Coaching is a transformative process for personal and professional awareness, discovery and growth

The Coaching Masteries ®

IAC International Association *of* Coaching

Our Vision: To advance coaching to the highest standards of universal excellence

Our Mission: To offer a rigorous certification process that advances the profession through the demonstration of coaching mastery.

Welcome to version 1.1 of The Coaching Masteries ® eBookThe Coaching Masteries ® are the latest evolution in coaching skills, and continue to remain so through continual review and refinement. In this eBook, you will notice key additions and changes to the earlier editions. These changes provide even greater clarity about what each Mastery means, how to use it, and how to recognize when you are using it masterfully.

The review team paid special attention to cultural differences, respecting the nuances each culture brings to the coaching process, and how terms might translate in different languages. The Coaching Masteries ® are effective regardless of your coaching focus – life, personal, business, corporate, executive, etc. To illustrate this, you will find references to work and other environments.

We think you'll enjoy and appreciate the updates to this eBook. With each Mastery, you'll find:

- A definition of the Mastery
- The Effect(s) resulting from the masterful use of this skill
- Key Elements that are present when the Mastery is used effectively and can be a guide for your own skill development
- Distinctions, which are short phrases or words to provide another perspective or way of thinking about the Mastery. Sometimes it is easier to understand a term or concept by contrasting with what it is not.
- Sample Effective Behaviors and Sample Ineffective Behaviors. The word "sample" is significant - you are not expected to do each of the possible effective behaviors listed, nor is this list exhaustive. It is a guide to help you evaluate your own coaching.
- Measures used to evaluate the extent to which you demonstrate the Mastery.
- Common Mistakes Coaches Make, that help clarify what not to do, and to recognize quickly if you are veering off course.
- Indicators the Coach Understands the Mastery. These provide an excellent way to measure your skill development and the effectiveness with which you demonstrate The IAC Coaching Masteriein any given session.

A foundation for all The Coaching Masteries ®is the concept that the coach must trust in the coaching process – that coaching works when delivered well. Lack of trust in the process has been a significant obstacle for many coaches. This is often compounded by a lack of trust or certainty about the coach's own skills. As you become familiar with, practice, and master The Coaching Masteries ®, you will notice these concerns begin to disappear for you.

Remember - The Coaching Masteries ® are universal. They represent masterful coaching, so regardless of your background, training, style or methodology, you can use The Coaching Masteries ® to support your clients and their desired results.

To your successful coaching,

The IAC Certification Board

The Coaching Masteries ®

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Establishing and maintaining a relationship of trust

✈✈✈✈

Perceiving, affirming, and expanding the client's potential

✈✈✈✈

Engaged listening

✈✈✈✈

Processing in the present

✈✈✈✈

Expressing

✈✈✈✈

Clarifying

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Helping the client set and keep clear intentions

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Inviting possibility

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Helping the client create and use supportive systems and structures

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#1. Establishing and maintaining a relationship of trust

Ensure a safe space and supportive relationship for personal growth, discovery and transformation.

Effect

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.

Key Elements

1. Mutual respect and acceptance.
2. Confidence and reassurance.
3. The client feels safe to share fears without judgment from the coach.

Distinctions

- Collaborative vs. Cooperative
- Acceptance and Support vs. Tolerance
- Confidence vs. Overbearing

Sample Effective Behaviors 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.

Sample Ineffective Behaviors 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. Tries to "look good" or be liked.
5. Imposes an opinion.
6. Expresses or implies judgment.

Measures

1. The client willingly shares concerns or fears.

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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 his/her own limitations where appropriate.
5. The client freely expresses emotions.
6. The client is receptive to the coach.

Common Mistakes Coaches Make:

- Not setting appropriate boundaries for the coaching relationships, or expectations for the coaching.
- Jumping in without permission, such as when challenging an assumption or belief.
- Trying to be the expert, or thinking the coach should be the expert.
- Imposing the coach's opinion.
- Trying to be liked by the client, causing the coach to hold back while coaching.
- Letting the session be more of a nice chat, or conversation between friends vs. a real coaching session.
- Trying to get the client to say nice things about the coach.
- Expecting the client to do all the work, or thinking they should.
- Expecting the client to have all the answers, vs. realizing that the coach and client, and the coaching relationship itself, are co-creating and/or co-discovering the answers.
- Not addressing any expectations of the company or organization, when coaching is occurring in that context.
- Not trusting the coaching process, themselves, or the client. Allowing the client to depend too heavily upon the coach.

Indicators the Coach Understands the Mastery:

The client is willing to explore uncharted, perhaps fearful, topics.

The coach negotiates boundaries, and is clear with the client. (This is especially important when coaching in the corporate/organization environment, when reporting to supervisors is part of the coaching contract.)

The coach is probing and challenging, yet the client feels safe and respected.

The client disagrees with something the coach says – and is able to express this in the session.

The coach is able to share an opinion or idea without needing, expecting, or coercing the client to agree.

The coach trusts the client, which helps the client trust him or herself.

The coach knows that coaching works, and remains self-assured, even when unsure what to do or say next.

The coach realizes that everything the coach does and says, or does not do or say, contributes to the environment of trust. The coach uses this awareness strategically.

Does not create or tolerate imbalances of power between coach and client.

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#2. Perceiving, affirming and expanding the client's potential

Recognizes and help 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.

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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.

