International Association of Coaching

IAC Coaching Masteries NOTE SHEET©

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Coach: _____ **Client:** _____ **Date:** _____ **Estimated Total Score:** ___ _____

Score:	**Mastery #1: Establishing and Maintaining a Relationship of Trust**

Definition:	**Effect:**	**Key Elements:**	**Distinctions:**
Ensure a safe space and supportive relationship for personal growth, discovery and transformation.	1. The client is open to sharing and receiving. 2. The client perceives the coach as a personal advocate. 3. The client sees transformation and growth as manageable. 4. The client has realistic expectations of results and responsibilities of coaching.	1. Mutual respect and acceptance. 2. Confidence and reassurance 3. The client feels safe to share fears without judgment from the coach.	Collaborative vs. Cooperative Acceptance and Support vs. Tolerance Confidence vs. Overbearing

Sample *Effective* Behaviors	**Sample *Ineffective* Behaviors**	**Measures**
The coach: 1. Uses active listening. 2. Acknowledges own humanity/limitations. 3. Is alert to indications of fear/doubt. 4. Assures the client that anxiety, doubt or fear about transformation is manageable. 5. Uses questions to uncover unrealized hopes/dreams. 6. Asks probing, challenging questions and the client responds openly. 7. Invites suggestions for better questions, or a new direction for the coaching. 8. Demonstrates integrity in words and actions. 9. Observes where trust is absent or blocked, and discusses openly.	The coach: 1. Asks ineffective questions such as leading or closed-ended questions. 2. Does not invite suggestions from the client. 3. Limits the client and/or does not encourage the client to explore the most ambitious options. 4. Imposes an opinion. 5. Expresses or implies judgment. 6. Tries to "look good" or be liked.	1. The client willingly shares concerns or fears. 2. The client responds positively to challenging questions/observations. 3. The client shares bold ambitions/dreams, if appropriate to the context of the coaching. 4. The coach acknowledges own limitations where appropriate. 5. The client freely expresses emotions. 6. The client is receptive to the coach.
Notes:	**Notes:**	**Notes:**

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Score:	Mastery #2: Perceiving, Affirming and Expanding the Client's Potential

Definition:

Recognizes and helps the client acknowledge and appreciate his or her strengths and potential.

Effect:

1. The client has greater appreciation of personal capabilities and potential.
2. The client is more willing to take actions beyond current paradigms or strategies.

Key Elements:

1. Being in empathy with the client.
2. Recognizing a wider range of possibilities.
3. Encouraging and empowering the client.
4. Challenging limiting beliefs.
5. Recognizing strengths of client and awareness of where strengths support personal and organizational goals (where appropriate).

Distinctions:

Believe vs. Judge
Enable vs. Push
Expand vs. Stretch

Sample *Effective* Behaviors

The coach:

1. Offers sincere encouragement.
2. Expresses or demonstrates belief in the client's potential.
3. Demonstrates commitment to the client's success.
4. Gives specific positive feedback referring to the client's behavior and performance.
5. Reminds the client of his or her capabilities, strengths, talents, knowledge and experience.
6. Inspires and evokes the client's greatest potential.
7. Taps into the client's desire to leave a lasting legacy, where appropriate.
8. Connects client's potential with possible opportunities and resources in the client's organization

Sample *Ineffective* Behaviors

The coach:

1. Cheerleads or uses exaggerated (over-the-top) or insincere enthusiasm.
2. Accepts rather than is curious about the client's perceived assumptions, limitations, and obstacles.
3. Challenges beyond what the client can handle so that it becomes discouraging.
4. Pushes the coach's agenda in the guise of support.
5. Manipulates the client.
6. Makes the client wrong.
7. Creates or encourages client dependency.
8. Guides the client toward culturally inappropriate actions.
9. Does not show faith in the client.

