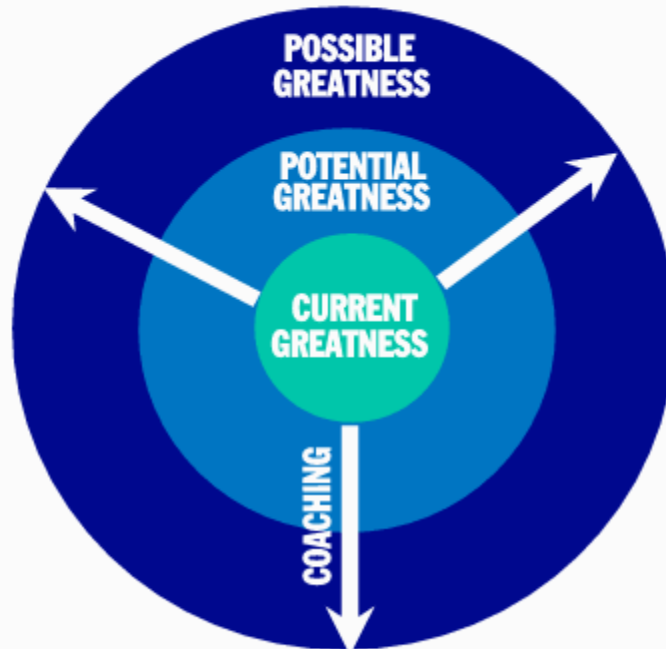
1. False modesty, or a sense of inadequacy.
2. Confusion about the term or how to do it. Sometimes the player will put legacy in front of greatness, not realizing that legacy is a by-product of greatness.
3. Family expectations that they be "normal", not great.

What are the general truths about Greatness?

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

Proficiency Coaching Playbook

#3. Elicit Greatness



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

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

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

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

1. The player becomes entirely self-motivated.
2. The player rises above the current situation.
3. The player feels empowered, and feels in charge of their own destiny.

Proficiency Coaching Playbook

4. The player is in action on things that are big to them.
5. The player sees possibilities where previously they did not.

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

- **Gap the game - ask your player for much higher standards.**

- 1. Ask them to perfect something.**
- 2. Invite them to take on the "impossible".**
- 3. Be great yourself and invite them to join you.**

Key points:

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

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

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

- 1. Introduce the Paths of Development**
- 2. Introduce the concept of Greatness.**
- 3. Absence being small.**

Key points:

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

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

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

- 1. Coach them to design environments for greatness.**
- 2. Help them transcend their smallness.**
- 3. Lead them, and invite them to lead themselves.**

Key points:

1. Your player may have a current goal that they can support and be comfortable with even though they are built for a much bigger game.
2. Thinking bigger may disrupt their routine, their priorities, their lives - help them prepare for this and transform it.
3. People have a certain set point, or governor, or glass ceiling to what they think they can accomplish.
4. Invite your player to consider playing a bigger game, it's not a demand or request. Just ask them if they are interested, and most will respond to the challenge.
5. You may ask for a bigger game from players who have a history of accomplishment but who are built to do more, much more. Not just "could" do more, but BUILT to do more. Could=potential,

Proficiency Coaching Playbook

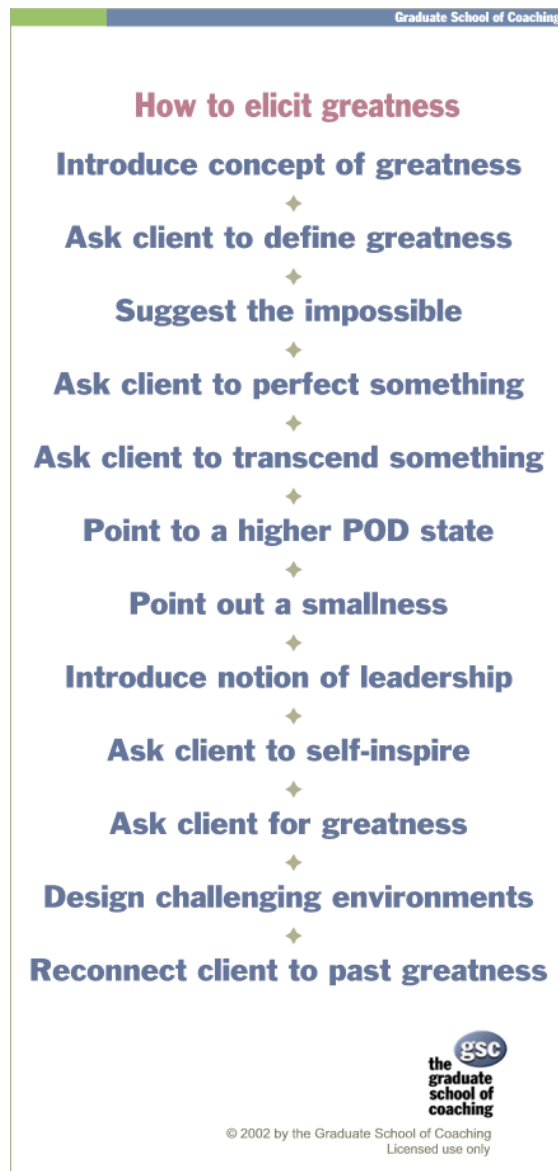
built=capable.

6. The coach often plants a seed which may not sprout until later and make a long-term, lasting difference.

7. Examples of a bigger game:

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

Proficiency Coaching Playbook



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

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

What mistakes do coaches make in eliciting greatness?

Most common mistakes

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

Proficiency Coaching Playbook

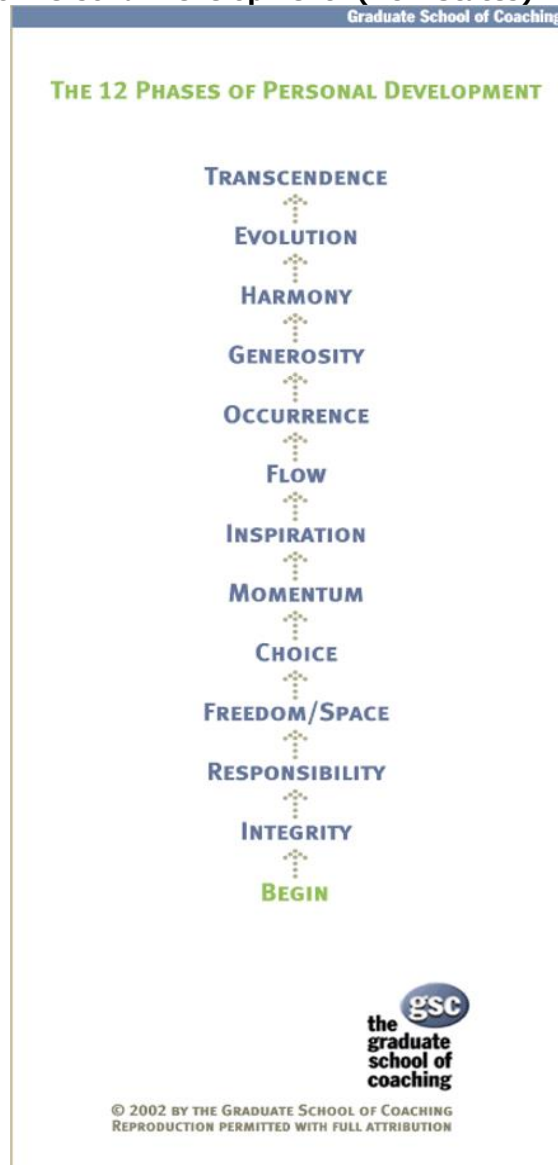
- a. How hard would you like me to push you in this area?
- b. I see this as vital to your long term future. When can we talk about it again? (very sophisticated skill).

7. Judging the player or doubting their abilities.

A solution to the problem of pushing too hard.

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

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



Proficiency Coaching Playbook

Highlights from the conversation about #3 Elicits Greatness

Proficiency Coaching Playbook

2.3) Coaching Proficiency #5 Expands the Players Best Efforts

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

Examples:

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

#5. Expand Client's Best Efforts

1. COACH MORE STRONGLY

2. INCREASE CLIENT'S EFFECTIVENESS

3. REPOSITION THE EFFORT

Three ways to help the client to accomplish more:

1. Coach them more strongly with more energy, tighter focus, added structure, transformative conversations.
2. Help the client increase current capabilities or learn new skills from you or others.
3. Help the client find a better goal to work on or develop a more effective strategy to reach the goal faster.

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Proficiency Coaching Playbook

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

1. We operate at less than 10% of our effectiveness.
2. There are many ways to become productive.
3. A coach is the perfect partner in this process.
4. These tools extend beyond the term of coaching.

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

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



Proficiency Coaching Playbook

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

What are the areas to expand?

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

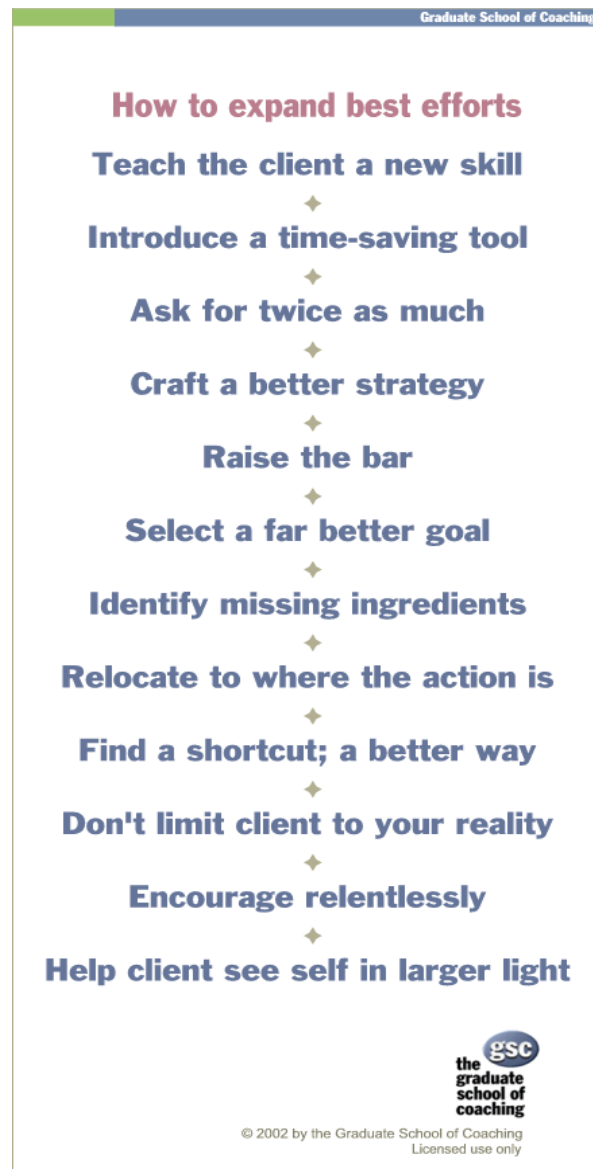
Recognize the player for what they have already done, then expand their awareness as to what they are truly capable of doing.

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

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

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

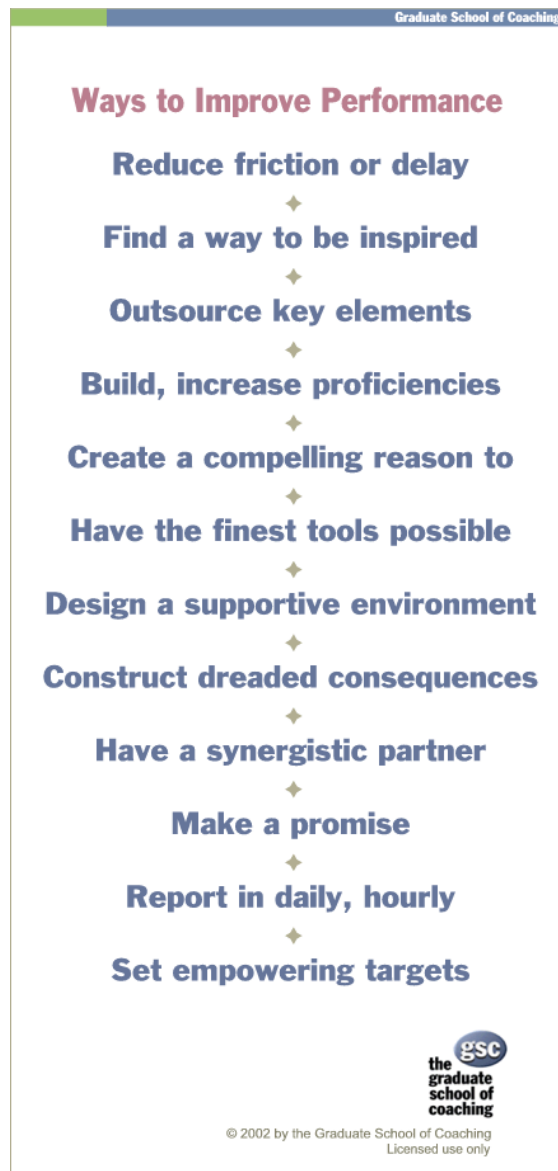
Proficiency Coaching Playbook



How do you know their efforts are being expanded enough?

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

Proficiency Coaching Playbook



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

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

What mistakes do coaches make in working with this proficiency?

1. Playing God. Holding the player back because you have decided the player isn't capable.
2. Not acknowledging the player's best efforts to date.
3. Pushing the player instead of inviting, requesting.
4. Asking the player to take actions, then merely helping the player manage those actions, rather than creating and managing the "space" where things just seem to happen.

Proficiency Coaching Playbook

5. Pressing rather than expanding by failing to make it a collaborative exercise between coach and player.

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

2.4) Coaching Proficiency #11 Champions the Player

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

Key Distinctions

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

What does it mean to Champion the Player?