Common Mistakes Coaches Make:

- Cheerleading or being patronizing or parental.
- Pushing the client to be or do more.
- Automatically accepting the client's limiting assumptions and beliefs, or those assumptions and beliefs which are inconsistent with the client's desires.
- Trying to get the client to do what the coach thinks would be good for the client.
- Measuring or expressing the client's value or potential only in terms actions and accomplishments, rather than by who the client is being or is capable of being.

Indicators the Coach Understands the Mastery:

The coach naturally offers sincere encouragement via comments and questions.

The coach creates openings for the client to discover and express themselves and/or their potential.

The coach realizes clients need the coach to perceive, affirm and expand the client's potential – even the most self-assured clients.

The client begins recognizing and accepting his or her own greatness and what might be possible.

The coach does not measure the client's worth (or the coach's worth) by what the client does and whether it worked or not.

The coach identifies where the client's strengths intersect with their personal goals and those of their sponsoring organization (where applicable).

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#3. Engaged Listening

Give 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 becomes more open and effortless.
2. The client has adequate time to process thoughts and discoveries.

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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.

Common Mistakes Coaches Make:

- Thinking the coach has to speak when the client is quiet – being uncomfortable with silence.
- Assuming the coach knows what the client means.
- Being nervous/trying to figure out the "right" thing to do as a coach.
- Focusing on what to say next, while the client is still talking.
- Not noticing or acknowledging when the client's manner of expressing does not match the content or emotion of what they are talking about (such as laughing when talking about how angry they are).
- Not listening for the deeper meaning in what the client is saying – accepting it at face value, not looking below the surface level of communication.

Indicators the Coach Understands the Mastery:

The coach does not rely on only one or two methods/models of coaching. Rather, the coach adapts the coaching methodology and strategy, as needed, for the client.

The coach is comfortable with silence during the coaching session, recognizing the client is processing information even when quiet.

The coach understands that silence can be an effective coaching technique.

The coach focuses on the client's needs, not on the coach's "performance".

The coach recognizes his or her own patterns of thoughts, as well as the client's.

#4. Processing in the present

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 communications at all levels.

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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.
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).

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.

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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.

Common Mistakes Coaches Make:

- Ignoring or not noticing the client's hesitation, enthusiasm, disinterest, etc.
- Not noticing how the client is experiencing the coaching.
- Being afraid to address the client's emotions.
- Letting the client ramble and/or jump from topic to topic without addressing it or helping the client refocus.
- Focusing only on future goals and actions, ignoring the present.
- Missing clues the client drops, sometimes in the form of off-hand or casual comments. Not noticing when the client brings something up several times within a session, or over several sessions.
- Not recognizing the coach's own counter-productive behaviors (such as interrupting, verbal tics, etc.).

Indicators the Coach Understands the Mastery:

The coach realizes this mastery creates profound shifts because it allows the coach and client to get to the core of what is really holding back and/or supporting the client.

The coach is comfortable addressing the client's emotions as indicators of the client's efforts, alignment with goals, and a source of information.

The coach helps the client move from talking about what happened, to identifying the present meaning of it and how the client may use this meaning.

The coach recognizes the coaching relationship is often a mirror for other areas of the client's life – a microcosm of what occurs elsewhere – and uses this as a coaching tool.

The coach is aware that when the client is avoiding, resisting, or deflecting, it is an indication there is something going on for the client, or something going on between the coach and client.

The coach adapts the coaching style, energy, or communication to support what is needed by the client in the moment.

The coach is willing to "check in" with the client about the content or direction of the coaching.

The coach trusts the coaching process.

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#5. Expressing

Attention and awareness to how the coach communicates commitment, direction, intent, and ideas – and the effectiveness of this communication.

Effect

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.

Key Elements

1. Respect.
2. Attentiveness.
3. Client-focused.
4. Clarity.
5. Appropriateness.

Distinctions

- 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 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.

Sample Ineffective Behaviors 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.

Measures

The coach and the client exchange is free flowing and/or expansive.

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The coach's communication becomes a springboard for the client to more open discourse and positive result.

Common Mistakes Coaches Make:

- Over-using verbal affirmations, to the point they become interruptions or distractions.
- Not matching client's level of enthusiasm (too high or too low), creating a disconnect with the client.
- Rambling in order to make a point.
- Repeating what the coach is saying, until the client agrees or gives in.
- Focusing too much on doing or saying the "right" thing.
- Jumping in with too many questions, even if well-intentioned.

Indicators the Coach Understands the Mastery:

The coach is comfortable with silence, not needing to talk when the client is quiet.

The coach is attuned to how his/her communication is moving the client forward, or interfering with the client's progress.

The coach is not worried about making a good impression.

The coach knows how and when to interrupt so that it serves the client.

The coach is self-aware, and engages in purposeful dialogue – not just talking to fill silence or to cover up uncertainty about how to proceed.

The coach uses voice, language, metaphors and stories that are appropriate to the needs of the client.

#6. Clarifying

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.

Measures

1. Asks closed-ended questions.
2. Does not ask questions at all.
3. Does not address a topic the client is clearly avoiding or minimizing.
4. Seeks to clarify a symptm rather than looking for the source of the issue.
5. The most important issue(s) for the client is identified and addressed. The client feels understood.
6. The client's energy is increased.

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7. 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.

Common Mistakes Coaches Make:

- Thinking the coach knows the right answer or what is best for the client.
- Focusing on surface problems or symptoms, not understanding the most important issue for the client may be below, or hidden by, the initial "problem" the client brings to the session.
- Setting the agenda, rather than letting the client set the agenda, or setting it together.
- Not being clear whether the most important issue was identified and addressed adequately.