Measures

1. The client is no longer held back but is excited and moving forward, talking about and planning actions.
2. The coach encourages more action from the client beyond the client's previous comfort zone, where appropriate.
3. The client is empowered and accepts responsibility.
4. The client is motivated for action and completing the assignments.
5. The coach inspires and evokes the client's greatest potential.
6. The client recognizes his/her own potential.
7. The client feels validated and understood.
8. The client becomes aware of behaviors, thoughts, and beliefs that are limiting.

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Score:	Mastery #3: Engaged Listening

Definition:

Gives full attention to the words, nuances, and the unspoken meaning of the client's communication; the coach is more deeply aware of the client, his/her concerns and the source of the issue, by listening beyond what the client is able to articulate.

Effect:

1. The client feels understood and validated—not judged.
2. The client communicates more effortlessly and resourcefully.

Key Elements:

1. The coach focuses on what the client expresses, both verbally and nonverbally.
2. The coach listens beyond what the client articulates.
3. The coach is alert to discrepancies between what the client is saying (words) and the client's behavior and/or emotions.

Distinctions:

Listen for vs. Listen to
Being aware of vs. Preempting
Eliciting vs. Leading

Sample *Effective* Behaviors

The coach:

1. Is silent or uses nominal cues to give the client the opportunity to reflect or respond.
2. Notices nuances in the client's communications.
3. Confirms the client's communications, providing an opportunity for the client to review what he/she said.
4. Identifies discrepancies between what the client is saying (words) and the client's behavior and/or emotions.
5. Discerns the appropriate coaching method to use based on the client's needs and concerns.

Sample *Ineffective* Behaviors

The coach:

1. Interrupts inappropriately or talks over the client.
2. Does not allow productive silence (such as consistently speaking as soon as the client finishes speaking).
3. Misses the client's deeper points in the communication.
4. Disregards something important.
5. Uses an approach that is generic and formulaic rather than adapting coaching methodology to the needs of the client.
6. Focuses on making his/her point vs. listening to the client's communication at multiple levels.

Measures

1. The client's tone and flow of ideas become more open and effortless.
2. The client has adequate time to process thoughts and discoveries.
3. The coach confirms the client's unspoken communication, as appropriate.
4. The client confirms the coach's observations of unspoken communication.
5. The coach uses silence at the right times and for an effective duration.
6. The coach does not lead the client in any particular direction.

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Score:	Mastery #4: Processing in the Present

Definition:

Focus full attention on the client, processing information at the level of the mind, body, heart and/or spirit, as appropriate. The coach expands the client's awareness of how to experience thoughts and issues on these various levels, when and as appropriate. The coach utilizes what is happening in the session itself (client's behavior, patterns, emotions, and the relationship between coach and client, etc.) to assist the client toward greater self- awareness and positive, appropriate action.

Effect:

1. The client is free to express and engage with present reality.
2. The client is unencumbered by past or future preoccupations or concerns.
3. The client benefits from coaching insight and support on all levels.
4. The coach is highly attuned to subtle communications from the client.

Key Elements:

1. The coach is aware of the dynamics occurring within the session, within the client, and between coach and client, and understands how the dynamics are affecting the client and the coaching.
2. The coach has a simultaneous and holistic awareness of the client's communication at all levels.
3. The coach is able to discern whether the client is communicating from the past, present or future.
4. The coach allows the client the opportunity to process and clarify the coach's questions and comments.
5. The coach allows the client the opportunity to process his or her own thoughts and responses.

Distinctions:

Responding from awareness vs. Conditioned reactions
Here and now vs. Past or future
Attuned vs. Alert

Sample *Effective* Behaviors

The coach:

1. Uses what is happening in the session, or between coach and client, as an opportunity for learning and discovery.
2. Shares what the coach is noticing, realizing, or feeling when it could serve the client.
3. Remains open to the client's perspective.
4. Maintains connection while noticing themes and patterns.
5. Asks questions and offers observations at different levels, as appropriate.
6. Provides moments of silence for the benefit of both the client and coach to check in for more subtle ways of knowing.
7. Checks in with the client about thoughts, feelings and intuition.
8. Checks in with the client about what the client is feeling in his or her body, if appropriate to that client.
9. Expands the client's awareness of different levels of knowing.
10. Shares intuitions and theories with lightness.

