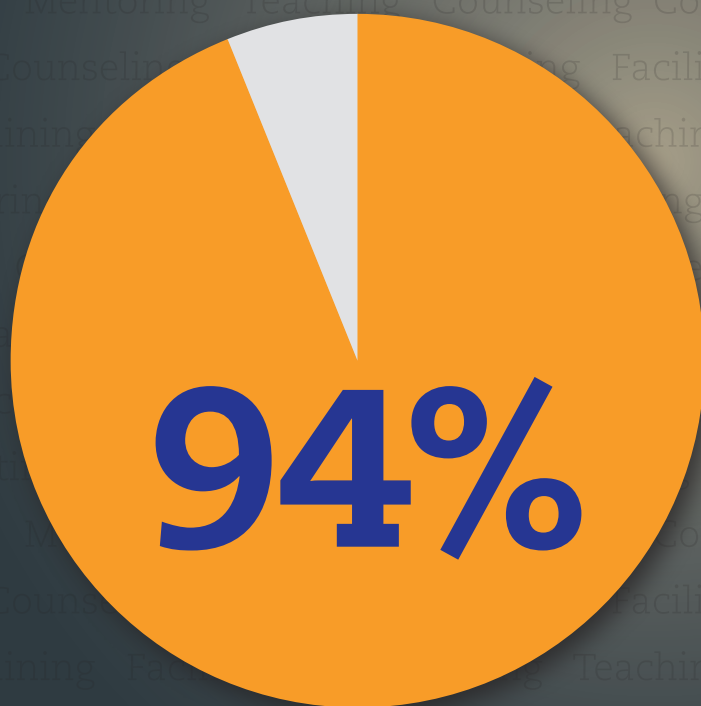


Coaching World

Advancing the Art, Science and Practice of Professional Coaching

THE “Extras” OF COACHING



of coaches said they offer one or more services in addition to coaching within their professional practice.

Coaching World is a quarterly digital publication of the International Coach Federation. It is distributed via email and accessible at icfcoachingworld.com. *Coaching World* is developed and produced by the ICF Marketing Department.

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In the next issue ...

Theory and practice ...
coming August 2013!

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In 2011, **41%** of coaches said they had **added services** other than coaching to their professional practices.



EDITOR'S NOTE: ADDED VALUE

Once again this year, we asked ICF Chapters and Members to tell us how they were using International Coaching Week (May 20-26, 2013) to serve their communities and spread awareness of the coaching profession. And once again, we were blown away by the creativity and passion demonstrated by your projects. Through conferences, forums and networking events, ICF Chapters around the world promoted professional development and the exchange of ideas among coaches. In so doing, you helped advance core ICF values such as professionalism, credibility and knowledge.

Chapters worldwide also donated hundreds of volunteer hours to provide and promote coaching within their communities. In the Midwestern U.S., ICF Heartland's Coaches Café events brought members to coffee shops where they helped "brew up" a conversation about professional coaching with their neighbors. In Sweden, participants in a "coachwalk" enjoyed a leisurely stroll while encountering and reflecting upon coaching questions along the way. Thanks to the diligence of ICF Members in North Carolina, the state's governor, Pat McCrory, even issued an official proclamation in recognition of International Coaching Week.

For many ICF Members, however, coaching is only part of the package. The *2012 ICF Global Coaching Study* reveals that a whopping 94 percent of professional coaches offer clients at least one additional service as part of their coaching practice. (See the breakdown of additional services by type on the opposite page.) That's why this issue focuses on the "extras" of coaching—the additional services that enhance a coach's portfolio of offerings, allowing him or her to serve more clients in more ways. As we developed the articles for this issue in collaboration with ICF Members who have succeeded in cultivating multi-service practices, we were pleased—although certainly not surprised—to find most everyone in agreement that training and experience as a professional coach are assets for practitioners who also provide services such as consulting, counseling, mentoring, training, facilitation, teaching and speaking.

Since taking the reins of *Coaching World* at the beginning of April, I've relished the opportunity to "meet" several ICF Members via email and telephone conversations. I'm thrilled to continue the mission of providing a go-to digital magazine jam-packed with advice, tips and tools for professional coaches. To do that, however, I need your help. I invite you to drop me a line at abby.heverin@coachfederation.org and let me know what you'd like to see more of in future issues of *Coaching World*.