1. Champion vs. Cheerleading

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

2. You really feel it.

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

3. The player champions themselves.

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

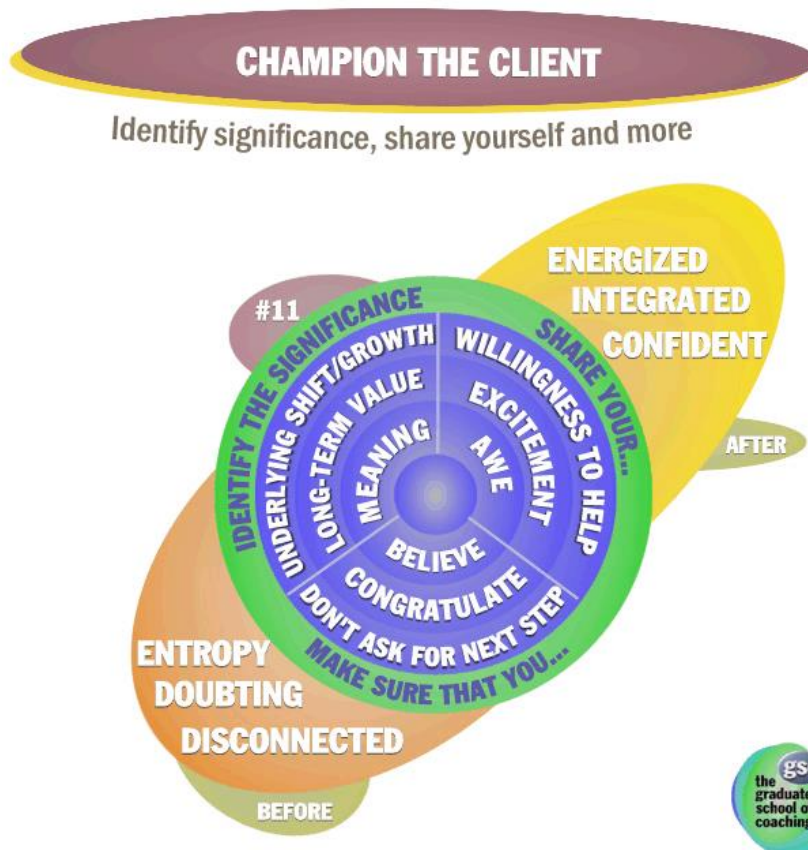
4. Champion at all levels.

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

Proficiency Coaching Playbook

What are some general truths about championing the player?

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

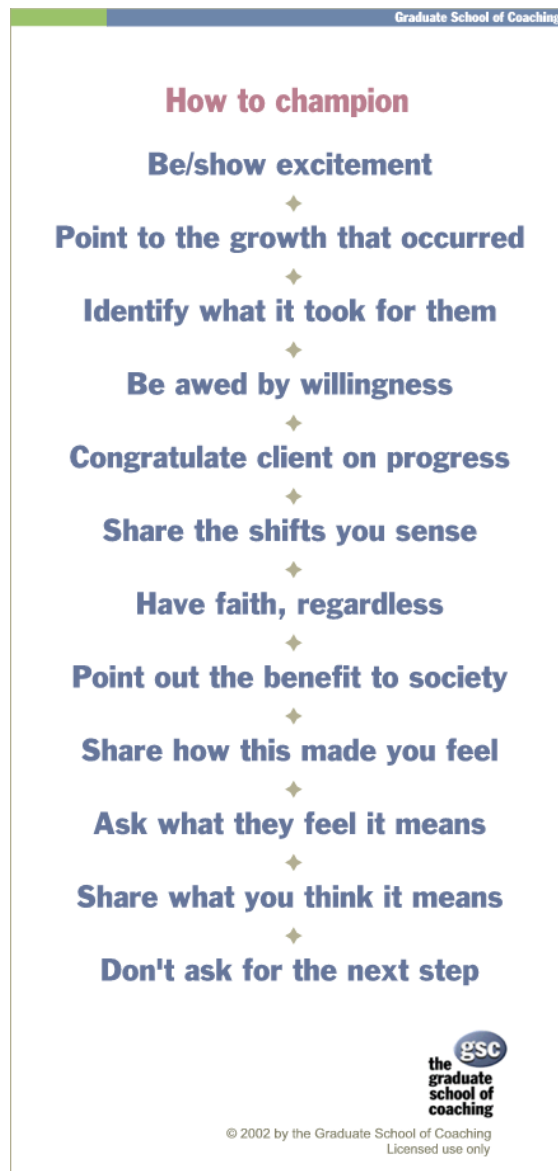


- **Identify the significance.**
Identify the underlying shift or growth that has occurred. Help the player understand the long-term value and meaning of the shift.
- **Make sure that you...**
Don't ask for the new step too quickly. Be sure to congratulate the player and that they believe you.
- **Share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

What can the player expect?

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

Proficiency Coaching Playbook



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

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

1. Look for the deeper emotion from the player.

Proficiency Coaching Playbook

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

2. Be curious and excited.

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

3. Match their emotion, tone, and feeling.

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

4. Look for the greater truth.

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

5. Ask THEM.

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

6. Get comfortable with silence.

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

Why is this a Proficiency?

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

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

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

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

What are the benefits of championing the player?

1. Sets the player up for success.

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

2. The player does most of the work.

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

Proficiency Coaching Playbook

3. You have more fun!

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

How do you know if you're getting it?

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

What are some common mistakes when using this Proficiency?

1. Puffing up the player.

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

2. Championing before you listen.

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

3. Self-referencing.

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

4. Not matching their intensity level.

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

5. Not prompting them to acknowledge themselves.

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

Highlights from the conversation about #11 Champions the Player

2.4) Coaching Demonstration and Practice – Get into the game

Your instructor will conduct a debrief on the recorded coaching demonstration.

Proficiency Coaching Playbook

What are your observations or questions from the coaching demonstration?

Where did you observe examples of:

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

In this session the coach will continue to coach the player using the Play Two Win Method and the RACE Model.

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

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

Sessions 2-6

Use this basic flow for your conversation; you explore each area together so you can put your awareness on practicing the skills that you are studying in that session.

Note about the playsheet: Explore the Blue Circles from Right to Left.

Here you use the RACE elements in reverse.

1) **EVALUATION!** – How did the game go last week?

What were your results?

2) **CHALLENGE!** What challenges did you face?

What did you learn from those challenges?

How can you bring the Spirit of Play into these challenges next time?

3) **ACTIONS!** Do we need to change or improve the actions of your game?

If so, how?

3A) **Communication** is the primary action!

> What needs to be said that hasn't been said?

> What requests have you not made?

> What truth have you NOT acknowledged?

4) **RESULTS!** What can we do to play better and get better results this week?

Do we need a new game plan?

5) What are your highlights for this session?

Proficiency Coaching Playbook

2.5) Highlights

Session 3) Pattern Language

3.1) Welcome back! Celebrations and Challenges

Come to class prepared to share!

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

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

3.2) Pattern Language

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

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

Here is the quote from the program introduction:

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

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

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

What are your insights and highlights from the conversation?

3.3) What Trust Is

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

Your instructor will lead a dialogue about trust.

What are your insights and highlights from the conversation?

Proficiency Coaching Playbook

3.4) Coaching Proficiency #4 Enjoys the Player Immensely

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

Key Distinctions

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

What are the guiding principles of enjoying the player immensely?

1. Enjoy yourself first.

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

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

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

3. Be fully present.

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

4. Be interested vs. being interesting.

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

5. Come from love.

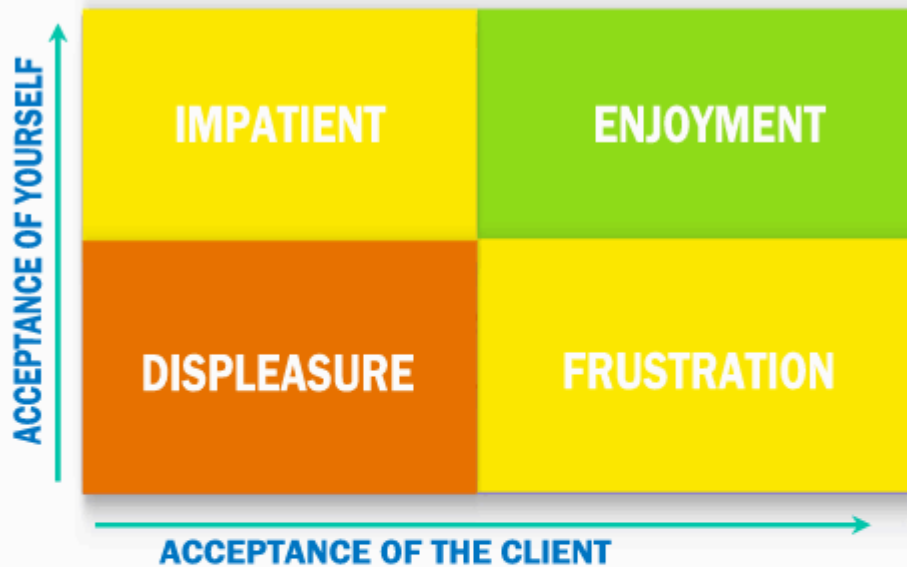
Simply loving the player is probably the fastest way to creating a safe environment for the player to move forward. When you come from love you set your own agenda aside, which creates the space for the player to really move forward.

What are the general truths about enjoying the player immensely?

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

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

#4. Enjoy the Client Immensely

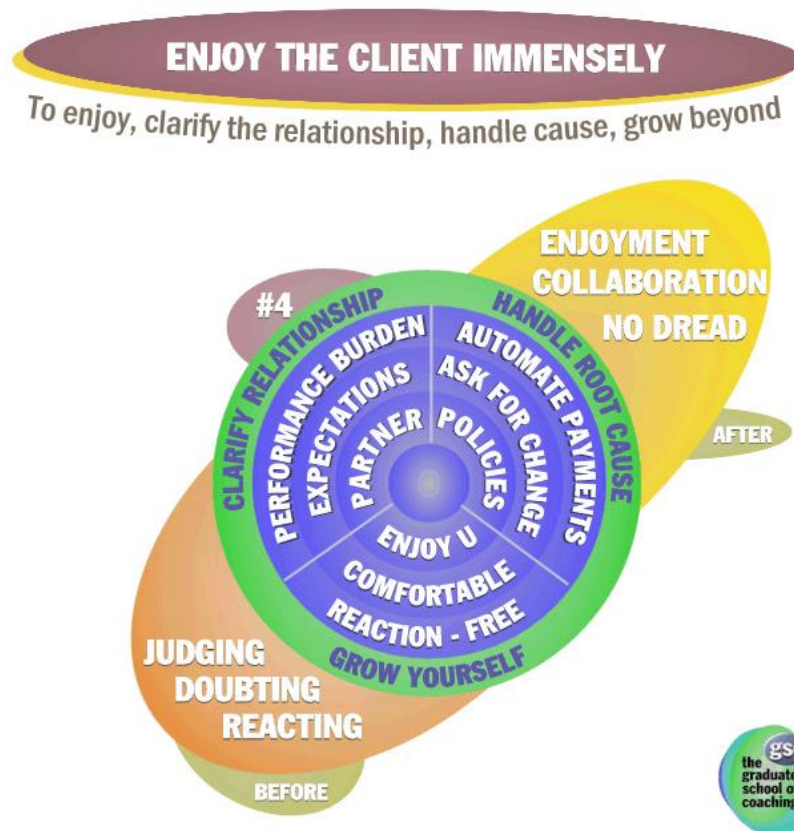


As you come to accept the parts of yourself that are not acceptable, it's easier to accept the parts of the client that are bothering you. Until then, you'll be experiencing displeasure. And if you only come to accept yourself, you'll be impatient with the client's progress. If you only come to accept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

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

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

What are some other pointers?

1. Appreciation

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

Proficiency Coaching Playbook

2. See Perfection

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

3. Get curious

See the guiding principles above.

4. Enjoy the Moment

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

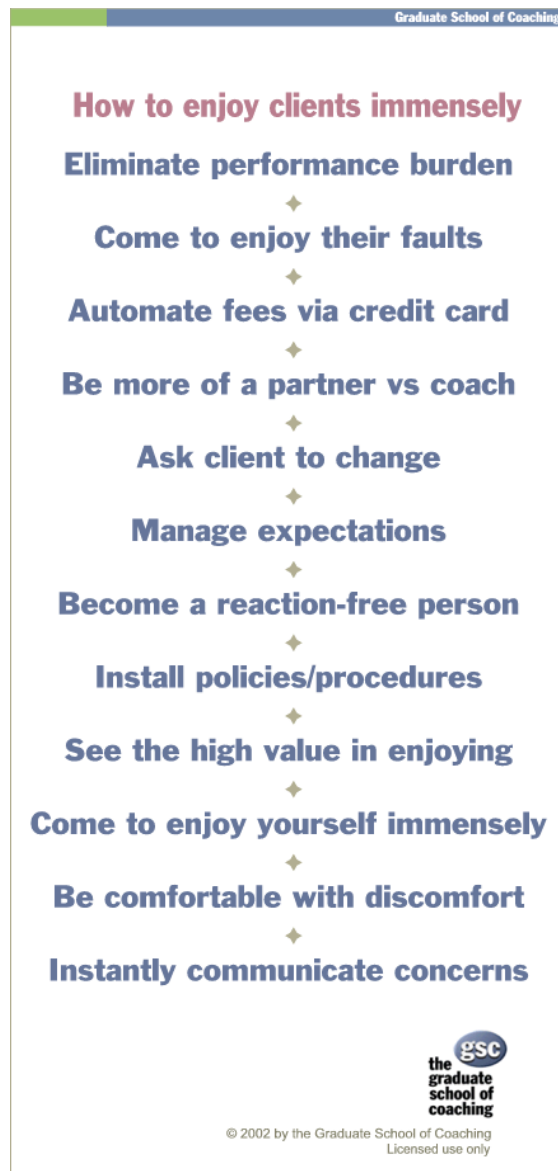
5. Think of it as Empowerment.