Sample *Ineffective* Behaviors

The coach:

1. Does not engage with the client at the level at which the client needs coaching.
2. Shares something that obviously is not relevant or is counter-productive.
3. Pushes the coach's own point of view or agenda.
4. Does not recognize or address counter-productive behaviors when they occur during the coaching session.
5. Does not address key behavioral patterns of thought, behavior or expression as they occur during the session.
6. Is not aware of how the coach's own behavior is affecting the coaching or the client.

Measures

1. The coach demonstrates awareness of the client's expression on multiple levels, as appropriate.
2. The coach remains light and enjoys the coaching process.
3. The coach and client allow valuable moments of quiet during the coaching conversation.
4. The coach is mindful of the client's agenda and needs.
5. The coach helps the client to determine and express his or her own point of view at different levels of mind, body, and spirit, as appropriate.
6. The coach shares his or her point of view without attempting to persuade the client to adopt that viewpoint.
7. The coach models for the client the value of expanding his or her levels of awareness as appropriate.
8. The coach helps the client engage with present reality, what is happening in the moment.
9. The coach effectively uses the coaching relationship, and the session itself, as a coaching tool.

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11. Offers the client possible ways to explore "inner knowing" and how to use the body as a source of wisdom and a touchstone for making decisions. **12.** Interrupts to refocus the client when appropriate (for example, when the client is caught up in telling a story or the client is talking about unrelated issues).		
Notes:	**Notes:**	**Notes:**

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Score:	Mastery #5: Expressing

Definition:	Effect:	Key Elements:	Distinctions:
Attention and awareness to how the coach communicates commitment, direction, intent, and ideas – and the effectiveness of this communication.	1. The coaching interaction is enhanced with the client being at ease and trusting. 2. The client is open to understand and/or question any communication from the coach.	1. Respect. 2. Attentiveness. 3. Client-focused. 4. Clarity. 5. Appropriateness.	Communication "for" the client vs. "to" the client. Allowing the "how" of communication vs. the "what" of communication (how the coach conveys support and encouragement vs. using words alone for expression).

Sample *Effective* Behaviors	Sample *Ineffective* Behaviors	Measures
The coach: 1. Maintains focus on and attention to the client. 2. Builds and maintains rapport through tailored communications. 3. Uses verbal and nonverbal skills effectively. 4. Speaks mindfully, clearly and concisely, for the benefit of the client. 5. Speaks directly, while sensitive to the client's mood and circumstance. 6. Invites the client's input, self-disclosure and expression of feelings. 7. Uses pace and energy effectively. 8. Models appropriate boundaries in written and verbal communications.	The coach: 1. Is self-absorbed (trying too hard; focusing on self versus the client; not being fully present and engaged; interrupting inappropriately). 2. Uses a pace of expression that is inconsistent with the energy of the session (for example, rushing or delaying). 3. Is ineffectual in making a point (for example, too wordy; the client does not understand vocabulary, references or metaphors; the point is not pertinent). 4. Communicates in a manner that is inauthentic or conflicts with the client's words or tone. 5. Has inappropriate verbal mannerisms (mannerisms or verbal "tics" which interrupt and/or interfere with the client's thought process or expression). 6. Uses laughter or humor inappropriately or ineffectively.	1. The coach and the client exchange is free flowing and/or expansive. 2. The coach's communication becomes a springboard for the client to more open discourse and positive result.
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Score:	Mastery #6: Clarifying

Definition:

Reduce/eliminate confusion or uncertainty; increase understanding and the confidence of the client.

Effect:

1. The client and the coach move forward in a more directed way.
2. Increased possibilities.
3. Decreased uncertainty.
4. Uncovering the unknown.