Sincerely,

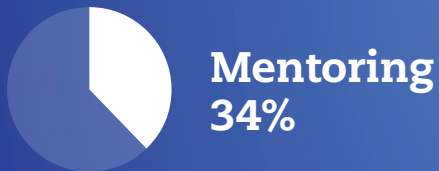
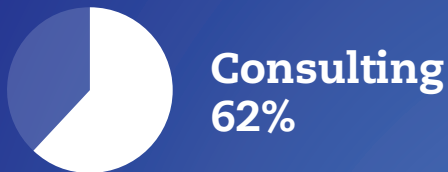
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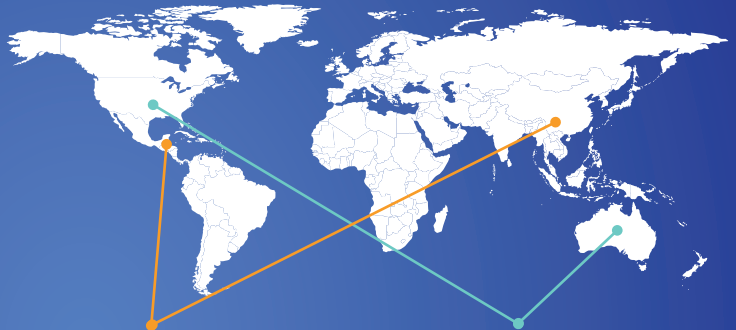


Share or download the full "Extras" of Coaching" Infographic at icf.to/extras

THE “Extras” OF COACHING



3 On average, coaches offer almost **3 additional services** on top of coaching.



The more experienced the coach, the greater number of additional services offered.



Source: 2012 ICF Global Coaching Study



Putting People First:

TOP ISSUES FOR HR CONSULTANTS

BY ABBY TRIPP HEVERIN

Although analysts are forecasting tepid economic growth in 2013—a recent Reuters poll of approximately 400 economists worldwide points to expected global economic expansion around only 3.2 percent this year—even these modest projections for recovery have led some executives to reevaluate their organizations' priorities.

"As the economy recovers, more employers are investing in talent management," says Susan Cucuzza, ACC, BCC, CLC, an Executive Coach and the founder of Live Forward LLC. "This creates an opportunity for coaches, as well as for consultants who specialize in human resources and talent development."

Susan points to The Conference Board CEO Challenge survey as evidence of business leaders' shifting priorities. Administered since 1999, the CEO Challenge survey asks CEOs, presidents and chairmen from around the world to identify their most critical challenges for the year ahead. Entering 2013, survey respondents cited human capital as their top concern, eclipsing corporate reputation, government regulation and even customer relationships. Mercer's 2012 Talent Barometer Survey illustrates what organizations are doing to fulfill this challenge: Among the organizations surveyed worldwide, 60 percent reported an increased investment in talent in recent years, while 77 percent reported that they have a strategic workforce plan in place.

Beneath the human-capital umbrella, Susan cites three top talent-management concerns of executive leaders and HR pros. Savvy HR consultants—as well as coaches—are wise to keep all of these on their radar as they market and deliver their services, she says.

On that note, when it comes to marketing the consulting side of your practice, don't sell your coaching experience short. The same attributes and techniques that make you an outstanding coach, such as powerful questioning and a knack for direct, thoughtful communication, will enhance your consulting toolbox.

1. Engaging Their People

More than 100 recent research studies illustrate the correlation between employee engagement and employee performance. In the U.S., it's estimated that disengaged employees cost organizations approximately 35 percent of their payrolls, with U.S. organizations experiencing a cost of \$370 billion

CONTINUED ON NEXT PAGE >

THE COACH-CONSULTANT CONUNDRUM

If you're a professional coach who's considering hanging out a consulting shingle, Executive Coach and Live Forward LLC founder Susan Cucuzza, ACC, BCC, CLC, offers a caveat: "When you're a consultant, you're expected to be the expert in the topic you're consulting on," she says. "You're tasked with giving advice and recommendations." This can be unfamiliar territory for trained coaches, who are experienced in client-driven processes. "In coaching, the client is the expert. It's their action plan and their goals. It's up to them to drive their own change. It's not about you," Susan asserts.

This is why it's essential for consultants to bring a wealth of knowledge and experience in their chosen area of practice to the table as they market and deliver their services. "You're telling potential clients that you have the expertise and the deliverables," Susan says. "You're marketing a product, mentioning the names of clients you've worked with in the past, and proving your expertise and ability to deliver the services they ask for." In other words, you're prepared to give clients the advice that they need—the opposite of what you're marketing to your coaching clients.

It's crucial that coaches who also offer consulting services keep these two roles separate—even if they're contracted to provide both coaching and consulting to the same client. "When you're coaching, you have to take your consultant hat off completely," Susan says.

For more on resisting the temptation to give advice to your coaching clients, check out Romain Bisseret's post, titled **"Beware the Savior Syndrome,"** on the ICF Blog.

“Companies are very concerned with keeping the top people.”



annually. What's more, increased employee disengagement has been an unfortunate side effect of the recession: As cutbacks forced employers to do more work with fewer hands on deck, employee satisfaction and engagement suffered.

“HR consultants can aid organizations in administering employee engagement and satisfaction surveys to identify the level of engagement among employee groups,” Susan explains. This process helps reveal top factors of engagement, as well as where the gaps are. From there, the consultant can help develop an appropriate action plan.