Indicators the Coach Understands the Mastery:

The coach does not feel pressure to clarify for the client.

The client's perspective shifts – the client knows something he/she did not know before – about self, capabilities, the situation, beliefs or assumptions, etc.

The coach is curious and interested.

The coach actively participates with the client in a collaborative manner.

The coach and client clarify thoughts, feelings, beliefs, and/or words.

The coach is willing to question what is going on underneath the reported issue.

#7. Helping the client set and keep clear intentions

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.

The client is more excited or confident about the future.

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.

Common Mistakes Coaches Make:

- Not noticing when the client is hesitant about a particular intention or agreement.
- Thinking the coach knows what is best for the client.
- Injecting or forcing the coach's own expectations onto the client or into the session.

Indicators the Coach Understands the Mastery:

The coach is not attached to the client setting a specific or particular intention.

The coach recognizes that this mastery builds on Mastery #6 (Clarifying) – that they must clarify in order to be on target with intentions.

The coach recognizes when the client's commitments are not aligned with the client's true desires and goals.

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#8. Inviting possibility

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
5. 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.

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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.

Common Mistakes Coaches Make:

- Coming up with all the ideas or possibilities themselves, rather than facilitating the process for the client.
- Thinking all the ideas need to be acted upon.
- Trying too hard to figure things out.
- Searching for a particular answer rather than being curious.

Indicators the Coach Understands the Mastery:

The coach notices how ideas build on each other.

The coach does not force this mastery into the coaching session. It occurs naturally as a part of the session.

The coach helps the client expand on what could be – thinking beyond what was previously considered.

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#9. Helping the client to create and use support systems and structures

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.

Common Mistakes Coaches Make:

- Only identifying a to-do list of actions.
- Over-relying on accountability as a support structure.
- Letting the coach identify all, or most of, the actions and systems, rather than involving the client.
- Imposing their own systems.
- Only identifying support structures that are readily apparent (such as a spouse, coach, job description or current role in an organization).
- Not taking into account the client's culture – encouraging actions that would be inappropriate in the culture.
- If coaching within an organization, not taking into account the organization's culture – encouraging actions that would be inappropriate in the culture.
- Not building systems and structures around the client's core issue.
- Not addressing how the limiting beliefs or blocks identified during the coaching session will affect the client's use of the system or structure.

Indicators the Coach Understands the Mastery:

- The coach knows the difference between a system and an action plan.
- The coach addresses multiple structures or systems – such as physical, emotional, mindset, etc.
- The client understands what they need to do to ensure the effectiveness and sustainability of the systems and structures.

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- The coach and client discuss what needs to happen for client to do this reliably and consistently, so that the issue is handled and does not become a recurring pattern.
- The coach ensures the client's structures are in alignment with the client's values and/or identity.
- The coach and client address any inner conflict that might interfere with sustainability.
- The coach helps the client identify resources and support structures within the client's workplace or organization.
- The coach inquires about and addresses present circumstances, expectations, and possible constraints within the organization.

IAC Ethical Principles

Competence

Coaches will maintain high standards of competence in their work.

Integrity

Coaches will represent themselves in an honest and fair manner, being cognizant of their particular competencies and limitations.

Coaches strive to be aware of their own belief systems, values, needs, and limitations and the effect of these on their work. To the extent feasible, they attempt to clarify for relevant parties the roles they ar e performing and to function appropriately in accordance with those roles.

Non-Discrimination

The IAC prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status.

Discrimination, as defined by the IAC, occurs when a person or a group of people are treated less favorably than another person or group or denied the opportunity to participate freely and fully in ac tivities of the IAC because of race, color, national or ethnic origin; gender or marital status; disability; religion or political beliefs; sexual preference; or some other central characteristic.

Professional Responsibility

Coaches will uphold standards of ethical conduct that reflect well on the individual coach as well as the profession at large.

Respect for People's Rights and Dignity

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Coaches will treat clients with dignity and respect being aware of cultural differences, and the client's right to autonomy, privacy, and confidentiality.

Coaches accord appropriate respect to the fundamental rights, dignity, and worth of all people. They respect the rights of individuals to privacy, confidentiality, self-determination, and autonomy, mindful that legal and other obligations may lead to inconsistency and conflict with the exercise of these rights. Coaches are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

Coaches try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices.

IAC Code of Ethics

Introduction

Coaches work in a variety of specializations (such as personal/life and corporate/business) in order to help their clients. Coaches are specifically trained in coaching through a school or mentor coach, and use/incorporate their individual life experience in their practice.

Coaches may use an array of titles, ranging from coach to consultant to facilitator. Although each coach measures their progress differently, achievement is always measured by progress made by the coaches' clients. Due to the personal nature of most coaching relationships, this Ethics Code provides the framework and values upon which professional coaches base their practice.

The purposes of this Code are threefold. First, it provides the broad principles and values to which coaches subscribe. These include confidentiality and the utmost concern for the welfare and success of the client. Secondly, it provides rules for coaches to use in many of the specific situations that a coach might encounter. Finally, this Code is meant to serve as a building block for the ethical and moral standards of coaches. While each individual coach agrees to follow this Code, they are encouraged to supplement and add to it in order to build a lifelong commitment to building an ethical workplace and profession.

1) General Standards

1.01 Applicability of the Ethics Code.

(a) Any code may be considered as a normalization of experience into a set of rules. A code is adopted by a community because its members accept that adherence to such rules, including the r estrictions this implies, is of benefit to all, inside and outside the community alike.