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

6. Enjoy the Pace

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

Proficiency Coaching Playbook



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

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

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

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

2. You dread their coaching call.

Duh.

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

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

Proficiency Coaching Playbook

4. There's a mismatch.

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

5. You are frustrated with their "stuckness".

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

6. Pay attention.

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

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

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

A Final Note About Boundaries

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

Highlights from the conversation about #4 Enjoys the Player Immensely

Proficiency Coaching Playbook

3.5) Coaching Proficiency #6 Navigates via Curiosity

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

Examples:

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

The key distinction is curiosity vs. information gathering.

What is navigating via curiosity? Some distinctions...

1. Interested vs. Interesting

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

2. Questions vs. Interrogation

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

3. Navigating vs. Driving

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

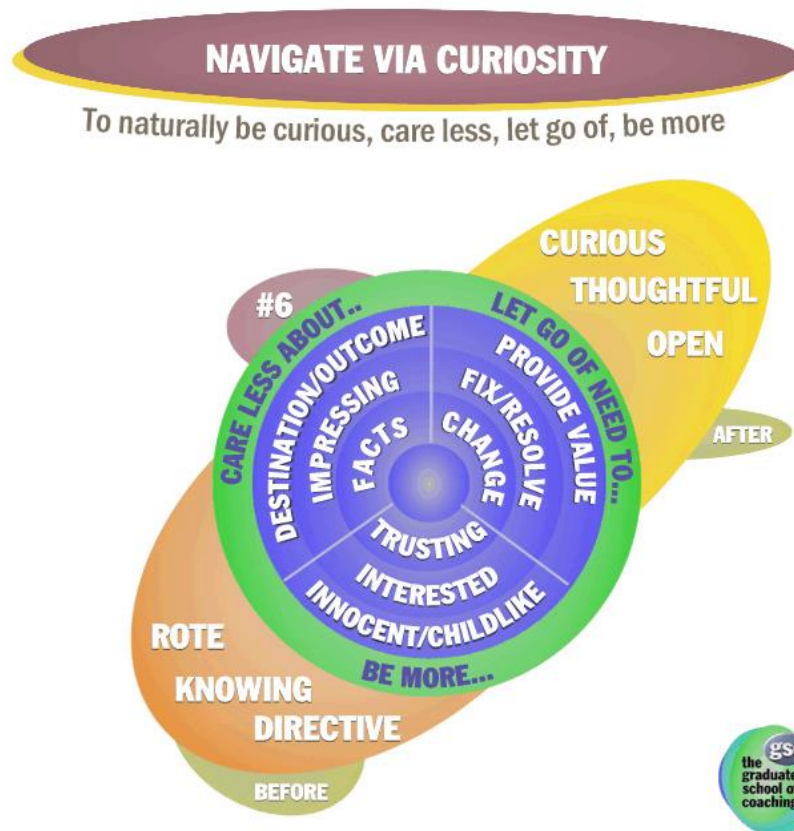
4. Curiosity for the sake of curiosity

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

5. Innocence

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

Proficiency Coaching Playbook



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

What are some general truths about navigating via curiosity?

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

What is there to be curious about?

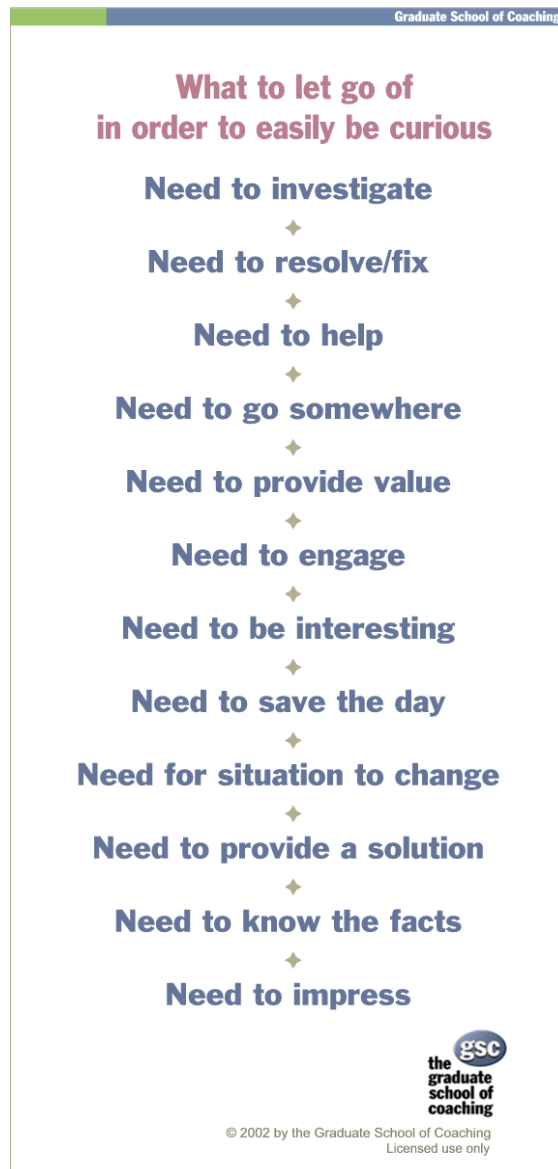
1. The situation.
2. The dynamic.

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3. The person.
4. The facts.

How do you know you're really being curious?

1. The player opens up.
2. The player takes the initiative to think.
3. You learn something new.
4. The player becomes a more curious person.



Why is this a Proficiency?

1. Requires Keen Self-Awareness and Self-Confidence

The ability to navigate via curiosity requires a keen sense of self-awareness, and ability to get out of the way of the process so that it can evolve naturally. To master navigating via curiosity, a coach

Proficiency Coaching Playbook

must feel confident in themselves and their abilities to handle any situation. Curiosity is a place of not knowing yet, and not being results-oriented. It takes an advanced coach to be comfortable with this.

2. Nuances

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

3. Being courageous and trusting the process

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

4. The ability to BE without performing

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

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

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

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

2. Creates a relationship with the player.

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

3. Gets you off the hot-seat.

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

4. It expands possibilities.

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

5. Uncovers nuances that might otherwise be hidden.

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

6. Heightens your awareness of inklings and intuitions.

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

7. Provides structure and content for future coaching sessions.

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

What are some curious questions?

1. What is something intriguing you are working on or have been thinking about?
2. What is it that intrigues/inspires you about that?

Proficiency Coaching Playbook

3. Where do you fit in that?
4. Tell me more about that.

How do you know if you're getting it?

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

What are some common mistakes when using this Proficiency?

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

Highlights from the conversation about #6 Navigates via Curiosity

Proficiency Coaching Playbook

3.6) Coaching Demonstration and Practice

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

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

Sample questions...

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

What are your observations or questions from the coaching demonstration?

Where did you observe:

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

3.7) Highlights from the session

Proficiency Coaching Playbook

Session 4) Coaching for Trust

4.1) Welcome back! Celebrations and Challenges

Come to class prepared to share!

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

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

4.2) Coaching Proficiency #9 Communicates Cleanly

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

Learning Objectives:

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

What are some general truths about communicating cleanly?

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

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What are some key distinctions?

1. Clean it up vs. give it up.

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

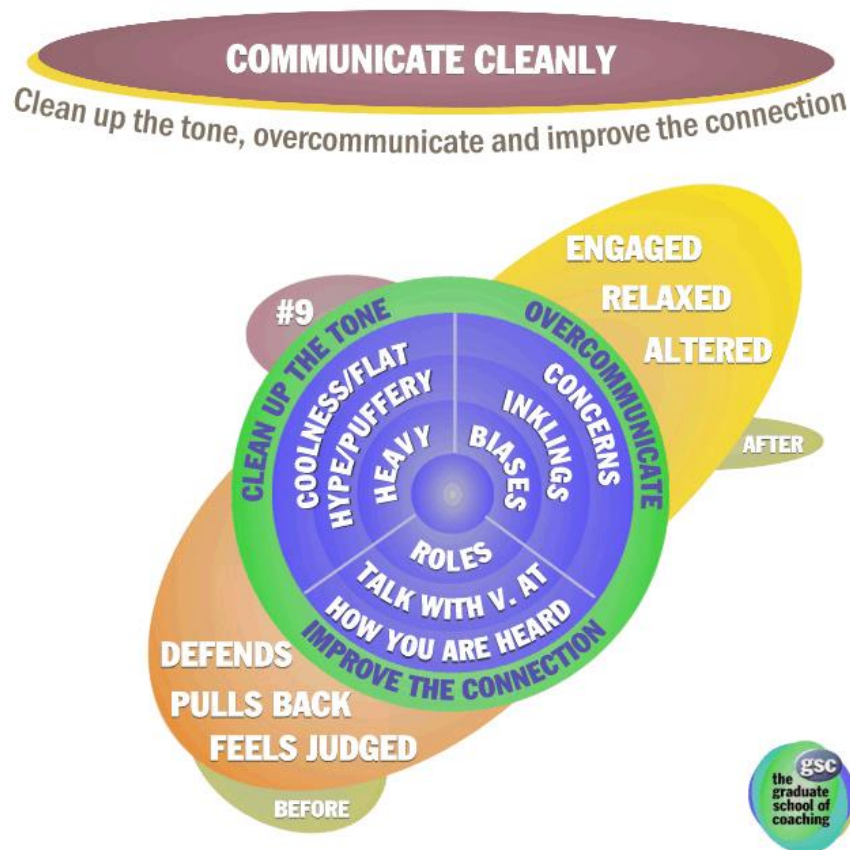
2. Eliminate the "buffer".

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

3. Absence of vs. unnecessary additives.

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

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

What can a player expect?

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

What categories tend to need cleaning?

1. Buffer

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

2. Judgment

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

Proficiency Coaching Playbook

3. Self-referencing

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

4. Needing the player to be "successful"

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

5. Performing

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

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How to communicate cleanly

- Throw away your coaching hat
- ◆
- Communicate any biases
- ◆
- Share concerns as they appear
- ◆
- Believe in the client
- ◆
- Step in the client's shoes
- ◆
- Share inklings/intuition frequently
- ◆
- Share with vs talk to/at the client
- ◆
- Be unconditionally constructive
- ◆
- Be responsible for how you're heard
- ◆
- Replace puffery with respect
- ◆
- Lighten the significance in your voice
- ◆
- Resolve the need you have to speak

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Why is this a Proficiency?

1. Requires knowing yourself at a deep level.

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

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

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

3. Requires mastery of basic coaching skills

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

What should you do to communicate cleanly?

1. Be yourself.

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

2. Express the normal range of emotions.

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

3. Acknowledge your bias.

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

4. Learn to be comfortable with silence.

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

How does communicating cleanly make you a better coach?

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

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

2. The player feels valued and heard.

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

3. Requires you to play a bigger game.

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

4. Communication becomes more important than talking.

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

How do you know if you're getting it?

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

Proficiency Coaching Playbook

7. The player fully engages with you.
8. The communication is effortless for you.

What are some common mistakes when using this Proficiency?

1. Being too intense.

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

2. Talking too much.

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

3. Self-referencing.

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

4. The need to be right.

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

5. Not doing your own work first.

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

Highlights from the conversation about #9 Communicates Cleanly

4.3) Coaching Proficiency #14 Designs Supportive Environments

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

Learning Objectives

1. To appreciate why designing supportive environments is important and why it's one of the components of the 15 "Proficiencies".
2. How learning to design environments will make you a better coach.
3. What resources are available.
4. How a coach sets up an effective environment.
5. What mistakes coaches make designing environments.

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6. To support players to take the actions they want, to have the actions occur more quickly and to live in an environment that is inspiring vs. an environment that they suffer through.

What are the general truths about designing supportive environments?

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

Key Points/Topics

1. Environments as partners.

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

2. Almost anything can be an environment.

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

3. Environments vs. Self-Reliance

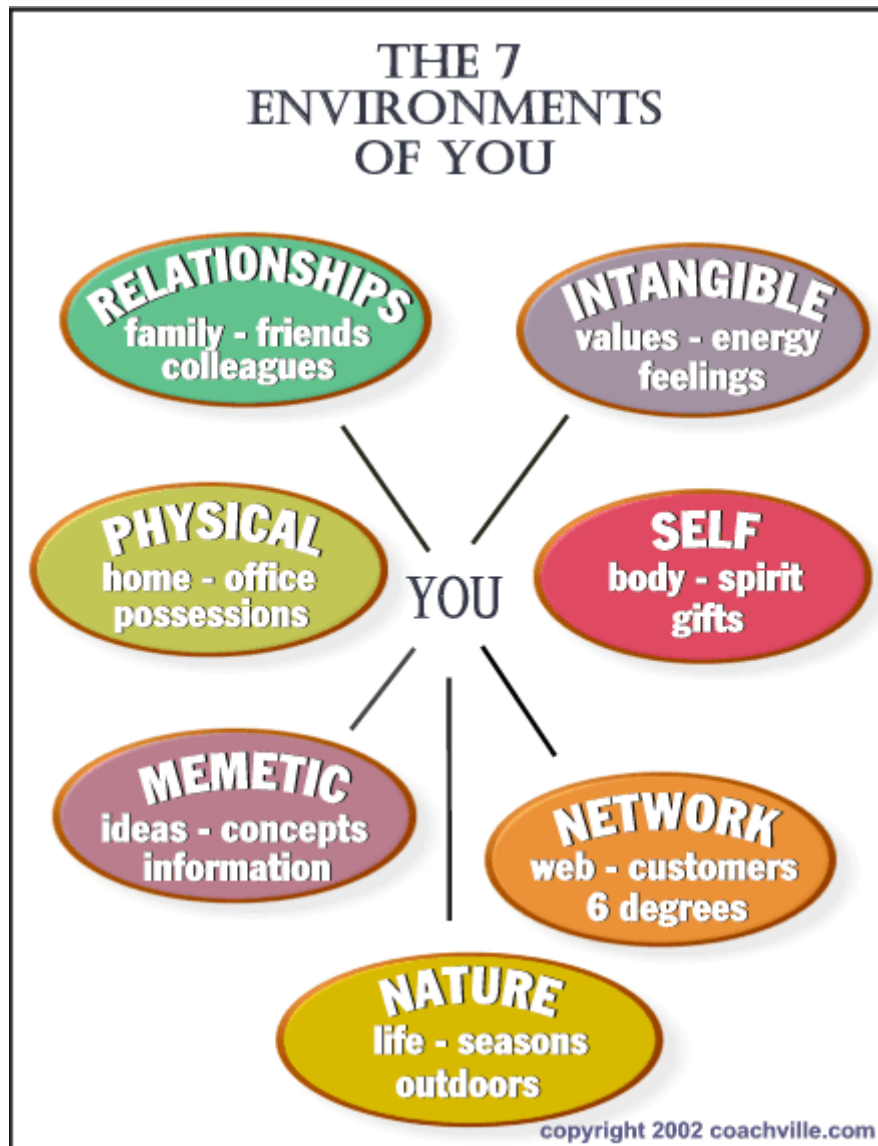
Relying on willpower to get things done can be done - often at the cost of physical or mental strain and stress if relied on too long. Environments, on the other hand, reduce the stress by setting things up to get done more easily, with less effort.