If employee engagement is a top managerial concern, Susan says that integrating coaching and consulting can yield desirable results. “Engagement comes down to the strength of the relationship between manager and employee,” she says. “Coaching complements consulting through one-on-one coaching engagements in which leaders are coached in competency and behavior changes that impact their relationships with those who work for them.”

2. Getting the Right People

Although widespread unemployment means that there's a seemingly large candidate pool, Cucuzza says that many organizations still struggle to “find candidates who have the critical skills they need.”

HR consultants can help an organization define necessary knowledge, skills, experience and behaviors, Susan says. “When done well, the organization is structured and roles are defined to meet the business strategy in the future,” she explains. An HR consultant can help clients take a proactive and forward-thinking approach to hiring.

The use of assessments in the hiring process has increased over the last decade as a way of more thoroughly and deeply evaluating candidates. HR

consultants with a background in assessment can help clients develop and implement evaluation instruments—a service that larger organizations, in particular, might find useful.

3. Retaining Top Talent


“Companies are very concerned with keeping the top people,” Susan says. As the economy recovers and the job market expands, retention is increasingly on the radar of HR pros, earning the No. 1 spot on Bloomberg BNA's ranking of the top 10 HR concerns in 2013.

A consultant can help the client design and execute retention strategies. “The answer might not be to automatically give a retention bonus to a key employee, for example. They might be highly skilled and produce results, but what if they aren't engaged in the organization? What if their dream is to be in another role someday? Retention strategies include how to assess the talent and determine the right retention approach to use,” Susan says. “HR consultants help the organization structure the plan and apply the right approach to individuals.”

Whether you're providing HR, management or financial consulting services as part of your overall practice, remember that knowledge is power: Staying abreast of contemporary trends and issues in your field of expertise will help you better target potential clients, market your services, lock down contracts and deliver the information and strategies for action that your clients need.



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Toward a Cartography of *Learning*

BY LAURA A. DAVIS, MCC

As coaches, our objective is to collaborate with our clients to help them get from where they are now to where they'd like to be. It follows, then, that whether we're engaged in one-on-one or group coaching conversations or we are in a training situation, we need to understand a client's current situation as well as what they'd like to achieve.

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While that sounds obvious, creating an impactful training program that yields sustainable results can be challenging without a clear road map. Why is it so challenging to show concrete results from soft-skills training? Maybe it's because, often, no real training actually occurs.

From my experience, I see three primary reasons why this is so. First, it is rare that an appropriate needs assessment is conducted prior to developing a training program. It is common for an organizational leader to say, "We need training on x," and for either the internal training department or an external provider to then offer training in that subject without first fully investigating the organization's true needs. Second, a comprehensive model for developing an effective training program is rarely implemented. I will outline an overview of what that involves in this article. Finally, training programs tend to fail when they're based on the misguided notion that knowledge and knowledge alone is power. The truth is, trainers can't just deliver information—they must also provide structured opportunities for action-based practice and learning.

Determining the Destination

As Henry Ford said, "Before everything else, getting ready is the secret of success." For trainers, this means doing some detective work to determine the client's real training needs. Clients don't always know what they need. Frequently, they know what they don't want and they look to the trainer to fix it. However, training programs that are based on what the client doesn't want usually yield only quick, superficial fixes—not lasting, sustainable change.

In "Identifying Targeted Training Needs: A Practical Guide to Beginning an Effective Training Strategy," my friend and colleague, Sally Sparhawk, outlines the Needs Analysis Model (shown at right), which sets forth six actions you can take toward a comprehensive needs analysis. Each action is driven by a focus question crafted with a desired outcome in mind.

NEEDS ANALYSIS MODEL*

Action Needed	Question to Ask	Outcome/deliverable Produced
Assess your current situation	Where are we now?	A clear definition of the situation.
Envision your future	Where do we want to be?	A clear description of what the desired future state looks and feels like.
Gather information	What do we need to know?	A systematic gathering of relevant ideas and information from the appropriate people to establish a comprehensive picture.**
Sort your information	What does the information tell us?	Themes and challenges that need to be addressed.
Share the results	How do we use this information to move forward?	A summary of issues and recommendations.
Decide your next step	What actions should we take to have a positive impact?	An action plan for mapping the training approach.

* Developed by Sally Sparhawk

**This can be achieved with a combination of assessments including qualitative and quantitative interviews, 360-degree instruments, etc.

As with all successful coaching, the key to establishing an effective training strategy based upon the results of your needs analysis is to establish effective partnerships with others. Each person you involve in your needs analysis can become a partner in mapping a solution to the real concerns at hand. This is also the key to buy-in, which is critical to sustainable success. Be sure to keep all of your stakeholders informed throughout the process so they can become the support group for implementing the solution.