(b) This code of ethics is directed to all professional members of the IAC. It consists, essentially, of a series of statements which prescribe minimum standards of practice, to be observed by members. The code is intended to be observed in the spirit and not merely the word.

(c) The activity of a coach subject to the Ethics Code may be reviewed under these Ethical Standards only if the activity is part of his or her coaching work-related functions.

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1.02 Relationship of Ethics and Law Of The Country.

(a) Although the Law of the country in which the Coach practices will take precedent over the IAC Ethical Standards, coaches will, at a minimum, strive to adhere to the IAC code of ethics.

(b) A coach should not engage in any illegal activities, including, but not limited to, copyright, intellectual property rights, or patent violations.

1.03 Professional Relationship.

(a) Coaches provide their services only in the context of the IAC professional standards.

(b) Trust and responsibility are at the heart of the coaching profession. It is expected that coaches will always act with integrity towards their clients, their peers, and themselves.

1.04 Competence In Coaching.

(a) Coaches provide services only within the boundaries of their competence, based on their education, training, or appropriate professional experience. Coaches should only accept work as they believe they are competent to perform.

1.05 Maintaining Expertise.

(a) Coaches maintain a reasonable level of awareness of current best business practices and professional information in their fields of activity, and undertake ongoing efforts to maintain competence in the skills they use.

(b) Coaches keep themselves informed of new technologies, practices, legal requirements and standards as are relevant to the coaching profession.

1.06 Outputs of coaching Services.

(a) When coaches provide coaching services, (inclusive of any assessments utilized), to an individual, a group, or an organization, they use language that is reasonably understandable to the recipient of those services.

(b) If coaches will be precluded by law or by any other means from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

1.07 Respecting Others.

(a) Respect for the individual is a cornerstone of coaching relationship.

(b) In their work-related activities, coaches respect the rights of others to hold values, attitudes, and opinions that differ from their own.

1.08 Unfair Discrimination.

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In their work-related activities, coaches do not engage in unfair discrimination based on any basis whatsoever.

1.09 Harassment.

(a) Coaches do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work.

(b) Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature. Coaches ensure that their behavior is at all times appropriate and can in no way be described as harassment in any form.

1.10 Personal Problems and Conflicts.

(a) Coaches recognize that they too may experience personal problems which may exert an adverse effect upon the coach client relationship. Accordingly coaches inform clients of any such problems, and together appropriate action is taken.

(b) In addition, coaches have an obligation to be alert to signs of, and to obtain assistance for, their personal problems at an early stage, in order to prevent impaired coaching performance.

(c) When coaches become aware of personal problems that may interfere with their performing coaching-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their current coaching activity.

1.11 Making Progress.

Coaches take reasonable steps to ensure that the client progresses, and in cases where there is no progress coaches strive to minimize any harm to their client.

1.12 Misuse of Coaches' Influence.

Because coaches' professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence.

1.13 Misuse of Coaches' Work.

(a) Coaches do not participate in activities in which it appears likely that their skills or assessments will be misused by others.

(b) If coaches learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

1.14 Conflict of Interest.

(a) Whenever feasible, a coach refrains from taking on professional obligations when preexisting relationships would create a risk of conflict of interest.

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(b) If a coach finds that, due to unforeseen factors, a potentially conflict of interest relationship has arisen, the coach attempts to resolve it with due regard for the best interests of the affected person and compliance with the Ethics Code.

1.15 Barter.

A coach may participate in bartering only if the relationship is not exploitative. Coaches are free to negotiate accepting goods, services, or other non-monetary remuneration in return for coaching services, within the legal and Income Tax limitations of the country of practice.

1.16 Exploitative Relationships.

(a) Coaches do not exploit persons over whom they may have a management role.

(b) Coaches do not engage in sexual relationships with personnel over whom the coach has evaluative or direct authority, because such relationships may be viewed as exploitative.

1.17 Referrals.

When indicated and if professionally appropriate, coaches may cooperate with other professionals in order to serve their client effectively and appropriately.

1.18 Third-party Requests for Services.

(a) When a coach agrees to provide services to a person or entity at the request of a third party, the coach clarifies to the extent feasible, at the outset of the service, the nature of the relationship with each party. This clarification includes the role of the coach (such as organizational consultant), the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality.

(b) If there is a foreseeable risk of the coach's being called upon to perform conflicting roles because of the involvement of a third party, the coach clarifies the nature and direction of his or her responsibilities, keeps all parties appropriately informed as matters develop, and resolves the situation in accordance with this Ethics Code.

1.19 Delegation to and Supervision of Subordinates.

(a) Coaches delegate to their employees, and assistants only those responsibilities that such persons can reasonably be expected to perform competently, on the basis of their education, training, or experience, either independently or with the level of supervision being provided.

(b) Coaches provide proper training and supervision to their employees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically.

1.20 Records and Information Management.

(a) Coaches create, maintain, disseminate, store, retain, and dispose of records and data relating to their practice, and other work in accordance with the law of the country in which they practice, and in a manner that permits compliance with the requirements of this Ethics Code.

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(b) Coaches are recommended to appropriately document their work in order to facilitate provision of services later by them or by other professionals, to ensure accountability, and to meet other legal requirements of their Country.

1.21 Fees and Financial Arrangements.

(a) As early as is feasible in a professional relationship, the coach and the client, or other appropriate recipient of coaching services reach an agreement specifying the compensation and the billing arrangements.

(b) Coaches do not exploit recipients of services or payers with respect to fees, nor do coaches misrepresent their fees.