Key Elements:

1. Identify the most important issues while respecting client's preferences and limitations.
2. No judgment by the coach, no leading toward a particular destination.
3. Identify key values and needs.
4. Facilitate alignment of purpose, vision and mission.
5. Identify blocks to progress.

Distinctions:

Source vs. Symptom
Simple vs. Complicated
Discern vs. Solve

Sample *Effective* Behaviors

The coach:

1. Makes or shares distinctions.
2. Asks "either/or" questions.
3. Connects to something the client already knows or has experienced.
4. Identifies patterns.
5. Asks open questions.
6. Makes statements that enhance the client's understanding.
7. Mirrors or paraphrases.
8. States what is perceived.

Sample *Ineffective* Behaviors

The coach:

1. Misses or ignores what is most important.
2. Makes assumptions.
3. Is pulled into, or distracted by, the client's chaos and confusion.
4. Asks leading questions.
5. Asks closed-ended questions.
6. Does not ask questions at all.
7. Does not address a topic the client is clearly avoiding or minimizing.
8. Seeks to clarify a symptom rather than looking for the source of the issue.

Measures

1. The most important issue(s) for the client is identified and addressed.
2. The client feels understood.
3. The client's energy is increased.
4. The client's view of the situation has shifted, allowing for:
   a) improved focus.
   b) more clarity and less uncertainty or confusion.
   c) revealing previously unknown information.
   d) new possibilities, such as thoughts, actions, meanings.
5. The client has increased self-awareness, or can see himself or herself from a new perspective.

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Score:	Mastery #7: Helping the Client Set and Keep Clear Intentions

Definition:

Helps the client become or remain focused and working towards intended goals.

Effect:

1. The client feels capable.
2. The client is clear about what he or she wants to accomplish or transform.
3. The client is inspired by the possibilities.
4. The client moves forward purposefully.

Key Elements:

1. Inquiring into the client's intentions and goals.
2. Staying mindful to what is most important.
3. Clarifying direction of progress.
4. Periodically reviewing, revising, and/or celebrating the process and intentions.

Distinctions:

Transform vs. Change
Progress vs. Movement

Sample *Effective* Behaviors

The coach:

1. Continually clarifies what the client intends.
2. Perceives what matters to the client.
3. Asks questions that reveal the client's intentions.
4. Brings the client back to what is important.
5. Rephrases the client's intentions in a way that adds value.
6. Questions intentions or assumptions, while respecting the client's goals and preferences.
7. Offers resources to enhance the client's ability to clarify intentions (such as models, tools, books, assessments).
8. Perceives or inquires, and responds to, changing needs and desires of the client.
9. Aligns coaching points or intentions with client's values.
10. Understands how client's values and/or beliefs support the intentions.

Sample *Ineffective* Behaviors

The coach:

1. Pushes the client towards stated goals when they are no longer relevant.
2. Moves forward while the intentions are not clear.
3. Needs, or inappropriately influences, the client to follow the coach's agenda or methodology.
4. Second-guesses the client.
5. Follows the client's tangents that detour from the stated goal.

Measures

1. The client is more excited or confident about the future.
2. The client is more excited or confident about the present.
3. The client agrees to take more responsibility.
4. The client has a realization that removes a mental obstacle.
5. The client is engaged and excited about new direction, renewed commitment, skills or strategies, or fresh approach.

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Score:	Mastery #8: Inviting Possibility

Definition:

Creating an environment that allows ideas, options and opportunities to emerge.

Effect:

1. The coach enables expansion of thoughts and actions.
2. The client's awareness is expanded.
3. The coach helps the client transcend barriers.
4. The client is willing to leave his/her comfort zone.
5. The client has more options.

Key Elements:

1. Trust, openness, curiosity, courage, recognition of potential.
2. The coach and the client communicate through exploration and discovery.
3. Identifying "internal" possibilities (e.g., personal greatness, higher purpose) and "external" possibilities (e.g., resources, memes).
4. Possibilities are generated by the coach, the client and a collaboration of the two.