Drawing the Map

Perhaps the most important reason many training programs don't succeed is that they fail to follow a comprehensive road map for success. There are many helpful resources and models for developing effective training programs, including those available through the American Society for Training and Development.

For our purposes, I am outlining Richard Chang's High-Impact Training Model (shown below). I like it because it is a practical approach to training and it continues where most models leave off—the evaluation stage. It is important to assess how well participants have translated their learning into on-the-job action. (The last booklet in Richard's "High-Impact Training" series, "Measuring the Impact of Training," by Pamela Wade, is a valuable resource for coaches who want to learn more about assessing training programs.)

HIGH-IMPACT TRAINING MODEL*

Phase	Task(s)
Identify training needs	Determine if and how training can play a role. Target training (not educational) outcomes.
Map the approach	Choose appropriate training approach to support the desired outcomes.
Produce learning tools	Produce all training/coaching components.
Apply training techniques	Deliver training as designed in accordance with principles of adult learning.
Calculate	Assess whether training accomplished actual performance improvement; communicate results; redesign process as necessary.
Track ongoing follow-through	Identify techniques that individuals and organization can use to ensure training outcomes are sustainable over time.

* Developed by Richard Chang

"Proficiency is only gained through practice under real-world conditions. ... The same principle applies to training."

Taking the Journey

Do you remember when you learned how to ride a bicycle? Did you sit indoors reading how-to books, watching videos and analyzing case studies of biking accidents? Or did you grab your helmet, head outside, and ride the bike with a parent or other coach giving you pointers and cheering you on? I think that most of us can see the folly of the former approach. Even so, a surprising number of training programs follow those exact steps, filling participants' minds with knowledge without giving them an opportunity to actively apply what they've learned.

As another example, consider your own professional development. En route to becoming a professional coach, you most likely completed a multifaceted educational process that included coursework, webinars, lots of reading and participation in a Mentor Coaching relationship. Although all of these experiences helped you acquire and deepen subject-specific knowledge, taken alone, they wouldn't have resulted in coaching competency and proficiency. Proficiency is only gained through practice under real-world conditions.

The same principle applies to training. Awareness and education are essential precursors to trainees' success, but real learning only happens when they're given a structured opportunity to change their behavior, receive feedback and continue practicing until they acquire confidence and the "feel" of the new skill.

Phew! As you can see, training isn't a simple task. It involves more than just creating a single event or a compelling classroom experience. Nor is it enough to just have a great dynamic trainer or compelling program materials. And of course, training doesn't end once you've evaluated a program.

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“Including these essential elements in your training programs will ensure real learning and increased performance for years to come.”

Instead, great training can be developed by following a comprehensive road map or model that gets at the root of the issue(s) identified by a comprehensive needs analysis. The good news for coaches? The most effective way to develop interpersonal business skills is to have people practice with the appropriate balance of challenge and support from a trained coach. Have people practice and persist in repeating skills until they can perform with more ease and fluency. That’s where the confidence and competence to succeed really lies. Including these essential elements in your training programs will ensure real learning and increased performance for years to come.



Laura A. Davis, MBA, MCC, BCC is an Atlanta-based Executive Leadership Coach and master facilitator who has been assisting individuals, teams, and organizations to create more emotionally intelligent, engaged cultures since 1995. Laura is a licensed facilitator of Corporate Coach U’s “The Coaching Clinic” and offers in-house and public workshops to teach leaders how to adopt “A Coach Approach” to leadership. Laura has trained and coached thousands of emerging and senior leaders in virtually all areas of talent development, including leadership and team development, change management, employee engagement, and consultative selling skills. Laura is also an award-winning authorized partner of Everything DiSC Solutions and offers DiSC-based assessments, training materials and organizational development solutions using DiSC. To contact Laura, visit lauraadavis.com or email her at laura@lauraadavis.com. You can also find her on **LinkedIn** and **Facebook**.

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THE FRONT LINES OF Facilitation

BY ABBY TRIPP HEVERIN

Long before leading stakeholders in an organization would gather around a conference table to identify future goals and determine the actions necessary to achieve them, strategic planning took place in a setting far removed from the boardroom: **the battlefield.**

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Originating from the Greek word *strathgia* (defined as the art of generalship), strategy was the province of military leaders from the days of ancient Greece through the end of World War II, when military terms and concepts first infiltrated the business world. In a recent article for “Stanford Social Innovation Review,” Dana O’Donovan and Noah Rimland Flower note the similar assumptions shaping the art of war and the art of mid-century executive management:

- The past could typically be counted on to predict the future.
- Quality data was limited and hard to obtain.
- With unreliable lines of communication, “[s]mall numbers of clear directives were a tactical imperative,” regardless of whether the recipients of these orders were soldiers or employees.