(c) If limitations to services can be anticipated because of limitations in financing, this is discussed with the client, or other appropriate recipient of services as early as is feasible.

(d) If the client, or other recipient of services does not pay for services as agreed, and if the coach wishes to use collection agencies or legal measures to collect the fees, the coach first informs the person that such measures will be taken and provides that person an opportunity to make prompt payment.

1.22 Accuracy in Reports to Payers.

In their reports to payers for services, coaches accurately and clearly state the natur e of the service provided, the fees and/or all other charges.

1.23 Referral Fees.

When a coach pays, receives payment from, or divides fees with another professional other than in an employer - employee relationship, the payment to each is based on the services (referral, consultative, administrative, or other) provided, and is agreed in writing prior to commencement of engagement.

2. Advertising/Public Statements

2.01 Definition

Advertising / Public Statements refer to any written documents or verbal statements that a coach makes publicly available (such as a brochure, article, speech, or professional resume) relating to coaching.

2.02 Statements by Others.

Coaches understand that others may engage in making public statements for them, whether specifically asked to do so or not. Coaches will make their best effort to ensure that any such public statements are true and not misleading.

2.03 Avoidance of False Statements.

Coaches agree not to make any public statements that are false, under any circumstance. Examples of such statements include a coaches' training or experience and the fees they charge.

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3. Coaching Relationship

3.01 Structuring the Relationship.

(a) Coaches will explain their fee structure prior to the first paid coaching session with a client.

(b) Coaches agree to bring up and discuss important topics as early as possible in the coaching relationship. An example of such a topic is confidentiality (See also standard 4.01, Discussing the Limits of Confidentiality.)

(c) Coaches agree to refer clients to other professionals when relevant. Coaches also will refer a client to a counselor, therapist, or psychiatrist as soon as possible if they see or hear a problem that may necessitate mental health treatment.

(d) Coaches make an effort to answer clients' questions and address their concerns about coaching as promptly as possible. When available, a coach will provide written information to address specific concerns about coaching.

3.02 Safety and Well-Being.

(a) Each Coach must make an appropriate referral to a Mental Health Professional or Emergency Service Professional at an early point of recognizing situations in which clients may put their own safety or well- being at risk, or the safety or well-being of others at risk, and in severe situations the Coach must contact a Mental Health Crisis Service or Emergency Service on behalf of the client.

(b) Coaches must not attempt to diagnose or assess any mental health issue or specific problem where clients may put themselves or others at risk, but must act solely out of their personal experience, as coaches are not trained or licensed to make such diagnoses or assessments.

(c) Coaches must notify the appropriate authorities when a client discloses that they are harming or endangering another individual or group. The coach must also attempt to notify the person or group who is being harmed or endangered. The Coach does not need to discern if a mental health problem is present or in fact if the current or imminent harm is in fact illegal.

3.03 Providing Coaching Services to Those Served by Mental Health Professionals.

Each coach must decide whether or not to enter into a coaching relationship with a client who is currently undergoing psychotherapy or other mental health treatment. Most important in making this decision is the client's welfare.

3.04 Sexual Intimacies With Clients.

Coaches agree not to be sexually involved with current clients.

3.05 Interruption of Services.

Coaches will make reasonable efforts to make other arrangements for any interruption of coaching services. For longer-term interruptions (longer than 1 month), the coach is encouraged to refer clients to other coaches until they are able to resume coaching.

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3.06 Terminating the Coaching Relationship.

Coaches agree to terminate a coaching relationship when it becomes clear that the client is no longer gaining benefit (or is being harmed) from the coaching relationship. In terminating the relationship, coaches will suggest alternatives or provide referrals to coaches or other professional services when appropriate.

4. Privacy and Confidentiality

These Standards are applicable to the professional activities of all coaches.

4.01 Discussing Confidentiality and the Limitations Thereof.

(a) Coaches respect the client's right to privacy. They do not solicit private information from the client unless it is essential in the provision of services, or the implementation of research. The standards of confidentiality apply once disclosure occurs.

(b) The discussion of confidentiality occurs at the beginning of the professional relationship, unless it is contraindicated or infeasible, and from then on as necessary.

(c) Coaches discuss the nature of confidentiality and its limitations with clients and other interested parties. Coaches examine situations in which confidential information may be requested or disclosed.

(d) All information obtained in the course of the professional service is confidential unless there is a compelling professional reason for its disclosure. Coaches will disclose confidential information without a specific release if it is necessary to prevent foreseeable imminent harm to the client or another. In all circumstances, coaches will be judicious in the amount of information that is disclosed.

4.02 Maintaining Confidentiality.

(a) Coaches are fundamentally prudent in the protection of the confidentiality rights of those with whom they work or consult. Coaches acknowledge that professional relationships, institutional regulations, and/or the law may establish confidentiality.

(b) Coaches will not discuss confidential information in any setting unless privacy can be assured.

(c) Coaches discuss confidential information only for appropriate professional, consultative, or scientific purposes and only with persons clearly concerned with such matters.

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(d) In their dealings with the public and media (including professional presentations, and writing) coaches will be careful to guard the confidentiality of their clients. Moreover, coaches will disguise confidential information so that clients are not individually identifiable. Coaches will only disclose confidential information if the client or legally authorized individual has given express written consent.

(e) In a consultative capacity, coaches do not share confidential information that could lead to the identification of a client with whom they have a confidential relationship. Coaches may only share this information if they have obtained the prior consent of the client, or if the disclosure cannot be avoided. Furthermore, coaches share information only to the extent necessary to achieve the purposes of the consultation.