4. Environments create safety.

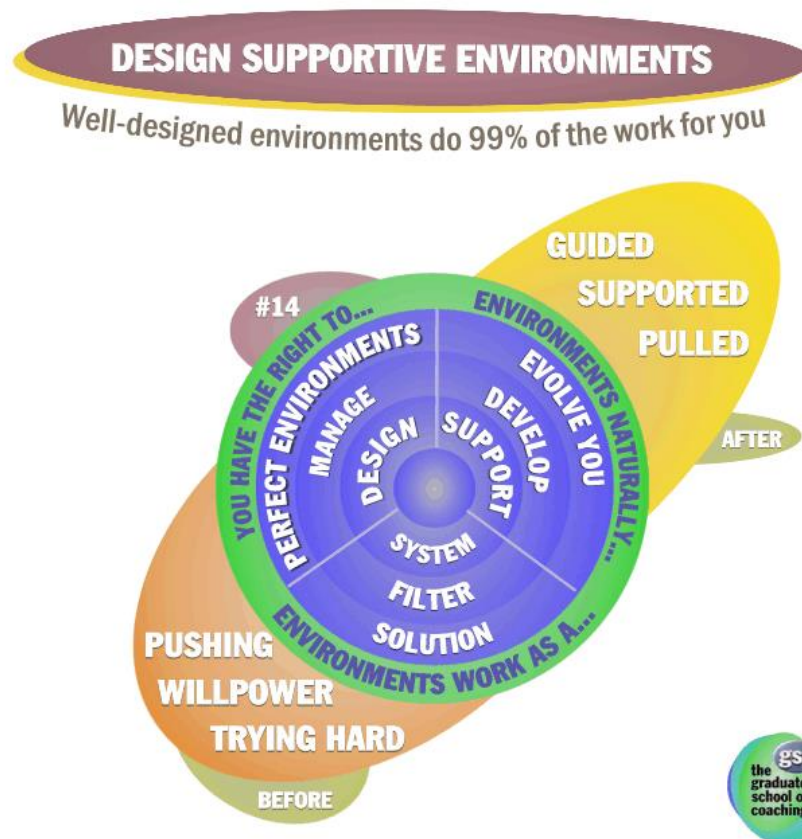
Environments do this in two ways. First, they are based on fail-safe structures that provide certainty and reduce stress for the player. Second, by focusing on designing environments, it takes the pressure off the player to have to be a certain way - changing the environment to fit them vs. changing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

What are the 7 types of environments?

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



Proficiency Coaching Playbook



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

What can the player expect?

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

What are some key distinctions?

1. Ideal environments inspire rather than drain.

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

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2. Environments are sustainable.

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

3. See everything as an environment.

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

4. Environments vs. action.

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

How do you help players design support environments?

1. Introduce the concept.

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

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

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

3. Use successful environments as a road map.

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

4. Pick something the player can accomplish.

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

5. Design environments to help the player take action.

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

6. Design environments to have actions occur more quickly.

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

7. Set up structures to strengthen the environments.

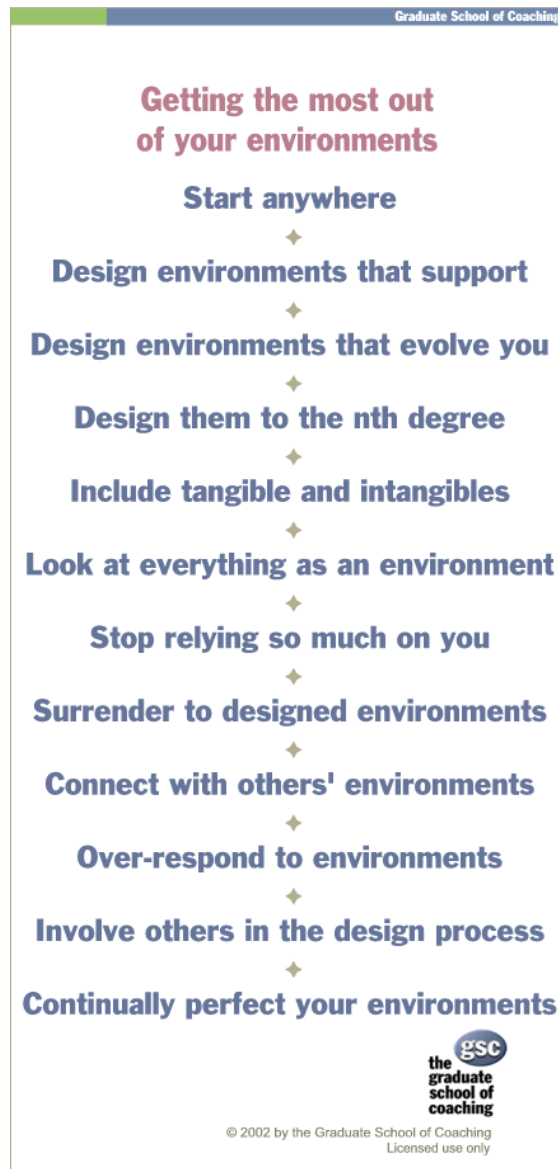
Think of it as the environment for the environment. If your player has to tend to the environment all the time, just to keep it functioning, then it's not really doing its job - to make their life easier and more effective.

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

Walk the player through it. When the player is at the max of their efforts, it usually takes a person to lead them. Just giving them a plan or checklist might not be enough - even if they are "capable" of

Proficiency Coaching Playbook

doing it on their own. The whole point is that their environments are not currently supporting them, so you want to set them up for success.



What are some questions you can ask?

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

Why is this a Proficiency?

1. Requires a paradigm shift.

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

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

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

3. Being inspiring vs. pushing or demanding.

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

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

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

How does Designing Supportive Environments make you a better coach?

1. Empowers the player.

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

2. Provides inspiration.

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

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

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

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

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

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

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

How do you know if you're getting it?

1. Your own environments are supportive.

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

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

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

3. You are curious about environments.

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

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

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

What are some common mistakes when using this Proficiency?

1. Taking too much responsibility.

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

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

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

3. Not understanding environments yourself.

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

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

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

Highlights from the conversation about #14 Designs Supportive Environments

4.4) Coaching Proficiency #15 Respects the Players Humanity

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

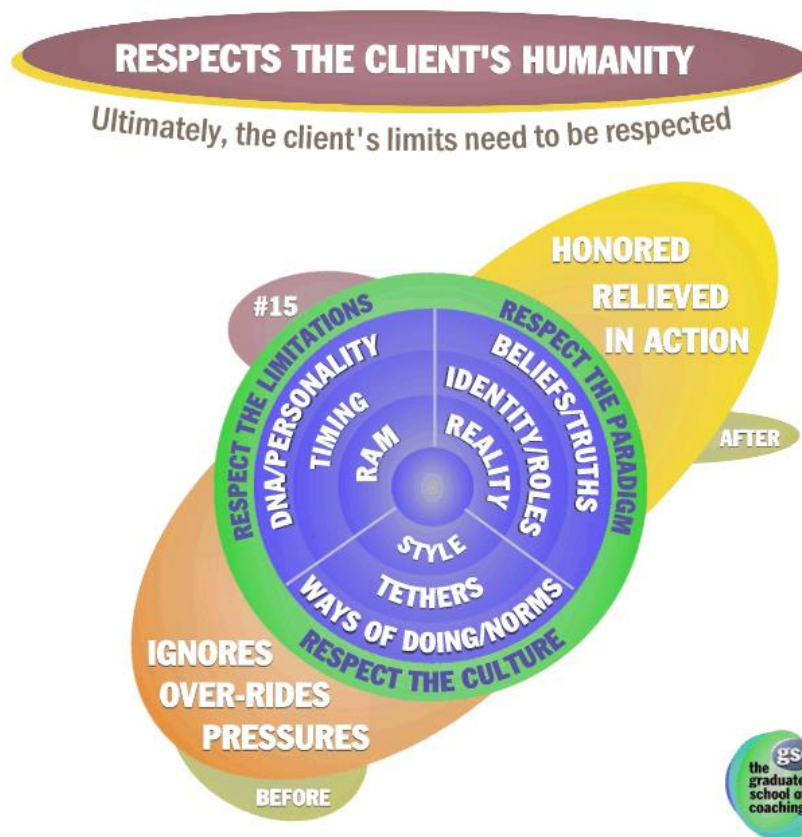
Learning Objectives

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

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

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



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

What can the player expect?

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

How do you respect a player's humanity?

Proficiency Coaching Playbook

Graduate School of Coaching

How to respect one's humanity

Put client ahead of results

◆

Distinguish resistance from limitation

◆

Be comfortable with limits

◆

Check in with the client

◆

Let the client lead the process

◆

Introduce but don't insist

◆

Work gingerly around beliefs

◆

If pushing, stop

◆

Let the client be themselves

◆


Respect cultural needs

◆

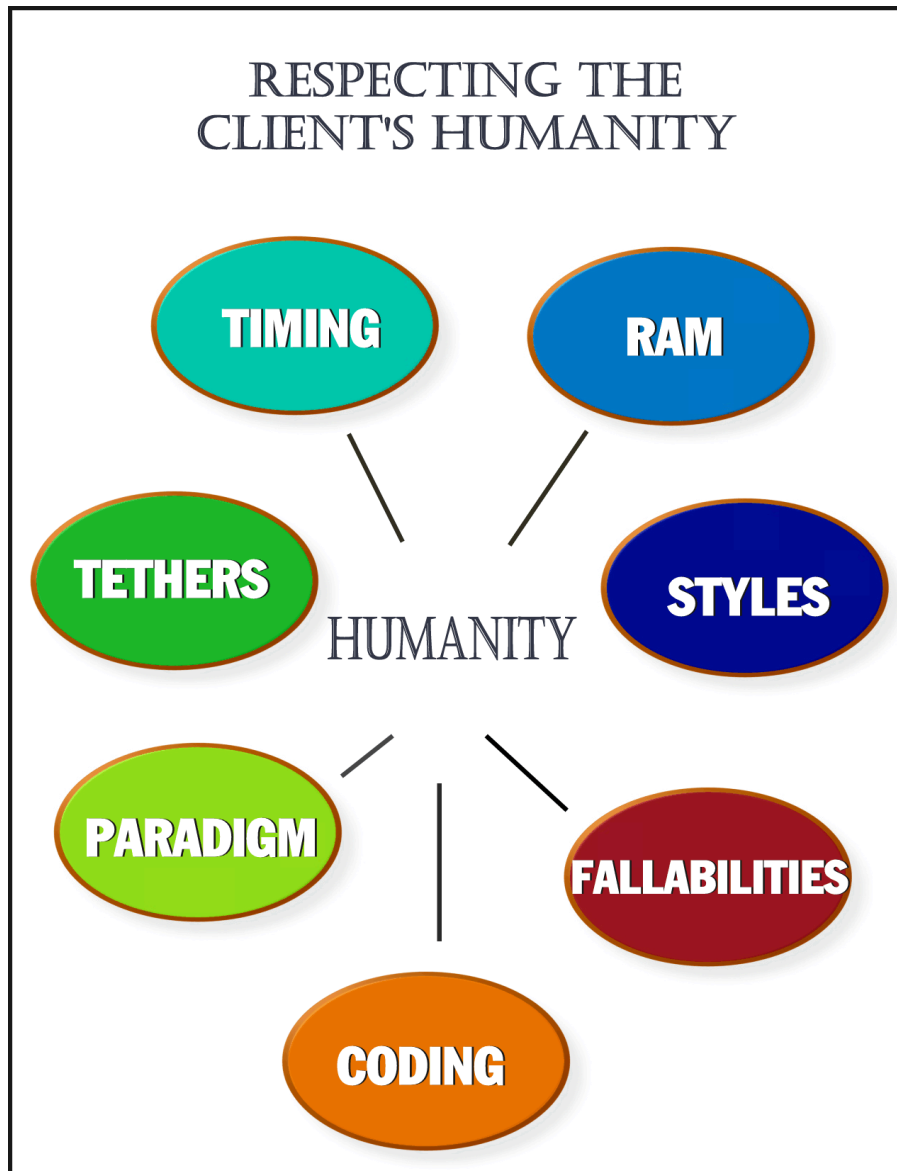
Be sensitive to RAM limits

◆

Come to see life from their eyes


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Key Points/Topics

1. Patience vs. Respect.

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

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

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

3. Respect the player's RAM limitations.

As a coach, you may be poised for faster action than your player. Chances are you've already gone

Proficiency Coaching Playbook

through some of what they are dealing with. Success without stress is what are aiming for. By not forcing the player to take on the rate of change you prefer, s/he will be able to integrate the changes they do make more fully.