Today, however, business conditions demand a more dynamic approach to strategic planning. Christopher G. Padgett, PCC, and principal for Growth Revolution Inc., offers a 21st-century definition for this critical management activity: “Strategic planning is a competency and process that enables an organization to convene, envision a future and prioritize resources.” Its value to an organization can’t be overstated. “Given the rapidly changing markets that most businesses operate in today, it plays an increasingly important role in the success of an organization. It enables leaders within organizations to rise above the clutter and noise of day-to-day operations and envision what’s next.”

Often, an organization’s leadership needs help to rise above the clutter and noise. This is where a strategic planning facilitator can be invaluable, lending support and structure to the planning conversation. With the appropriate training and experience, professional coaches are well-positioned to offer this service and to reap the benefits of an additional income stream, a widened client base and the increased likelihood of being contracted to provide multiple services to a single client.

For some coaches, including Christopher, strategic planning facilitation is a centerpiece of their practice. “I created Growth Revolution in 2010 ... because I saw a need in the market for high-quality leadership coaching and facilitation services in organizations,” he explains.

“Growth Revolution’s mission is to help leaders envision, ignite and achieve growth ... [and] strategic planning facilitation is at the core of what we do.”

Depending on the number of stakeholders involved, the group dynamic and the overall condition of the organization (Christopher says the best candidates for strategic planning include “organizations that are ‘stuck’”), strategic planning can devolve into a process that’s circuitous and ultimately fruitless; it might even turn contentious. A skilled facilitator can help smooth the path of communication so participants can focus on formulating a vision and action plan. “Mature leaders can be particularly effective [facilitators] if they’ve successfully worked with diverse groups of people and are comfortable helping a group working through conflicting agendas, making the necessary and tough sacrifices, and coming to a shared vision that moves an organization forward,” Christopher says.



“It’s really about facilitating a conversation, and that’s what coaches do well.”

In addition to promoting more productive communication, strategic planning facilitators might also be called upon to elicit greater creativity from process participants. Mary Jo Asmus, PCC, and founder and president of Aspire Collaborative Services LLC, says she made an effort to promote “playfulness” when she began facilitating strategic planning sessions over a decade ago as an additional income stream for her burgeoning executive coaching and consulting business. She believes her training as a coach gave her an edge here. “Coaches can have fun with it,” she says. “I even brought artwork into the process, having everyone create drawings to help think through their vision.”

Christopher identifies several behavioral competencies and strengths that he perceives to be central to the practice of facilitation. “Excellent organizational skills, a personable and calm demeanor, the ability to command a group when necessary, the ability to clearly articulate expectations, and the ability to work with a highly diverse

group of Type A people are some of the skills you need to be able to develop and ultimately master," he says.

Mary Jo and Christopher agree that coaching and facilitation are premised on complementary—and at times even synergistic—skill sets. "You can use coaching skills to facilitate," Mary Jo explains. "It's really about facilitating a conversation, and that's what coaches do well." However, both coaches also believe that their success as facilitators was based on their corporate experience: Christopher spent 12 years directing a corporate function within a Fortune 500 company, and Mary Jo is a former Fortune 100 executive. "I'm not sure that someone without a business background could facilitate a strategic plan," Mary Jo admits.

Like coaching, strategic planning facilitation is an unregulated profession; as such, there are no explicit educational requirements for prospective facilitators. However, Christopher points to a plethora of education and certification options. His own certification is in Compression Planning, "a system that is based upon the storyboarding model originally developed for the Walt Disney Company." Even with the diverse educational programs available, Christopher says that experience is the best teacher. "I'd encourage any coach who is interested in learning more to identify and offer to assist a mentor and be open to developing your skills as an apprentice. ... You can [also] cut your teeth by volunteering to help a community group or small nonprofit organization." (For more about strategic planning facilitation for nonprofits, check out "Strategic Giving," at right.)

In addition to providing additional income, offering facilitation services can boost the bottom line on the coaching side of your business. "We cross-promote our services to clients," Christopher says. "Coaching clients hire us to assist them with strategic planning and strategic planning clients often hire us to coach the people who are tasked with carrying out the organization's vision." Mary Jo points out that the latter approach can be crucial to a strategic plan's successful implementation. "Nobody likes to go into an organization, work with them, and not get results," she says. "Organizations [implementing a strategic plan] will benefit from the ongoing intervention of a coach or consultant."

Although adding strategic planning facilitation to your coaching practice can yield professional and personal rewards, Christopher cautions that this business move isn't for everyone. "Working with one client as a coach and working with a larger group as a facilitator require [two] different skill sets," he asserts. "If you've become an ICF-credentialed coach, you already have a lot of foundational competencies that can help you become a successful facilitator—but there are more skills needed to successfully facilitate groups."

STRATEGIC GIVING

As her coaching business has grown, Mary Jo Asmus, PCC, and founder and president of Aspire Collaborative Services LLC, says she's welcomed the opportunity to shift her focus away from strategic planning facilitation. "It's in my skill set, but I didn't really enjoy it," she admits.