(f) Coaches take logical precautions to protect client confidentiality in the event of the coach's cessation of practice, incapacitation, or death.

(g) Coaches protect the confidentiality of their deceased clients in accordance with this Ethics Code.

4.03 Records and Information Management.

(a) Coaches maintain confidentiality when creating, storing, accessing, transferring, and disposing of records under their authority in accordance with this Ethics Code and laws of their country.

(b) Coaches take precautions to ensure and maintain the confidentiality of information communicated through the use of telephone, voice mail, computers, email, instant messaging, facsimile machines, and other information technology sources.

(c) Coaches take practical and lawful steps to assure that records remain available in order to serve the best interests of clients.

4.04 Disclosures.

(a) Unless prohibited by law, coaches will only disclose confidential information if the client, or person legally authorized to consent on behalf of the client, has given express written consent.

(b) Coaches may disclose confidential information without the consent of the client only as mandated or permitted by law.

(c) When possible, coaches inform clients about the disclosure of confidential information and possible ramifications before the disclosure is made.

(d) Coaches will only disclose confidential information to third party payers with the appropriate written consent.

(e) Coaches must disclose certain confidential information as required by law or if the confidential information may put the client or others at risk of harm or compromise their well -being.

5. Coaching Training

5.01 Design of Training Programs.

Coaches who train other coaches do their best to ensure that their training programs are well thought -out, and will provide the trainee the material that they are seeking.

5.02 Descriptions of Training Programs.

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Coaches that train other coaches shall not mislead others about the training they offer.

5.03 Ethics during Training.

Coaches that train other coaches will ensure that they are made aware of this ethics code, when applicable, and will abide by it during the training process.

5.04 Limitation on Training.

Coaches agree to see their own limitations in training other coaches, and in such instances when they don't feel adequately experienced to train another coach in a specific area or technique, they will refer the trainee to another coach or training program.

6. Coaching Research and Publishing

6.01 Planning Research.

(a) Those coaches that conduct research will design and conduct the research within recognized scientific standards.

(b) Coaching research will be planned to minimize the possibility of misleading results from the collected data.

(c) Coaches that conduct research have the competency to do so, or have other scientific professionals with competency overseeing the research.

(d) Research will be conducted in compliance with all laws of the country in which research is carried out.

6.02 Conducting Research.

(a) Approval or consent from research participants or hosting organizations shall be gained, unless (b) below holds true.

(b) Approval or consent from research participants or hosting organizations is not required only in special cases, such as research with anonymous questionnaires or naturalistic observations.

(c) Participants will be informed about the research and its anticipated use(s), in language that is understandable to the general public.

(d) Where applicable, research participants shall be suitably protected from adverse consequences of participating in the research, including (but not limited to) potential consequences of withdrawing from the research.

(e) If inducements are offered to research participants, such inducements shall not be excessive or inappropriate.

6.03 Reporting of Research Results.

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When the results of research are made available, coaches will not falsify or fabricate the results. Further, if significant errors in the research are found in the future, appropriate attempts will be made to correct the prior results.

The following applies to all publications by coaches.

6.04 Plagiarism.

Coaches do not copy others' research or data without prior written permission from the originator.

6.05 Publication Credit.

Coaches take responsibility and credit only for their own work.

6.06 Professional Reviewers.

Coaches who professionally review material prior to publication respect the confidentiality of the work, and credit the publication to the authors that submitted

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IAC Coaching Masteries ™ NOTE SHEET

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

Score:	**#1 Establishing and maintaining a relationship of trust**		
Definition: Ensure a safe space and supportive relationship for personal growth, discovery and transformation.	**Effect:** **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.	**Key Elements:** **1.** Mutual respect and acceptance. **2.** Confidence and reassurance. **3.** The client feels safe to share fears without judgment from the coach.	**Distinctions:** Collaborative vs. Cooperative Acceptance and Support vs. Tolerance Confidence vs. Overbearing

Effective Behaviors	**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. Tries to "look good" or be liked. 5. Imposes an opinion. 6. Expresses or implies judgment.	1. The client willingly shares concerns or fears. 2. The client responds positively to challenging questions/observations. 3. The client shares bold ambitions/dreams. 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:**

Score:	#2 Perceiving, affirming and expanding the client's potential		
Definition: Recognizes and help 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

Effective Behaviors	Ineffective Behaviors	Measures
The coach: 9. Offers sincere encouragement. 10. Expresses or demonstrates belief in the client's potential. 11. Demonstrates commitment to the client's success. 12. Gives specific positive feedback referring to the client's behavior and performance. 13. Reminds the client of his or her capabilities, strengths, talents, knowledge and experience. 14. Inspires and evokes the client's greatest potential. 15. Taps into the client's desire to leave a lasting legacy, where appropriate. 16. Connects client's potential with possible opportunities and resources in the client's organization	The coach: 10. Cheerleads or uses exaggerated (—over-the-top‖) or insincere enthusiasm. 11. Accepts rather than is curious about the client's perceived assumptions, limitations, and obstacles. 12. Challenges beyond what the client can handle so that it becomes discouraging. 13. Pushes the coach's agenda in the guise of support. 14. Manipulates the client. 15. Makes the client wrong. 16. Creates or encourages client dependency. 17. Guides the client toward culturally inappropriate actions. 18. Does not show faith in the client.	9. The client is no longer held back but is excited and moving forward, talking about and planning actions. 10. The coach encourages more action from the client beyond the client's previous comfort zone, where appropriate. 11. The client is empowered and accepts responsibility. 12. The client is motivated for action and completing the assignments. 13. The coach inspires and evokes the client's greatest potential. 14. The client recognizes his/her own potential. 15. The client feels validated and understood. 16. The client becomes aware of behaviors, thoughts, and beliefs that are limiting.

