AN IMPROVEMENT KATA SKILL LEVEL SCALE

Skill Level	Description	Degree of Autonomy
Expert (Not everyone reaches this level)	• No longer relies on rules/guidelines/maxims. • Grasp of situations & decision making are intuitive. • Has vision of what is possible.	Able to take responsibility for going beyond existing standards and creating own interpretations.
Proficient	• Has unconscious understanding and applies the Improvement Kata pattern more on "autopilot." • Deviates from the strict Kata to fit the situation. • Sees what is most important in a situation. ***High self-efficacy in applying the IK pattern***	Able to take full responsibility for own work and coach others.
Competent	• Has standardized and routinized procedures. • Sees actions partially in terms of long-term goals. • Can prioritize.	Able to achieve most tasks using own judgment.
Advanced Beginner	• Actions are based on the Kata. • Situational perception still limited. • All aspects are given equal importance.	Able to achieve some steps using own judgment, but coaching is needed for overall task.
Novice	• Strict adherence to the Kata. • Little situational perception & discretionary judgement. • Has to purposely concentrate on Starter Kata routines. ***Low self-efficacy in applying the IK pattern***	Needs close coaching and instruction.

Adapted from the Dreyfus Model of Skill Acquisition. Dreyfus, Stuart E., *Formal Models vs. Human Situational Understanding: Inherent Limitations on the Modelling of Business Expertise,* Berkeley, 1981.

A COACHING KATA SKILL LEVEL SCALE

Skill Level	Description	Autonomy
Expert (Not everyone reaches this level)	• Intuitive grasp of coaching based on deep, practiced understanding. • Direct, yet supportive. • Coaching conversations are natural; learner doesn't notice being coached. • Sought after for coaching advice.	Second coach needed occasionally.
Proficient	• Clear perception of learner's gaps or weaknesses. • Uses coaching to guide: adapts to the situation, asks meaningful questions. • Ability to assess learner's preferred learning style. • Has second coach capability.	Second coach needed periodically.
Competent	• Can sense learner's uncertainty level and knowledge threshold. • Consistently coaches learner with a repeatable pattern. • Coaching is a normal part of coach's daily work.	
Advanced Beginner	• Recognizes need for second coach. • Becoming comfortable providing feedback to learner. • Beginning to observe and listen more (versus talk and advise). • Asks some clarifying questions to gain insight into learner's thinking.	Should have a second coach observe each coaching cycle.
Novice	• Rigidity in asking questions. Uses closed-ended questions. • Lack of discipline to follow a pattern and recognize its importance. • Focuses on results rather than the process for achieving results. • Not able to identify when learner has hit a threshold of knowledge.	

Adapted from the Dreyfus Model of Skill Acquisition by Jennifer Ayers, Yvonne Muir, and Julie Simmons.