4. Respect the player's style and approach.

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

5. Respect the player's wishes.

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

What are some key distinctions?

1. Coaching is a collaborative process.

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

2. Know your players.

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

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

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

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

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

Why is this a Proficiency?

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

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

2. It encompasses respecting all of humanity.

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

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

The Certified Coach is talented in sharing their ideas and opinions - particularly when asked.

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Withholding an idea or possibility from the player does not honor their humanity - or yours. But having judgment about what they should or should not do, also does not honor their humanity. It is sometimes a delicate balance.

4. Requires mastery of basic coaching skills.

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

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

1. Deepens the relationship with the player.

As the relationship is deepened and the player feels "safer" in the relationship, s/he will be able to stretch in to new areas and more likely to take physical and mental action toward creating what they want.

2. It allows you to be fully present with the player.

When you really respect the player and everything they are going through, it takes the pressure off you to "perform" as the coach, allowing you to simply be present with them. You are a better coach when your focus is on the player rather than how well you are doing as a coach.

3. You will know that there is always an answer available from somewhere.

Again, this takes the pressure off you to have to come up with the solution. When you know that the player knows best, and that you are part of the collaborative process, you are actually more resourceful and more likely to help come up with a workable solution.

4. You will enjoy the player more!

Life is easier when you like your work and the people you are working with.

5. The other 14 Coaching Proficiencies will come more naturally.

As you master this proficiency, you will find that you naturally integrate the other Coaching proficiencies into your coaching. They will cease being an "exercise" or something you have to do, but will become the way you coach.

How do you know if you're getting it?

1. You genuinely appreciate and enjoy the player.
2. It's OK to just BE with them, without having to DO anything.
3. You recognize your own humanity - and perhaps even chuckle at it.
4. You notice that you are relishing the truth.
5. You recognize the perfection.

What are some common mistakes when using this Proficiency?

1. Being too linear in your thinking.

Newer coaches often want to jump in with the "specific goal by a specific time" game plan when what would serve the player best is to strategize for 3-6 months without necessarily being "in action."

2. Forcing your own standards on the player.

It's OK for the player to be doing "OK" - you don't have to try to get them to "fantastic". Maybe "OK" is exactly where they need to be right now. It is part of the western work ethic that things should be bigger, better, faster. But that's not always true...and doesn't always match the culture. No need to be a cattle-prod (unless that's what they want from you, of course).

3. Thinking you are right.

One of the biggest mistakes. You have ideas, but the player is right. It's their life, not yours.

Proficiency Coaching Playbook

4. Not catching on quick enough.

Listen to what the player is saying. Sometimes you think you're offering an idea, but the player feels like you are pushing. It's your job to catch on to the nuances of the conversation.

5. Holding back when you have an idea.

Sort of the reverse of #2. There's a way to do this with elegance and finesse. If it's a collaborative process, you need to be there completely, which means respecting all of the humanity that is present. If you have an idea and you withhold it, especially if they've asked for it, that's not really fair.

Highlights from the conversation about #15 Respects the Players Humanity

4.5) Coaching Demonstration and Practice

In this session the coach will continue the pursuit of mastery in the activities of the game by focusing on the results of the game.

While doing so, the coach will keep their attention on the coaching proficiencies:

#9 Communicates Cleanly

#14 Designs Supportive Environments

#15 Respects the Players Humanity

What are your observations or questions from the coaching demonstration?

Where did you hear the coach use: #9 Communicates Cleanly, #14 Designs Supportive Environments and #15 Respects the Players Humanity

Sessions 2-6

Use this basic flow for your conversation; you explore each area together so you can put your awareness on practicing the skills that you are studying in that session.

Note about the playsheet: Explore the Blue Circles from Right to Left.

Here you use the RACE elements in reverse.

Proficiency Coaching Playbook

1) **EVALUATION!** – How did the game go last week?
What were your results?

2) **CHALLENGE!** What challenges did you face?
What did you learn from those challenges?
How can you bring the Spirit of Play into these challenges next time?

3) **ACTIONS!** Do we need to change or improve the actions of your game?
If so, how?

3A) **Communication** is the primary action!
> What needs to be said that hasn't been said?
> What requests have you not made?
> What truth have you NOT acknowledged?

4) **RESULTS!** What can we do to play better and get better results this week?
Do we need a new game plan?

5) What are your highlights for this session?

4.6) Highlights of the Session

Proficiency Coaching Playbook

Session 5) Shares What Is There

5.1) Welcome back! Celebrations and Challenges

Come to class prepared to share!

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

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

5.2) Coaching Proficiency #10 Shares What Is There

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

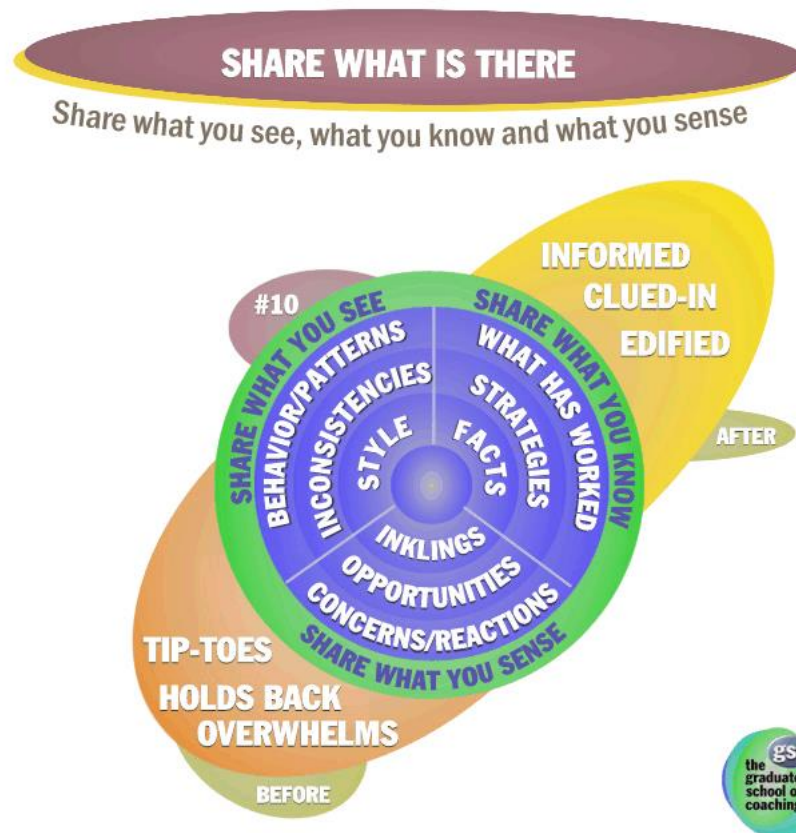
Learning Objectives

1. The 3 part of Sharing What is There.
2. Key distinctions of Sharing.

What are the general truths about sharing what's there?

1. What holds you back, holds the player back.
2. There are many types of things you can share, far beyond what you are feeling.
3. Even if mistaken, the player benefits.

Proficiency Coaching Playbook



- **Share what you see.**
As a coach you will observe behavior patterns, inconsistencies in what the player does and says. Share what you see and hear - even what you don't hear.
You will also observe things about their particular style. Don't worry about getting off the subject. If it's not on target, the player will tell you. Listen for congruency in their voice or body language, and if you are off base, let it go.
- **Share what you know.**
Share what has worked, strategies you know, and facts that relate to what they are working on.
- **Share what you sense.**
Share you concerns and reactions, even if you aren't certain what they are about. Share opportunities you notice or think of. And share you inklings. This is more than intuitions or thinking of yourself as psychic. Long before someone sees something plainly, even before they get an intuition about it, they have an inkling. Your job as the coach is to shorten the time lag by sharing inklings. Chances are you will sense this before the player is aware of it within themselves.

Key point: Share what you are hesitant to share.

It's often those things that you might hold back on that could be the one thing that could accelerate the player. The key is to focus on inklings. They are more powerful than intuition, and can be the source of the most significant value added. The sooner you share it, the more valuable it can be.

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What are some key distinctions?

1. Players pay the coach to share inklings.

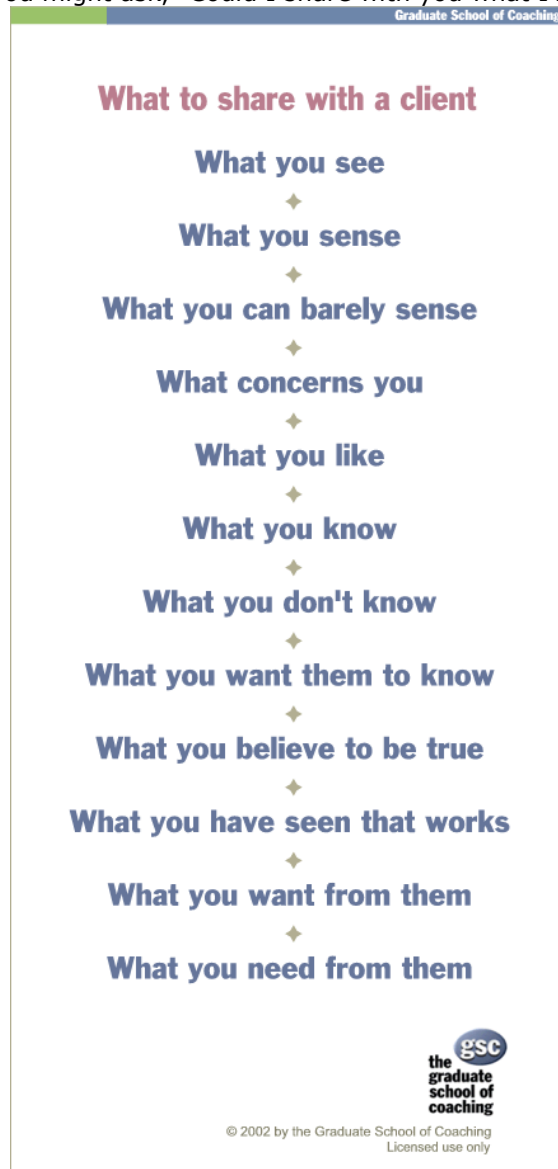
Players hire coaches for their insights, not just their expertise in a particular area. Serve your player by sharing what you notice.

2. Inklings come from somewhere.

Even if you cannot pinpoint where the inkling comes from, it does come from somewhere. You've picked up something in their voice tone, word choice, energy level, etc. - something that for you is a clue about what they really want or don't want, the truth of the situation for them. By sharing this, without having to justify where it came from, you accelerate their own insights.

3. Get permission.

You want to set the stage for this. Some players aren't used to hearing things that appear out of left field. At the beginning of the coaching relationship let your player know that this is how you operate and ask if this is OK. You will also find opportunity to renew this permission throughout the coaching relationship. For example, you might ask, "Could I share with you what I'm noticing?"



Proficiency Coaching Playbook

What are some ways to introduce an inkling?

Having a good inkling "intro" is important. It is a way of asking permission to share, as well as pre-framing the share so that players will not feel pressured to accept it automatically. It will give them something to think about. The key is to come up with a way that feels natural to you. If you make it too "scripted", it will feel forced to the player.

Examples of ways to introduce an inkling are:

1. "I have this thought that came to me. See if that lands at all."
2. "I just want to share something that occurred to me. See if this rings true at all."
3. "I'm sensing something here. Let me know if I'm on target or way off base"
4. "It seems to me..."
5. "Did you realize...?"
6. "Let me just hazard a guess..."

How do you know when you are ready to share?

1. It fits into the conversation.

If it feels forced or like too much of an interruption, hold off until it feels inspired and natural.

2. You are curious.

When something sends up a flag for you or peaks your curiosity, there's something going on. Often it is something you have observed and the player would benefit from your curiosity and sharing.

3. You have permission.

'Nuf said.

4. You're afraid to share.

When there is something you are really hesitant to share, that's often a sign that you actually have a powerful insight. What is it that you are most afraid to share or ask?

How do you know when you are sharing it all?

1. You are holding nothing back.
2. You are complete at the end of the call.
3. The player is edified.
4. The player shares what is there for them.

Why is this a Proficiency?

1. Requires keen self-awareness and self-confidence

Sharing something, when you have no idea where it comes from, requires a high level of self-awareness and self-confidence. This advanced coaching proficiency requires that you "know how you know" - that you are keenly aware of how you distinguish truth, or non-truth, within yourself, and that you be able to pick up on it very early.

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

The Certified Coach must be able to distinguish when it is their own agenda versus that of the player. And you must be willing to share without the need to be right. You may, in fact, be right. And you might not. Share what you think is there, but don't insist that it be there.

3. Being courageous and trusting the process

The Certified Coach trusts the process and knows that everything is perfect. S/he can share what is there without judgment or pressure to make the player accept the coach's perspective. To trust the process, the coach must be willing and able to share their observations, even when it is not accurate for the player. If you have a strong need to be right or perfect, you won't master this.

3. Requires mastery of basic coaching skills

To master knowing your inklings, and sharing them effectively, you must have already mastered the

Proficiency Coaching Playbook

basic coaching skills. If you haven't already mastered the art of asking questions and interpersonal communications, sharing what's there will likely go over like a lead balloon.

What are the benefits of sharing what's there?

1. You accelerate the player's process.

By sharing your inklings, you reduce the normal time gap that occurs in the player's own insights. You are helping eliminate delay.

2. Powerful moments produce huge shifts.

Even when what you are sharing seems small, it is often the pivotal shift required for a larger shift. The aha will be a powerful moment for the player.

3. You begin to trust the coaching process even more.

The more you begin to trust the coaching process, and your skill, the more effective you will be as a coach. Seeing the shifts happen for your player will be immediate feedback to you - thus accelerating your own progress as well. :)

How do you know if you're getting it?