Although providing facilitation services to corporations no longer fires Mary Jo up, she still gets excited about the prospect of helping small, nonprofit organizations develop strategic plans as "a give-back to my community."

"Smaller nonprofits tend to be less savvy in terms of what a strategic plan is," she says, adding that they often need more direction and hands-on facilitation than businesses or larger nonprofits. "A good facilitator and coach can also help them understand the importance of following through with a strategic plan."



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THE
Heart & Soul ♥
OF A MENTOR COACH

BY AMORÁH ROSS, MCC

In setting high global standards for professional coaching, ICF's credentialing system requires each applicant to partner with a Mentor Coach. Mentor Coaches focus on applicants' coaching skills, rather than coaching them on practice building, life balance or other topics.

One of my greatest professional passions is partnering with professional coaches to enhance and expand their skills and expertise. Based on my experience as a coach, coach trainer and Mentor Coach since 1999 and a primary trainer of Mentor Coaches over the past half-decade, what follow are my observations about the background, traits and experiences I believe contribute to becoming an effective Mentor Coach.

The following are musts for coaches interested in providing services as a Mentor Coach:

- In-depth familiarity with and consistent personal application of the ICF Core Competency skills and behaviors.
- Staying abreast of current ICF Credentialing requirements and procedures.
- Maintaining a current ICF Credential at or above the level for which the potential coach-client is applying and sustaining a coaching practice that is a key contributor to revenue streams.
- Specialized Mentor Coach training, ICF assessor training and/or ACTP Mentor Coach training.

MENTOR COACHING RELATIONSHIP IN PRACTICE

ICF Mentor Coaching has a built-in, focused agenda that consists of continued professional development and demonstration of and alignment with ICF Core Competencies. Just as in a coaching relationship, the coach-client (i.e., the coach who is being coached) is responsible for identifying goals and measuring progress. The coach-client comes to the relationship ready to listen to and discuss feedback with the Mentor Coach and willing to sample mutually agreed-upon perspectives and approaches as a result of those dialogues.

My experience has shown that for optimal results, the coach-client and Mentor Coach should agree to interact as colleagues, co-creating a learning environment that best suits the coach-client's specific needs. This allows for a non-hierarchical relationship that nurtures the coach-client's expertise, artistry and unique expression as coach. (This approach aligns closely with the approach we engage in when working with regular coaching clients.) Within this intimate and nurturing learning laboratory, the Mentor Coach can support expansion of the coach-client's expertise through sharing his or her own knowledge and experience—being of service without being in the way.

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TRAINING AND EXPERIENCE

The most effective Mentor Coaches bring broad-based coaching education and experience to their interactions with coach-clients. In my experience, successful Mentor Coaches' backgrounds usually include the following:

COACH TRAINING

A minimum of 200 coach-specific training hours encompassing beginning, middle and advanced courses from a variety of coaching programs and other aligned modalities.

Exposure to this level and variety of training provides a wide array of tools, models and approaches that can be used to broaden and deepen a coach-client's self-awareness. It also provides the Mentor Coach with adequate practice of their own coaching skill set so they can provide and model examples for coach-clients to experiment with.

CLIENT EXPERIENCE

A minimum of 350 to 550 client hours delivered with ongoing coaching clients over a minimum of three to five years.

This amount of hands-on experience in partnering with coaching clients provides the Mentor Coach with experience of a depth and breadth of client situations and personalities, providing a solid basis for being able to provide a bird's-eye view of possible interpersonal dynamics present in recorded coaching sessions submitted for review.

PERSONAL QUALITIES

Simply being a credentialed, experienced professional coach doesn't ensure efficacy as a Mentor Coach. A battery of personal traits and soft skills are at the heart and soul of the Mentor Coaching endeavor.

SELF-AWARENESS

Discerning when a personal bias might affect feedback; willingly informing the coach-client when a bias might be present; consciously setting aside bias in order to eliminate preconceptions and be fully present in the coaching conversation; recognizing when a coach-client's developmental needs go beyond the Mentor Coach's current expertise and notifying the coach-client of this concern.

DISCIPLINE

Giving focused attention to a coach-client's submitted coaching session; engaging in feedback sessions from within a centered, open-minded and clear space; readily engaging in a mutually exploratory dialogue with a coach-client.

RESPECTFUL HONESTY

Expressing directly what is observed in a coach-client's skill set while respecting the unique expression of that coach, especially as it relates to areas for continued development.

An effective Mentor Coach also advocates for the ICF Core Competencies as a focal point of professional development. Without a solid belief in the skills and behaviors as represented by the ICF Core Competencies as a paradigm and process for professional coaching, it's virtually impossible to support development of these skills in another coach.