Distinctions:

"Beginner's mind" vs. Imposing expertise
Creative vs. Prescriptive
Expansion vs. Resolution

Sample *Effective* Behaviors

The coach:

1. Uses appropriate tools and techniques to create the environment for expansion, inviting possibility.
2. Draws on various scenarios, circumstances and cultures to expand the client's options.
3. Poses questions to enhance the process of discovery.
4. Minimizes effects of conditioned thinking.
5. Brainstorms with the client, once the direction of appropriate action and progress for the client is identified.
6. Helps the client see the possibilities from a larger perspective.
7. Is provocative when necessary to encourage the client's expansion.
8. Stays open to possibility, even when the client resists.
9. Is willing to let the unknown present itself.
10. Encourages the client to explore the most ambitious options.

Sample *Ineffective* Behaviors

The coach:

1. Is attached to a particular framework or process.
2. Is seeking a particular outcome or answer.
3. Rushes to find a solution.
4. Accepts the client's perceived limitations.
5. Asks leading questions or too many questions.
6. Allows the client's "story" to constrain the exploration of possibility.

Measures

1. The conversation enters new and potentially unrelated areas.
2. The client has an insight that takes the client by surprise.
3. The client is receptive and recognizes expansion, help, or other ideas are possible.
4. The coach offers new possibilities.
5. The client offers new possibilities.
6. The client expresses either sincere enthusiasm regarding new possibilities or an acceptance of the process.

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Score:	Mastery #9: Helping the Client to Create and Use Support Systems and Structures

Definition:

Helping the client identify and build the relationships, tools, systems and structures he or she needs to advance and sustain progress.

Effect:

The client is confident and secure in moving forward, knowing that resources are available or can be created.

Key Elements:

1. The coach suggests possible support systems and structures appropriate to the client's needs.
2. The coach prompts the client to identify support systems and structures the client has but is not utilizing effectively.
3. The coach assists the client to identify areas in which the client feels a need for support and structure.
4. The client understands the value of appropriate support systems.
5. The client's progress toward their goals or intentions is more sustainable.

Distinctions:

Supportive structures vs. Constraining process
Complementary vs. Duplication
Enhancing vs. Overwhelming

Sample *Effective* Behaviors

The coach:

1. Suggests relevant resources and references.
2. Helps identify systems that may be needed and elicits feedback on the client's investigation, assessment and possible implementation of systems and structures.
3. Is responsive to suggestions for supportive and complementary systems and structures.
4. Actively seeks to identify ways of expanding capability through systems and structures.
5. Supports the client to address sustainability of systems and structures.
6. Is not attached to the client's response to any resource, system, or structure.
7. Elicits and uses the client's values and/or sense of identity to ensure sustainability.
8. Aligns coaching points with the client's values and culture.

Sample *Ineffective* Behaviors

The coach:

1. Recommends resources, structures or systems without first identifying the individual client's needs.
2. Recommends resources that may be inappropriate—for financial, cultural, organizational, personality or educational reasons—for the particular client.
3. Seeks to impose the coach's own preferred structures or systems.
4. Overrides suggestions by the client as to possibly supportive systems or structures.
5. Does not offer or encourage support systems and structures when appropriate for the client.
6. Does not actively support the client in using the identified support systems and structures.
7. Does not address the sustainability of the identified support systems and structures.
8. The only structure utilized is "being accountable to the coach", such as checking in with the coach on progress.
9. Assigns action steps rather than designing systems and structures.

Measures

1. The coach is creative in helping the client generate support systems and structures without attachment to whether the client adopts particular ideas or not.
2. The client recognizes resources not previously identified.
3. The client expresses appreciation for, or understanding of, the value of systems and structures, utilizing existing resources or creating new ones.
4. The client embraces responsibility for using, finding or creating resources.
5. The client acknowledges that this new appreciation or sense of responsibility is empowering.
6. The coach addresses the sustainability of the support systems and structures.
7. The coach is able to distinguish between an action step and a supportive system.

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