- You begin sharing appropriately.
- You have identified your own internal signals that you are getting an inkling.
- You look forward to inklings because you know it is the beginning of something powerful.
- You share freely, without the need to be right or get the player to agree.
- You share without self-referencing.

What are some common mistakes when using this Proficiency?

1. The fear of being wrong.

This fear will often keep the coach from sharing, or from allowing the player the room to have their own inklings. When you being right is more important than serving the player, you're not really coaching.

2. Saving face.

No need to save face because you haven't done anything wrong. It's not about you, it's about them.

3. Not asking permission.

Remember to talk about your style at the beginning of the coaching relationship. Reinforce it throughout by gently introducing the inkling.

4. Being impatient.

Let the player talk before you jump in with your share. Don't worry. You won't forget it, and you may inkle even deeper the more you hear from the player.

5. Self-referencing.

Have we said this enough?

6. Doubting your inklings.

If you need to know where every thought you have comes from, you will dramatically slow the coaching process. This doesn't mean to share every single thought you have, necessarily. Listen and trust.

7. Not knowing the player or potential cultural differences.

If you are going to be sharing what's there, it's worth finding out how to do that most effectively. Some cultures have different expectations about confrontation or sharing. Create mutually agreeable guidelines early on.

Proficiency Coaching Playbook

Highlights from the conversation about #10 Shares What Is There

5.3) Coaching Proficiency #7 Recognizes Perfection in Every Situation

One way of looking at life is to believe that everything happens for a perfectly good reason, even if we cannot always see or know that reason within our own lifetime. The point here is to look for and find how a player's event, problem, situation or trait is perfect, even if it's clearly not. Seeking to understand and recognizing perfection first, instead of offering tips, techniques and solutions as a knee-jerk reaction, is what the Certified Coach does naturally.

Learning Objectives

1. What Recognizing Perfection is.
2. The difference between responding vs. reaction.
3. How to use this distinction in your coaching.
4. To explain the difference between believing in perfection and forcing perfection.

What is Recognizing Perfection in Every Situation?

1. The ability to look at events and know there are other possibilities.

Recognizing perfection doesn't mean that things are "ideal" or the way the player would have consciously chosen it. It does mean being able to identify different possible meanings, seeing multiple realities. Transcend your own bias against the word "perfect."

2. Being in discovery mode.

When you are looking for the lesson, you may actually miss the perfection because you are so results focused. Get curious.

3. Really believing in Perfection.

Perfection is a paradigm shift for most people. If something really is perfect, it doesn't require you to fix it. If you attempt to fix or solve the situation, you are attempting to force your meaning onto the situation, which is antithetical to perfection.

4. Identifying the Greater Truth of the situation.

There is always a Greater Truth than what the player is currently seeing. The perfection is in there.

What are the general truths about recognizing the perfection in every situation?

1. Things occur for a crystal clear reason, or not; that reason may never be known in our lifetime.
2. When the coach sees the perfection in a situation, they coach better.
3. When perfection is seen, instant and substantial change is more likely to be made.

Proficiency Coaching Playbook



- **Look beyond...**
When you look beyond the current situation you can see more. Allow the player to look beyond missed opportunities, the immediate loss. When the player can see beyond the present moment, they can begin to recognize opportunities and possibilities.
- **Be with...**
When you allow yourself and the player to be with the doubt, their reactions and yours, you create a connection that allows for looking beyond.
- **Discern the...**
What is the greater truth about the situation? What is the underlying dynamic that is operating? What is the source of the challenge? Could it be a source of opportunity?

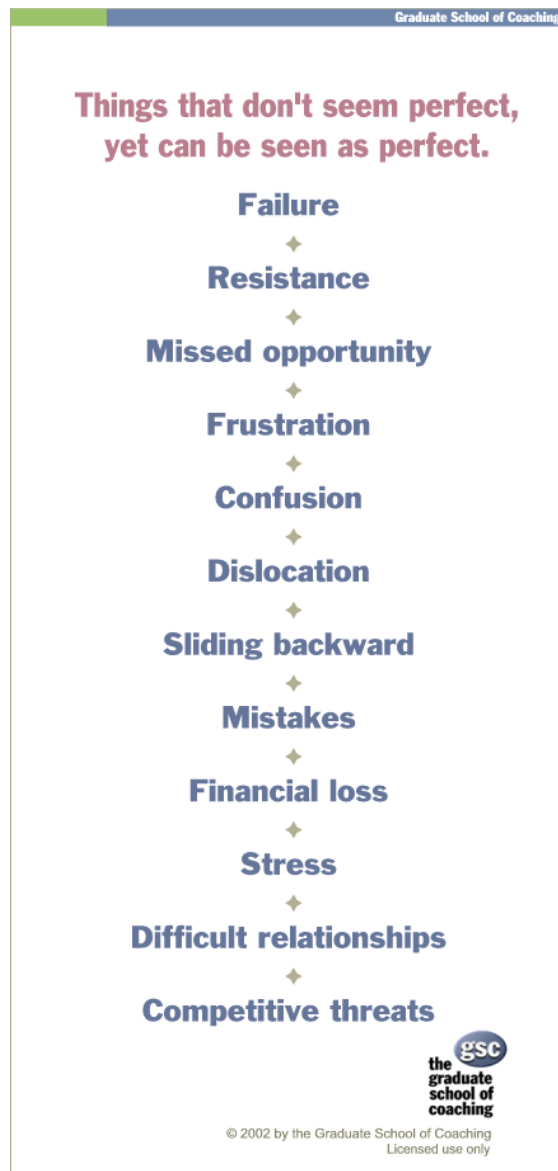
What is the value of recognizing the perfection in every situation?

The player (and you) moves from resistance, personalizing and blame, to accepting, utilizing, and transcending the perceived challenge.

What are some questions to ask to reveal the perfection?

1. What's perfect about this? or if that's too difficult...What could be perfect about this?
2. If this were the first step toward a significant, perfect experience/change, what would that mean? What would that change be?
3. Tell me a time when something didn't work out as planned, but ended up being much better.

Proficiency Coaching Playbook



Why is this a Proficiency?

1. Requires maturity and finesse.

It's easy to overdo this one. You must use finesse and great rapport, and be wise about when you bring this up with a player. You, of course, can still come from this perspective without voicing it to the player.

2. The coach must really believe it.

If you haven't adopted this frame of reference, then you are just faking it, and your player will be able to tell. To master this proficiency, recognizing the perfection in every situation must be your default.

3. Neutrality vs. drama.

Your players may have a lot of drama, intense drama even. The Certified Coach does not get seduced by this. Drama has a way of keeping us there - that's why players keep recreating it.

Proficiency Coaching Playbook

4. Requires mastery of basic coaching skills.

You have to have the basics handled before you can really approach this with confidence. Let it evolve, look for the evidence there really is perfection in every situation.

What are the benefits of recognizing perfection in every situation?

1. Your own life will be more perfect.

When you master this proficiency and it becomes one of your default frames of reference, your own life will feel more perfect. You will find that you have more reserves and you won't get in your own way when coaching.

2. Increased resiliency.

Coaching from this proficiency helps your player build muscle for dealing with challenges and adversity; in fact it will shift their paradigm so that adversity feels different.

3. Empowers the player.

Mastering this proficiency allows you to lead the player to discover their own power, and to take the negative charge out of difficult situations.

4. Puts both of you in discovery mode.

Discovery mode is a creative process, opening up possibilities. Your player will feel more empowered and come up with better ideas from this framework than from forcing a solution or being in quick-fix mode.

5. Increases the player's responsibility.

When the player feels responsible and empowered, they will be able to respond rather than react.

6. Helps player strengthen in many areas.

Recognizing the perfection in every situation allows the player to strengthen their sense of self-responsibility, resourcefulness, creative problem-solving, transforming disappointment into something better.

How do you know if you're getting it?

1. Your immediate response is to look for perfection, no matter what the circumstances. (You'll start to show up in the rest of your life this way, too.)
2. Your players are making significant shifts and getting into action - whether they actually believe the situation is perfect or not.
3. You respond vs. react.
4. It begins to be a fun game for you.
5. You recognize multiple realities.
6. You recognize that what the player is looking at is framing, rather than "reality".
7. You stop needing to use pain to grow.
8. You relax, because it makes total sense.
9. You discern the underlying dynamic.
10. You see the greater truth.
11. You are comfortable with discomfort.

What are some common mistakes when using this Proficiency?

1. Forcing perfection vs. allowing perfection.

Don't be too zealous too fast. For example, if the player is in the depths of their drama, you probably don't want to exclaim, "How perfect!" Lead the player to evolve their recognition of perfection.

2. Reacting vs. responding.

Don't jump in to fix it. Ask questions to draw out the perfection. You must be able to BE with the "problem" rather than solving it or making it go away.

Proficiency Coaching Playbook

3. Thinking it's not really perfect.

As the coach, you must be able to see perfection, or at the very least you must know there is perfection present even if you can't see it yet.

4. Being seduced by the drama.

Don't let the story go on too long - or both of you will be wrapped up in it. Ask questions to get clear about what's going on and what the player's framework is, then ask questions to draw out the gems.

Highlights from the conversation about #7 Recognizes Perfection in Every Situation

5.4) Coaching Proficiency #8 Honing In On What Is Most Important

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

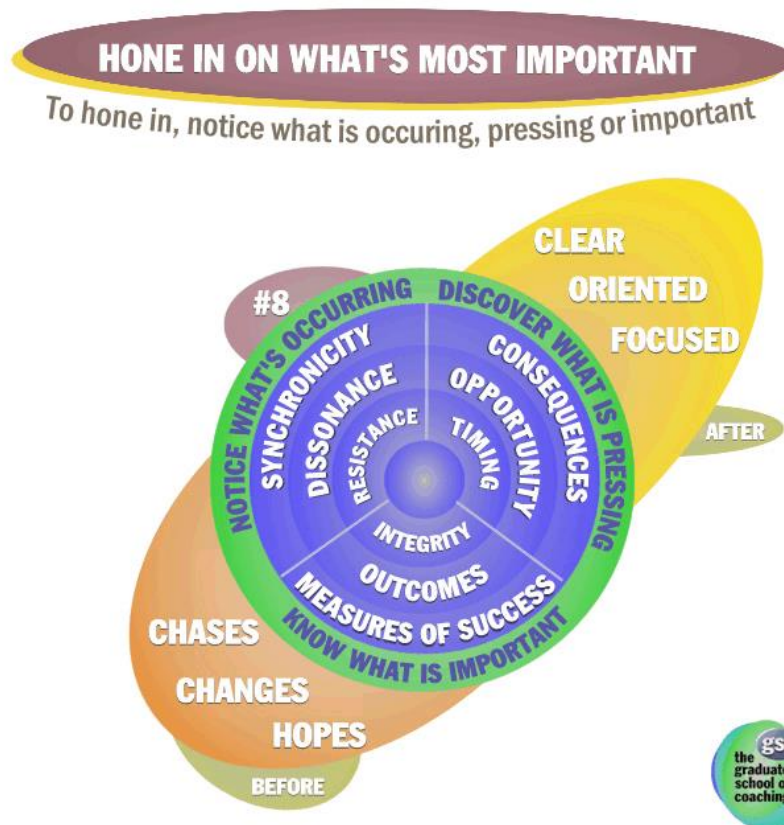
Learning Objectives

1. Sorting out the player's priorities.
2. What is meant by "honing".
3. Coaching demonstrations.
4. Demonstrate the distinction between recent priority vs. recent moment.

What are the general truths of honing in on what's most important?

1. Priorities can change by the minute.
2. Most of us haven't identified how we prioritize.
3. Part of what we do is help players find something that is more compelling to do.

Proficiency Coaching Playbook



- **Notice what is occurring.**
Where are the synchronicities? The dissonance? The resistance?
- **Know what is important.**
What are the measures of success? What are the outcomes the player wants? What is in integrity for them?
- **Discover what is pressing.**
Identify the true consequences. Discover opportunities. Examine timing.

What can the player expect?

To shift from chasing, dealing with constant changes, and relying on hope, to being clear, oriented and focused.

What does it mean to hone in on what's important?

1. Distinguish between recent priorities vs. recent moment.

Player will switch goals - usually within a session or two, and sometimes repeatedly. The coach's job is to help distinguish between shifting priorities and what's important in the present moment. Sometimes what appears urgent isn't necessarily important, and sometimes they are both.

2. Sniffing it out.

Honing isn't instantaneous, though it can be fast. Your job is to sniff it out. Like a dog following a scent, you may be all over the place at first, but as you get closer it becomes more of a direct line.

Proficiency Coaching Playbook

3. Listening for what's NOT said.

What's NOT said is just as important as what is said. Listen for the unspoken comment, fear, desire.

4. Using the player's point of view.

'Nuf said.

What are the steps for honing in on what's important?

1. Ask questions.

Be curious, ask questions. Let the player talk a bit before you respond. They'll lead you right to it without even realizing it themselves.

2. Listen for resonance.

Listen for what the player is saying to resonate in their voice. You'll hear it. Also listen or feel for when what they are saying resonates within you. You'll get an inkling about what's important.

3. Listen for players who change goals frequently.

Are you hearing them correctly? Or are they avoiding growing or being in action? Changing goals isn't bad, but it is something to acknowledge and use to hone in on what's important.

4. Identify the need the player is trying to meet.

What need are they trying to meet? This is what's going on behind shifting goals and focus. Obviously you want to hone in on what's going on and how they can actually meet that need. Consider using the needs/wants/integrity model.