SOFT SKILLS

LISTENING

Engaging with a submitted coaching conversation on multiple levels; paying attention to the coach's presence, the overall flow of the conversation between coach and client and the energetic shifts within the conversation that illuminate various choice points of exploration; listening actively to the coach-client during Mentor Coaching conversations.

EMPATHY

Experiencing, articulating and exploring the coach-client's perceived presence and energy at each point in a submitted coaching session; inhabiting the coach-client's skin in service of accessing broader perspectives and possibilities for exploration.

INTUITION

Noticing what factors might impact a coach's ability to be present, listen, question and directly communicate with their client; engaging the coach-client's intuitive knowing about their own process and state of being in a Mentor Coaching conversation.

FEEDBACK

Using neutral and nonjudgmental language; displaying non-attachment to being 'right'; providing respectful yet honest feedback on the coach-client's skills and behaviors relative to the ICF Core Competencies; delivering feedback from a collegial, mutual-learning approach that perceives the coach-client as whole, capable and resourceful.

SENSITIVITY

Acknowledging where coach-clients are in relation to their developmental experience level while compassionately drawing them forward from that place to their next level of expertise and artistry; recognizing, engaging with and exploring underlying emotions or messages in the coaching conversation or in a submitted coaching session.



It is my sincere hope that this perspective about the heart and soul of a Mentor Coach inspires your appreciation of this valuable role in professional development for yourself and your coach colleagues.



Amoráh Ross, MCC, CMC, launched her coaching practice in 1997 and brings a holistic and compassionate viewpoint to her students as well as to her coaching and Mentor Coaching clients. In 2008, she was the primary curriculum designer for the inviteCHANGE Mentor Coach Certification Program. She serves the coaching

profession as Director of Programs, Education and Credentialing for the ICF Washington State Charter Chapter, an ICF assessor, and a member of ICF's Global Standards Core Team. A senior faculty member since 1999 at inviteCHANGE, an ICF Accredited Coach Training Program, she was one of the first coaches in the world to be awarded a PCC credential, later obtaining her MCC in 2005. Find her online at amorah.com or email her at amorah@amorah.com.

For more information on the nuts and bolts of Mentor Coaching, see Amoráh's article, "Sharpening Your Saw," in the September 2012 issue of "Choice."

Global Views

"What services do you offer in addition to coaching within your professional practice? How has this diversity impacted your business?"

For the past several years, I have focused on Executive Coaching and leadership development training. I am now also being trained and working as a supervisor, and my supervisees also work as Executive Coaches. So my work concentrates on activities that are independent per se, whilst at the same time "talking with each other." I find the strategy of diversifying and yet keeping a fit between all services helps bring focus to my portfolio, which is a fundamental element for effective branding.



Eva Hirsch Pontes, PCC
Brazil

I'm a business consultant and a coach. Coaching is not the main service I offer, but it goes along with trainings and some consultancy projects which are mainly related to coaching-culture development within organizations.

I use coaching as a tool during long-term training programs, especially those related to leadership-, management-, and sales-skills improvement.

An increasing part of my activity is helping my clients to develop a coaching culture in their organizations. So I offer coaching training, coaching and coaching supervision services for managers who are responsible for coaching initiatives.

This set of different developmental approaches, including coaching, allows me to offer clients a full package of different learning tools. It certainly has positive impact on the growth of my training and consultancy business.



Tomas Misiukonis, ACC
Lithuania

Beyond coaching, I also support HR and L&D leaders in identifying strategies to develop deeper cultural understanding, sensitivity and respect in organizations. Living and working in richly multicultural environments, including Southeast Asia, during the past decade provided me with an increasingly nuanced view of cultures, people and organizations. This additional focus on creating awareness of the expansive impact of the cultural orientation of people and organizations enriches the portfolio of my services and the diversity and scope of my work. I love coaching, and when it is done in the context of organizational development, it is even more thrilling.



Avital Carmon, PCC
Singapore



Teaching
29%



From Coach to Teacher:

IS THIS YOUR MOVE?

BY CHARLES BRASSARD, PCC

Have you ever wondered if you could be a good teacher? For me, this question immediately brings to mind how much I loved my high school geography teacher and value the impact he had on my life by awakening my curiosity for how the world works. He was obviously knowledgeable and skilled, but most of all, he was doing something he loved. His sense of wonder for understanding the relationships between humans and their environments was contagious. As a coach and teacher, I am grateful that he touched my soul in such a palpable way, even though it took many years and detours for me to recognize that this was also my calling.

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I bring this up because teaching arises for me in the context of what we are most captivated by, what we love doing, and what it means to be of service, rather than simply being a natural extension of our coaching work. While the practices of coaching and teaching can be mutually reinforcing, a number of special qualities and skills are required to navigate both worlds successfully. This is what I want to explore in this article, particularly as it relates to teaching others how to incorporate coaching into their work or how to become professional coaches.