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Notes:	Notes:	Notes:

Score:	#3 Engaged Listening		
Definition: Give 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

Effective Behaviors	Ineffective Behaviors	Measures
The coach: 6. Is silent or uses nominal cues to give the client the opportunity to reflect or respond. 7. Notices nuances in the client's communications. 8. Confirms the client's communications, providing an opportunity for the client to review what he/she said. 9. Identifies discrepancies between what the client is saying (words) and the client's behavior and/or emotions.	The coach: 7. Interrupts inappropriately or talks over the client. 8. Does not allow productive silence (such as consistently speaking as soon as the client finishes speaking). 9. Misses the client's deeper points in the communication. 10. Disregards something important. 11. Uses an approach that is generic and formulaic rather than adapting coaching methodology to the needs of the client.	7. The client's tone and flow of ideas becomes more open and effortless. 8. The client has adequate time to process thoughts and discoveries. 9. The coach confirms the client's unspoken communication, as appropriate. 10. The client confirms the coach's observations of unspoken communication. 11. The coach uses silence at the right times and for an

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10. Discerns the appropriate coaching method to use based on the client's needs and concerns.	12. Focuses on making his/her point vs. listening to the client's communication at multiple levels.	effective duration. 12. The coach does not lead the client in any particular direction.
Notes:	**Notes:**	**Notes:**

Score:	**#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-	**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 communications at all levels. **3.** The coach is able to discern whether the client is communicating from the past,	**Distinctions:** Responding from awareness vs. Conditioned reactions Here and now vs. Past or future Attuned vs. Alert

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awareness and positive, appropriate action.		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.	

Effective Behaviors	**Ineffective Behaviors**	**Measures**
The coach: 13. Uses what is happening in the session, or between coach and client, as an opportunity for learning and discovery. 14. Shares what the coach is noticing, realizing, or feeling when it could serve the client. 15. Remains open to the client's perspective. 16. Maintains connection while noticing themes and patterns. 17. Asks questions and offers observations at different levels, as appropriate. 18. Provides moments of silence for the benefit of both the client and coach to check in for more subtle ways of knowing. 19. Checks in with the client about thoughts, feelings and intuition. 20. Checks in with the client about what the client is feeling in his or her body, if appropriate to that client. 21. Expands the client's awareness of different levels of knowing. 22. Shares intuitions and theories with lightness. 23. 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. 24. Interrupts to refocus the client when appropriate (for	The coach: 7. Does not engage with the client at the level at which the client needs coaching. 8. Shares something that obviously is not relevant or is counter-productive. 9. Pushes the coach's own point of view or agenda. 10. Does not recognize or address counter-productive behaviors when they occur during the coaching session. 11. Does not address key behavioral patterns of thought, behavior or expression as they occur during the session. 12. Is not aware of how the coach's own behavior is affecting the coaching or the client.	10. The coach demonstrates awareness of the client's expression on multiple levels, as appropriate. 11. The coach remains light and enjoys the coaching process. 12. The coach and client allow valuable moments of quiet during the coaching conversation. 13. The coach is mindful of the client's agenda and needs. 14. 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. 15. The coach shares his or her point of view without attempting to persuade the client to adopt that viewpoint. 16. The coach models for the client the value of expanding his or her levels of awareness as appropriate. 17. The coach helps the client engage with present reality, what is happening in the moment. 18. The coach effectively uses the coaching relationship, and the session itself, as a coaching tool.

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example, when the client is caught up in telling a story or the client is talking about unrelated issues).		

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Notes:	Notes:	Notes:

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Score:	#5 Expressing		
Definition: Attention and awareness to how the coach communicates commitment, direction, intent, and ideas – and the effectiveness of this communication.	**Effect:** **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.	**Key Elements:** **1.** Respect. **2.** Attentiveness. **3.** Client-focused. **4.** Clarity. **5.** Appropriateness.	**Distinctions:** 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).

Effective Behaviors	Ineffective Behaviors	Measures
The coach: 9. Maintains focus on and attention to the client. 10. Builds and maintains rapport through tailored communications. 11. Uses verbal and nonverbal skills effectively. 12. Speaks mindfully, clearly and concisely, for the benefit of the client. 13. Speaks directly, while sensitive to the client's mood and circumstance. 14. Invites the client's input, self-disclosure and expression of feelings. 15. Uses pace and energy effectively. 16. Models appropriate boundaries in written and verbal communications.	The coach: 7. Is self-absorbed (trying too hard; focusing on self versus the client; not being fully present and engaged; interrupting inappropriately). 8. Uses a pace of expression that is inconsistent with the energy of the session (for example, rushing or delaying). 9. Is ineffectual in making a point (for example, too wordy; the client does not understand vocabulary, references or metaphors; the point is not pertinent). 10. Communicates in a manner that is inauthentic or conflicts with the client's words or tone. 11. Has inappropriate verbal mannerisms (mannerisms or verbal —tics‖ which interrupt and/or interfere with the client's thought process or expression). 12. Uses laughter or humor inappropriately or ineffectively.	3. The coach and the client exchange is free flowing and/or expansive. 4. The coach's communication becomes a springboard for the client to more open discourse and positive result.