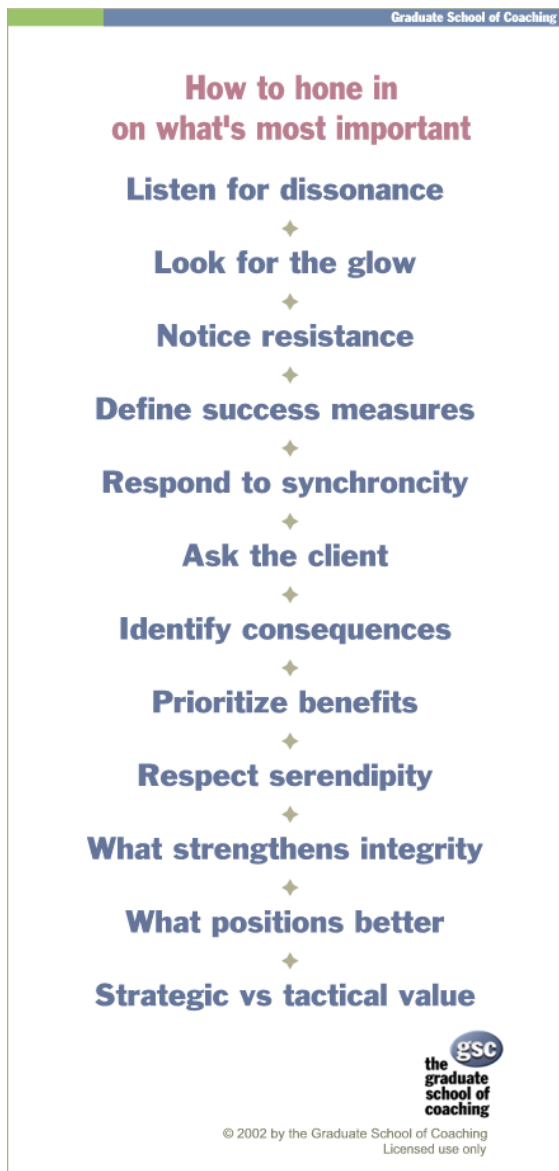
5. Define success.

If the player doesn't know how they define success, they'll never know when they get there - hence confusion around what is important.

6. Ask the "Why" question.

Master coaching proficiency #6 - Navigates via curiosity. Most players don't know what's really important to them. Ask "Why" to get to what is compelling. Asking "why" clarifies. It will not put the player on the offensive unless you ask it in an offensive way.

Proficiency Coaching Playbook



What questions can you ask to hone in on what's important?

1. What's important to you about that?
2. Why do you want...?
3. What need is not being met by...?
4. What do you want to do instead?

How do you know you've honed in on what's most important?

1. The player is instantly reoriented on "it".
2. The next step is clear and obvious.
3. There is less doubt, delay, and procrastination.
4. The player is naturally moving forward.

Why is this a Proficiency?

1. **Requires ability to hear what is not said.**

Proficiency Coaching Playbook

This is an advanced coaching skill because it is subtle and requires the ability to hear and trust your inklings and intuition.

2. You must be 100% player-focused.

There just isn't room for self-referencing.

3. Blending proficiencies and skills.

Honing in on what's most important requires that you blend your skills and proficiencies at a level beyond goal setting or "results" coaching.

4. Must recognize nuances.

Not only must the Certified Coach be able to recognize nuances, they must be able to articulate them effectively.

How does honing in on what's most important make you a better coach?

1. Accelerates the player.

The player gets in to effective action faster when they are clear about what is important. They are less distracted by daily "urgencies".

2. Shifts become successes.

By making meaningful shifts and taking actions, the player experiences success according to their own definitions. This builds the player's self-esteem, self-confidence, and ability to take on new challenges.

3. Keeps you and the player on track.

You and the player will focus attention on what really matters.

4. Reduces the "firehouse" problem.

Instead of attempting to hit all the problems at once with a big firehouse, or hitting the little problems with more energy than you need, you can finely tune your approach.

5. It gives you a common reference point during coaching.

You and the player can both refer back to what is most important in this and later coaching sessions. It helps you coach better, and helps them get what they want.

What are some questions you can ask to hone in on what's most important?

1. What's important to you about that?
2. Why do you want...?
3. What need is not being met by...?

How do you know if you're getting it?

1. You enjoy the discovery process, and the player begins to, too.
2. The player feels lighter and more clear at the end of the session.
3. The distinction between what is important vs. urgent is clear.
4. You are focused on the deeper shift that is called for, not just the immediate solution.

What are some common mistakes when using this Proficiency?

1. Trying to be instantaneous rather than removing the layers.

It may be tempting to go for the quick fix - but this is probably the pattern that's been happening all along. Pull back the layers and see what's underneath.

2. Being distracted by what is interesting rather than most important.

Drama can be enticing, but not necessarily helpful in creating change. Notice where the story is going.

3. Not designing environments to maintain what's important.

If it's important, there are probably environmental supports or systems that can help maintain it.

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What needs to happen in the environment to help the player maintain focus on what's important until it can get to the maintenance-free phase?

4. Not being courageous.

You may have to press, or go into territory that is scary for the player. If it's scary, then it's important in some way. Be gentle, not voyeuristic. And remember that they are paying you to help them figure it out, even if they are afraid to discover it. Your courage can help them tap into their own.



Highlights from the conversation about #8 Hones In On What Is Most Important

Proficiency Coaching Playbook

5.5) Coaching Demonstration and Practice

In this session the coach will continue the players' pursuit of mastery in the activities of the game by focusing on the challenges and results of the game. Looking at challenges together is an excellent opportunity to #10 Share What is There, #7 Recognize Perfection in Every Situation and #8 Hone in on What is Most Important.

What are your observations or questions from the coaching demonstration?
Where did you observe: #10 Share What is There, #7 Recognize Perfection in Every Situation and #8 Hone in on What is Most Important.

Sessions 2-6

Use this basic flow for your conversation; you explore each area together so you can put your awareness on practicing the skills that you are studying in that session.

Note about the playsheet: Explore the Blue Circles from Right to Left.

Here you use the RACE elements in reverse.

1) **EVALUATION!** – How did the game go last week?
What were your results?

2) **CHALLENGE!** What challenges did you face?
What did you learn from those challenges?

How can you bring the Spirit of Play into these challenges next time?

3) **ACTIONS!** Do we need to change or improve the actions of your game?
If so, how?

3A) **Communication** is the primary action!
> What needs to be said that hasn't been said?

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- > What requests have you not made?
- > What truth have you NOT acknowledged?

4) **RESULTS!** What can we do to play better and get better results this week?
Do we need a new game plan?

5) What are your highlights for this session?

5.9) Highlights

WOW! It is the last game of the series coming up. The game is the same with new exercises. Put your attention on learning from your coaching sessions.

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Session 6) Coaching Credibility

6.1) Welcome back! Celebrations and Challenges

Come to class prepared to share!

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

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

6.2) What Credibility Is

Your Instructor will lead a dialogue about the importance of building credibility and how to do it by using this group of 5 Proficiencies.

What are your highlights and insights from the conversation?

6.3) Coaching Proficiency #12 Enters New Territories

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

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Examples:

1. Broach topics that player didn't retain you for.
2. Share ideas/distinctions that will expand the player.
3. Experiment.

The key distinction is broaching vs. reacting.

Learning Objectives

1. What Entering New Territories means.
2. What new territories are and how to enter new territories.
3. Broaching vs. reacting.

What does entering new territories mean?

1. Broaching a topic the player did not hire you for.

In the course of discussing the topic you were hired for, the player will often introduce new topics or new challenges, without even realizing it. Often it will be in the process of discussing why something hasn't happened yet. This provides the entrance to the new territory.

2. Share ideas that will expand the player.

As you share your ideas about new territories, it will help the player think beyond their current assessment of the situation, expanding possibilities and options. It will usually help them create a more compelling plan, or think a lot bigger.

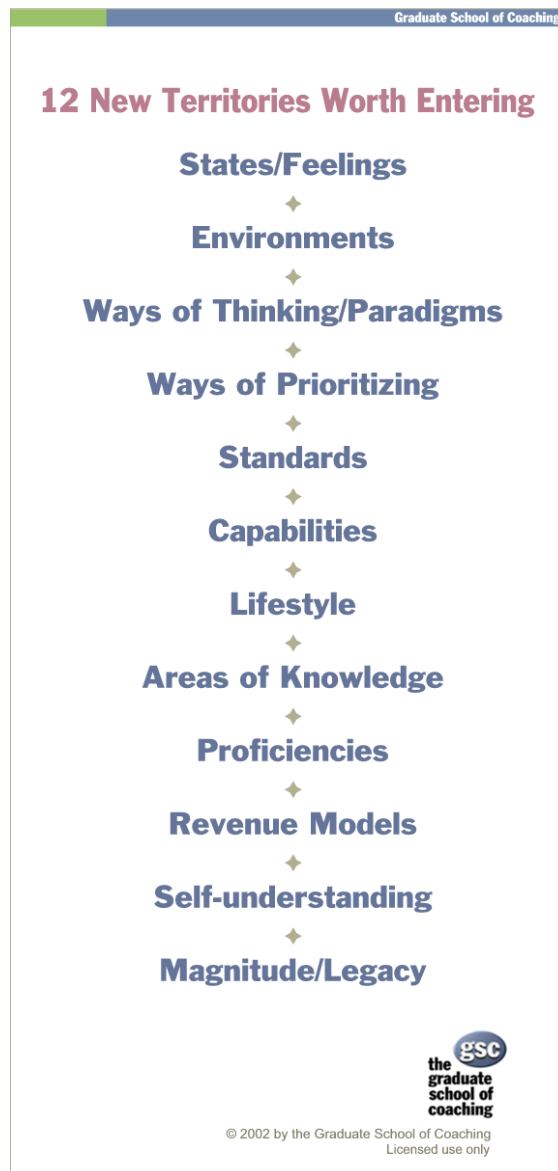
3. Bring something up rather than just react to it.

Rather than reacting to everything a player says, you can ask questions. Even if you don't know what the new territory might be, in the process of thinking about your questions, the player will identify a new territory they would like to explore.

What are some general truths about entering new territories?

1. Coaching can get boring or predictable unless new territories are entered.
2. Most players need YOU to introduce them to new territories.

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Key Points/Topics

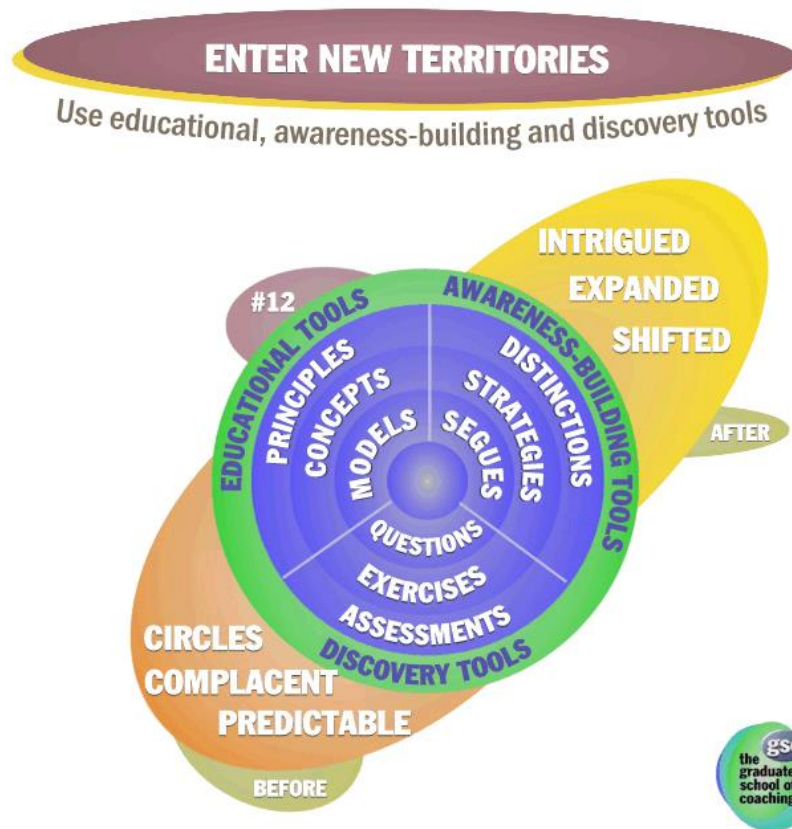
1. Broaching vs. reacting.

When you enter new territory, you are thinking of possibilities, thinking larger. It's a way of responding in a new way to what is going on, seeing where it could take you, rather than reacting to the event.

2. Experimentation vs. moving in.

Entering new territories is like an experiment, being an explorer. The player needs to know they don't have to commit to the new territory or path. A territory is a place, a location that you move through.

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What are the tools to use when entering new territories?

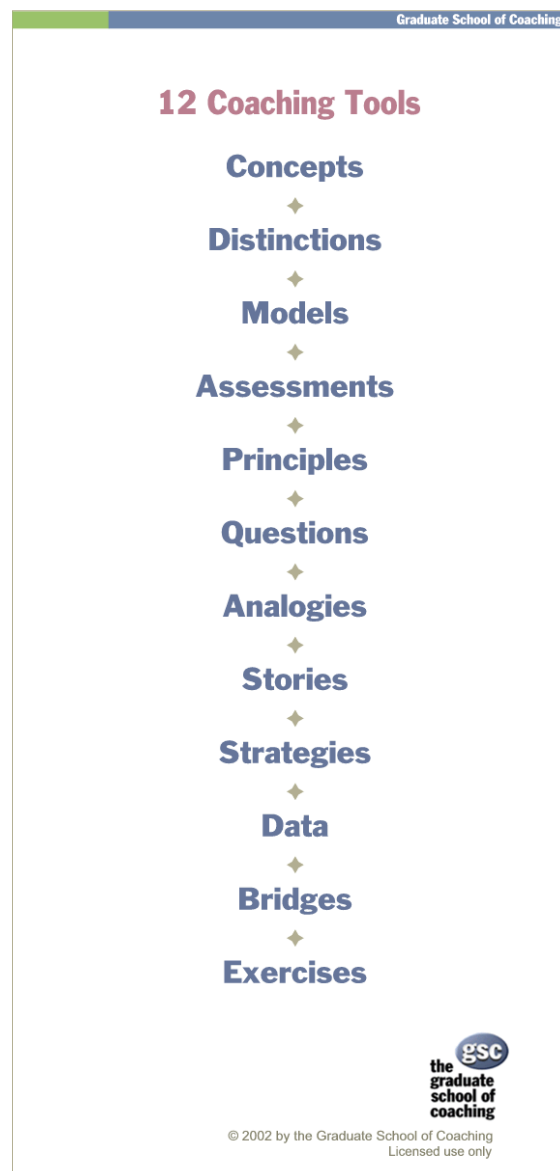
- **Educational Tools.**
Use principles, concepts, and models to help the player understand and navigate the new territory.
- **Discovery Tools.**
Use tools of discovery to help the player evaluate the new territory and their relationship to it. Use assessments, exercises, and questions.
- **Awareness-Building Tools.**
Use awareness-building tools to help the player capitalize on the opportunities of the new territory. Help them make distinctions, develop strategies, and create meaningful segues.