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Notes:	Notes:	Notes:

Score:	#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

Effective Behaviors	Ineffective Behaviors	Measures
The coach: 9. Makes or shares distinctions. 10. Asks —either/orǁ questions. 11. Connects to something the client already knows or has experienced. 12. Identifies patterns. 13. Asks open questions. 14. Makes statements that enhance the client's understanding. 15. Mirrors or paraphrases.	The coach: 9. Misses or ignores what is most important. 10. Makes assumptions. 11. Is pulled into, or distracted by, the client's chaos and confusion. 12. Asks leading questions. 13. Asks closed-ended questions. 14. Does not ask questions at all. 15. Does not address a topic the client is clearly avoiding or minimizing.	6. The most important issue(s) for the client is identified and addressed. 7. The client feels understood. 8. The client's energy is increased. 9. 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.

16. States what is perceived.	16. Seeks to clarify a symptom rather than looking for the source of the issue.	10. The client has increased self-awareness, or can see himself or herself from a new perspective.
Notes:	**Notes:**	**Notes:**

Score:	**#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

Effective Behaviors	**Ineffective Behaviors**	**Measures**
The coach: 11. Continually clarifies what the client intends. 12. Perceives what matters to the client. 13. Asks questions that reveal the client's intentions. 14. Brings the client back to what is important. 15. Rephrases the client's intentions in a way that adds value.	The coach: 6. Pushes the client towards stated goals when they are no longer relevant. 7. Moves forward while the intentions are not clear. 8. Needs, or inappropriately influences, the client to follow the coach's agenda or methodology. 9. Second-guesses the client.	6. The client is more excited or confident about the future. 7. The client is more excited or confident about the present. 8. The client agrees to take more responsibility. 9. The client has a realization that removes a mental obstacle. 10. The client is engaged and excited about new direction,

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16. Questions intentions or assumptions, while respecting the client's goals and preferences. 17. Offers resources to enhance the client's ability to clarify intentions (such as models, tools, books, assessments). 18. Perceives or inquires, and responds to, changing needs and desires of the client. 19. Aligns coaching points or intentions with client's values. 20. Understands how client's values and/or beliefs support the intentions.	10. Follows the client's tangents that detour from the stated goal.	renewed commitment, skills or strategies, or fresh approach.
Notes:	**Notes:**	**Notes:**

Score:	#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 mindǁ vs. Imposing expertise Creative vs. Prescriptive Expansion vs. Resolution

Effective Behaviors	Ineffective Behaviors	Measures
The coach: 11. Uses appropriate tools and techniques to create the environment for expansion, inviting possibility. 12. Draws on various scenarios, circumstances and cultures to expand the client's options. 13. Poses questions to enhance the process of discovery. 14. Minimizes effects of conditioned thinking. 15. Brainstorms with the client, once the direction of appropriate action and progress for the client is identified. 16. Helps the client see the possibilities from a larger perspective. 17. Is provocative when necessary to encourage the client's expansion. 18. Stays open to possibility, even when the client resists. 19. Is willing to let the unknown present itself. 20. Encourages the client to explore the most ambitious options.	The coach: 7. Is attached to a particular framework or process. 8. Is seeking a particular outcome or answer. 9. Rushes to find a solution. 10. Accepts the client's perceived limitations. 11. Asks leading questions or too many questions. 12. Allows the client's "story" to constrain the exploration of possibility.	7. The conversation enters new and potentially unrelated areas. 8. The client has an insight that takes the client by surprise. 9. The client is receptive and recognizes expansion, help, or other ideas are possible. 10. The coach offers new possibilities. 11. The client offers new possibilities. 12. The client expresses either sincere enthusiasm regarding new possibilities or an acceptance of the process.

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Notes:	Notes:	Notes:

Score:	#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

Effective Behaviors	Ineffective Behaviors	Measures
The coach: 9. Suggests relevant resources and references. 10. Helps identify systems that may be needed and elicits feedback on the client's investigation, assessment and possible implementation of systems and structures. 11. Is responsive to suggestions for supportive and complementary systems and structures. 12. Actively seeks to identify ways of expanding capability through systems and structures. 13. Supports the client to address sustainability of systems and structures. 14. Is not attached to the client's response to any resource, system, or structure. 15. Elicits and uses the client's values and/or sense of identity to ensure sustainability. 16. Aligns coaching points with the client's values and	The coach: 10. Recommends resources, structures or systems without first identifying the individual client's needs. 11. Recommends resources that may be inappropriate—for financial, cultural, organizational, personality or educational reasons—for the particular client. 12. Seeks to impose the coach's own preferred structures or systems. 13. Overrides suggestions by the client as to possibly supportive systems or structures. 14. Does not offer or encourage support systems and structures when appropriate for the client. 15. Does not actively support the client in using the identified support systems and structures. 16. Does not address the sustainability of the identified support systems and structures.	8. The coach is creative in helping the client generate support systems and structures without attachment to whether the client adopts particular ideas or not. 9. The client recognizes resources not previously identified. 10. The client expresses appreciation for, or understanding of, the value of systems and structures, utilizing existing resources or creating new ones. 11. The client embraces responsibility for using, finding or creating resources. 12. The client acknowledges that this new appreciation or sense of responsibility is empowering. 13. The coach addresses the sustainability of the support systems and structures. 14. The coach is able to distinguish between an action step and a supportive system.

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culture.	17. The only structure utilized is —being accountable to the coachǁ, such as checking in with the coach on progress. 18. Assigns action steps rather than designing systems and structures.	
Notes:	**Notes:**	**Notes:**

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