What can the player expect?

To shift from running in circles or feeling complacent and predictable, to feeling intrigued, expanded, and shifted through the coaching.

What are 12 coaching tools to enter new territories with?

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How do you enter new territories with players?

1. Offer a higher, or different, level.

If your player says they want a certain result, ask what having a different level of result would mean. If they want to be an expert at something, ask what it would mean to master it.

2. Play with options

Offer options, slipping in something outrageous, and see which direction they want to go.

3. Discover distinctions

Ask what distinctions they have made as a result of X. The distinctions will naturally take them toward a new territory.

4. Ask permission.

You want to enter new territories with some elegance and finesse, not abruptly change the subject.

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Ask if you can share an idea you have or an option you notice. Invite them to experiment or brainstorm. "Is this something that's causing you pain that you'd like to begin resolving today?"

5. Offer a different perspective.

By offering a different perspective, or by identifying a different possible meaning, you broach a new territory with a player. New perspectives can shed light on something the player hadn't noticed.

6. Turn and look at the existing structure.

If the player is struggling to do something differently, turning them to look at their existing structure is a way of introducing a new territory.

What are some key distinctions?

1. Curiosity

This Coaching Proficiency is closely connected with others, particularly Navigating via Curiosity. If you and the player are curious, simply for the sake of curiosity, there won't be any screening or filtering, which will allow new territories to be considered and decided upon without angst.

2. Solving the problem vs. offering a new territory.

Some newer coaches feel pressure to solve the problem for the player. By offering a new territory you are not solving the problem, you are helping them expand their options so they have the opportunity to choose.

3. Follow the player.

Open the door to the new territories, but let the player pick which one to follow.

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What are the 12 primary sources of energy to consider when entering new territories?



Why is this a Proficiency?

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

Broaching a new territory, particularly one that is outside the scope of the coaching arrangement, requires the coach to be keenly aware of their motives and intuition. You must be confident in knowing yourself and your skills to bring up new territories elegantly.

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

If you think you know what's right for the player, you'll get in your own way, blocking the way to the new territory that would serve the player best. You must be even more open than the player.

3. Requires mastery of basic coaching skills.

If you come in with an agenda or the desire to practice/demonstrate your coaching skills, the path to new territories will not go smoothly. Basic coaching skills must be automatic for you in order to pull

Proficiency Coaching Playbook

this off. This is more than knowing it intellectually (being an "expert"), it is having it in your bones (mastery).

How does Entering New Territories make you a better coach?

1. Creates possibilities, expands creativity.

By introducing new territories to explore, you help your player create new possibilities and meanings for their situations. By taking the focus off the heaviness of the situation, to the freedom of the new territory, the pressure will be reduced and creativity expanded.

2. Coaching can go faster.

When you offer a new territory, coaching can go in a whole new direction at a much faster pace. It's as if you can compress time by pointing out some new directions. It can save years off the searching and finding process.

3. Generates solutions to pick from.

Broaching new territories always opens up possibilities, generating multiple solutions or directions to pick from. This is particularly useful when the player is feeling stuck.

4. Might change the player's life forever.

Offering that unexpected comment might be just the comment that changes the player's life forever.

What are some questions you can ask?

1. What would be ideal for you?
2. What would that look like?
3. What would be a new standard for you?
4. What if you looked at it from X perspective?
5. Can you think of another alternative?

How do you know if you're getting it?

1. Recognizing perspectives.

You recognize what perspective, or frame, your player uses to view the situation, and have ideas of other possible perspectives. By introducing a new angle you widen the frame for the player.

2. You are having fun.

Exploring new territories can be fun - for you and the player.

3. Questions vs. telling.

When you notice that you are asking questions, versus suggesting how the player might want to view it, you'll know you're getting the distinction between broaching and reacting.

What are some common mistakes when using this Proficiency?

1. Needing the player to enter the new territory.

Remember, this is all about the player. Let them choose whether to enter or not.

2. Thinking you know the right answer.

Again, the player's wisdom will be more powerful than yours, even if it's exactly the same. Help them discover their own truth through their territories.

3. Solving vs. being there.

Newer coaches often feel the pressure to "perform" by solving the player's problem. Much of the power of coaching comes from your being there and the relationship between you and the player. Besides, player's don't always want you to solve their problems. Guiding them to do it themselves will empower them more - and make them believers in coaching.

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Highlights from the conversation about #12 Enters New Territories

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6.4) Coaching Proficiency #13 Relishes Truth

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

Examples:

1. Come to enjoy/relish truth about the player's abilities and limitations.
2. Teach the player how to relish the truth for the pleasure, not just the utility, of it.
3. Be open to truths about your coaching style/paradigm.

The key distinction is relishing truth vs. expecting honesty.

Learning Objectives

1. What "relishing" is.
2. How relishing the truth aids the coaching process.
3. Questions to elicit relishing the truth.

Key Points/Topics

1. Relishing truth vs. expecting honesty.

Honesty only goes so far. We're talking about the whole notion of truth as larger than just what you think about a situation. There is always a greater truth about a situation, a person, or an event, that once articulated, can provide greater meaning and resources. Honesty is your own reality. Truth is reality.

2. Relishing is...

Taking a keen or zestful pleasure in; to enjoy the pleasure of...

It is not "trying" to enjoy. If you're "working at it", you're missing the point.

3. Which comes first - the relishing or the truth?

Either could come first. It's more fun when you relishing before you know what the truth is. Coming from the perspective of relishing, anticipating the relishing, creates the space for it to pop up. There are tons of truths you might not ever recognize or notice, but having a "relishing" attitude makes it easier for the truth to present itself.

4. Relish the truth about the players abilities and limitations.

It's all good - and it all holds a truth. Enjoy it and you will help your player enjoy it - rather than judge it.

5. Teach the player how to relish the truth for the pleasure, not just the utility of it.

"Working at" relishing defeats the purpose. Model and teach real relishing, just for the pleasure of it.

6. Be open to truths about your coaching style/paradigm.

Recognizing these - and relishing them! - helps you know yourself better as a coach. When you know yourself better, you'll relax into your coaching - always a more effective coaching approach.

What are some key distinctions?

1. The perspective that truth provides calms people down.

Relishing the truth actually takes the pressure off. Some player's won't want to tell you the truth they see because they think they have to make a change, and they might not be ready. If you help them relish the truth, naming it actually feels like a relief. It no longer has the power of the secret they can't tell anyone.

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2. Strategy and direction become clear.

Once the truth is articulated, and relished, things move much faster - the strategy becomes obvious.

3. Timing is everything.

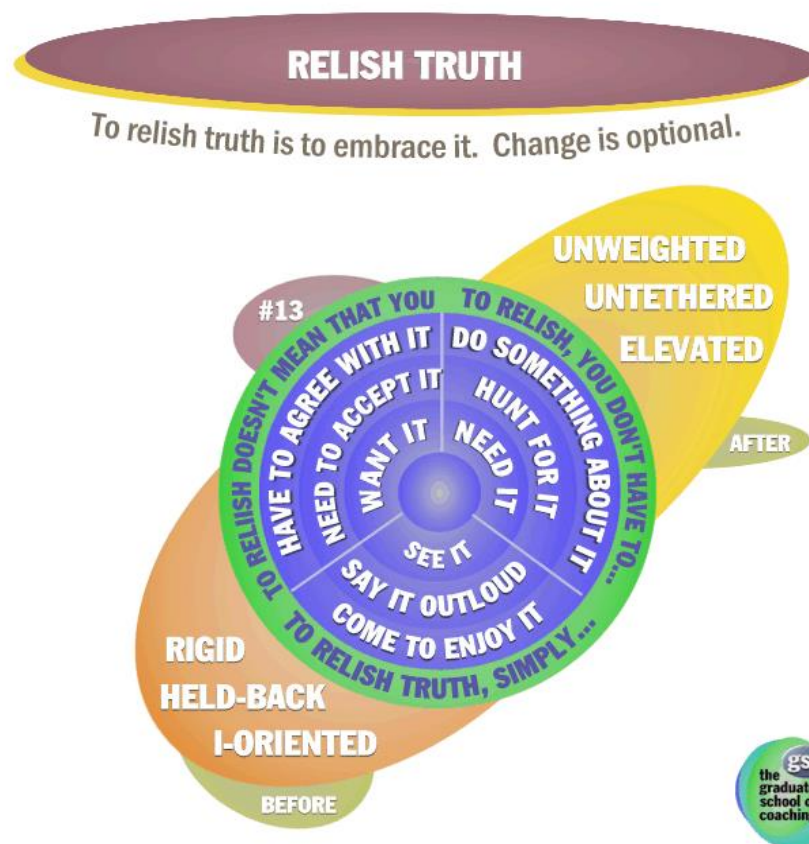
As always, use your interpersonal skills and intuition to know when the player is ready to hear about this. You can still relish the truth, just make sure the player is open to hearing about it.

4. Relish the Player's truth.

The point is to relish the player's truth, not your opinion about what the player's truth should be. This is part of respecting the player's humanity.

What are some general truths about relishing truth?

1. Truth is something to be enjoyed, not avoided.
2. Players avoid putting truth on the table because they think they will have to do something about it.



What can the player expect?

To shift from being rigid, held-back or I-oriented to feeling unweighted, untethered, and elevated. (You will, too!)

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Why is this a Proficiency?

1. Requires keen self-awareness.

You have to be able to relish the truth in your own circumstances in order to be genuine in using this skill. If this is not your normal approach to tough situations as well as easy ones, it may take awhile to develop the habit and skill.

2. Requires elegance and finesse.

Relishing the truth requires keen awareness of timing, and grace and elegance to introduce. You can't fake it. You will find that many of the Coaching Proficiencies relate to relishing the truth.

3. Being courageous and trusting the process.

Since truth can be scary sometimes, you have to be courageous and trust in the process, even when you don't know where it's going. Relishing always creates access to more resources and ideas...if you can trust the process.

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4. Have to get out of your own way.

Rather than pushing or trying to convince the player to relish, the coach creates the environment so the player can dig in and enjoy the moment. Anyone can go on a hunt for the truth, but it's the process of actually getting excited that makes it possible to relish.

How does relishing the truth make you a better coach?

1. Relishing the truth opens possibilities.

When you and your player look at the truth with anticipation and excitement, it changes the chemistry of the coaching relationship. You both are more excited and having more fun, and thus open possibilities.

2. Takes the pressure off.

Both you and the player will feel less pressure, so you can just enjoy the conversation. This shifts from having to always be working at something to letting something be or evolve.

3. Reduces player fears.

Players may fear that they always have to be working at something, or that the truth is "hard". By relishing with them, these fears are reduced or eliminated. Then they have room and space to change if they want to.

4. The player reorients to truth.

When a player discovers something, he generally reorients. Sometimes it is a simple re-definition, other times a whole rug-pull experience.

5. Player understands themselves better.

As a result of understanding a situation better, the player understands themselves better. Particularly if you ask relishing questions...

What are some questions you can ask?

1. Is there a greater truth here - something bigger than you, the event, or the source of the problem?
2. If there were a truth, what would it be?
3. What was really going on for you when X occurred?
4. What have you discovered about yourself from this?
5. In the future, how will your life be different because of this awareness?
6. What becomes possible now because you had this recognition?

How do you know if you're getting it?

1. You are excited for the player - regardless of what's going on for them.

When you genuinely relish, you feel genuine excitement about the process of discovering the truth. This is not about being insensitive - in fact, it's about being hyper-sensitive.

2. You are able to relish your own truth.

This allows you to really respect your player's humanity - and your own.

3. Increases the choices/option available.

While you want to relish for the simple pleasure of relishing, one of the side effects will be that your player will see more options and choices.

What are some common mistakes when using this Proficiency?

1. Trying to convince the player to relish.

If you do this, you'll both end up frustrated. Instead, create an environment where excitement is possible, come from a place of relishing. The player will follow when they are ready. If not, you've still been able to relish and appreciate the truth as you know it.

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2. Trying to relish.

"Trying" defeats the purpose. If you're not relishing it, what could you relish about it? Build your own excitement first, rather than trying to force it.

3. Being insensitive.

Use all your coaching skills and intuition to know when it's right to bring this up. No need to be a cattle-prod. In fact, you may not ever tell the player what you are doing, you'll just be relishing as an unspoken invitation to join you.

Highlights from the conversation about #13 Relishes Truth

6.5) Coaching Demonstration and Practice

In this session we will do a few things.

- 1) Check in on the game results from the past week
- 2) Dialogue on what has been accomplished and what has NOT been accomplished (Practice #13 Relish Truth)
- 3) Dialogue about what is next for your player (Practice #14 Enters New Territories)

What are your observations or questions from the coaching demonstration?
Where did you observe #13 Relish Truth and #14 Enters New Territories

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6.6) Program Highlights and Insights

How did this program make you a better coach?

We need your input!

Please share your thoughts with us about the game, the program and your instructor in the program evaluation link on the game card. For each comment you share you can choose to make it public or private.