Being Real

Being real means bringing our whole self to the work, without pretense or posturing. It requires that we remain grounded in the middle of our life. When our teaching is an extension of who we are, we also make it possible for people to show up as who they really are, thereby creating a rich field of exploration, openness and compassionate holding. A class is not an event to attend or a stage to perform upon. In this container called the class, our expertise and our humanity form a seamless whole. This allows the relationship with students to be real.

Doing Our Inner Work

Inspiring a commitment to learning and growing comes from living into that commitment ourselves. Doing our inner work means that we first hold the mirror to ourselves and constantly seek ways to better understand the kind of person we are. Can we be with all of our experience without turning away from what we don't like?

How present are we to our reactions?

Which self-image do we protect the most? Living authentically with these kinds of questions infuses our humanity and creates the opening needed for others to step into their own work with courage and dedication. As long as we do not believe we have "arrived" or figured things out, there is room to wonder and to grow. Some call this having a beginner's mind. It means holding what we know with soft hands.

Cultivating Presence

Being fully present to our clients or students is one of the greatest gifts we can offer. In a state

of presence, we are fully attuned to our own sensations, feelings and thoughts while being in direct contact with and impressed by those we are meeting. While in action, we can self-observe, notice our reactions and distractions, and bring our attention back to what is occurring, to why we are here in this moment. Cultivating presence requires steady practice. When we keep up our practices, whether it be through meditation, yoga or any other mindful activity, we develop important capacities such as concentration, sensitivity, alignment, wholeheartedness, stillness, and detachment, to name a few. Our quality of presence directly impacts our ability to meet students where they are, to hold the room so that learning and development can take place through all trials and tribulations.

Practicing What We Preach

Self-consistency is another quality we bring to our work with clients and students. How can we be taken seriously when all we do is point "the way" without being able to challenge what we know or make any changes of our own? Our dedication to continuously growing and expanding as a human being is a necessary condition to leading others in the same quest. This means that when we support students in taking on a difficult change or practice, we have a sense of how this will test their resolve because we have firsthand experience of the resistance that comes with shaking up what is familiar and developing new habits.

"While the practices of coaching and teaching can be mutually reinforcing, a number of special qualities and skills are required to navigate both worlds successfully."

Being a Good Translator

Being a reflective practitioner able to make sense of one's life as a coach in all of its dimensions can provide a key foundation to teaching. However, we also have to be good translators, able to articulate the art and science of coaching in clear and tangible terms. In this context, we use our practice to inform theory, bringing real-life experiences to the classroom and building a repertoire of distinctions, examples and scenarios. We also use theory to deepen our practice, uncovering new ideas, models and interpretations in order to frame the learning and the practice of coaching

in rigorous ways. Being translators isn't enough, however, if we cannot grasp and integrate the principles and practices of adult learning in the design and delivery of our work.

Building a Safe Container

A healthy coaching relationship requires a foundation of mutual trust, mutual respect and freedom of expression. This is what allows clients to be honest and vulnerable and to take risks in experimenting with new actions. The classroom must provide this same container, where both the teacher and students can be free to explore what arises, challenge what they know, and collaborate in realizing the outcomes they signed up for. Ultimately, delivering the learning agenda with sound pedagogy while being flexible in dealing with emerging issues, concerns and new openings for learning is a tough balancing act the teacher must achieve. This means living in a world of relativity, not absolutes, and recognizing that the classroom is a living system.

Reading the Room

It takes a great deal of empathy to read a room and sense not only what is going on for individuals in the class and for the class as a collective, but also what is going on inside of us—sensing our intuition, managing our interpretations, and recognizing judgments from our inner critic. Attending to the “field” requires teachers to have a good sense of timing and the ability to adapt the contents of the course according to how receptive, confused or ready the students might be at any given time. Without being attuned in this way, the quality of our teaching can be greatly affected, especially when we are intent on following “the plan.”

Telling the Truth

When we come from a place of authenticity and love of the truth, the last thing we want to do is either impress our students with our brilliance or simply provide content to fill their minds. Rather, we see our role as challenging conventional wisdom and truly connecting with what new understanding is needed to support students' development, as uncomfortable as this might be. How can we be truthful with someone if our main concern is to please them or if we can't tolerate others' pain or discomfort? Mixing the right amount of support and

challenge and knowing when to push and how hard are important facets of the teaching role and can be achieved by offering feedback, revealing blind spots and making powerful distinctions which set the table for true learning to unfold. This also involves being open to learning from the students and knowing when to tap into their collective wisdom.

Shifting Your Focus

While many of the skills and qualities that support competent coaching are relevant to teaching, it is quite a game change to move from one to the other. The complexity of shifting from a one-on-one relationship to one-on-many cannot be underestimated. As teachers we are also leaders, and as such, we are called upon to use our power with great care and reverence. My geography teacher and the other teachers in my life are constant sources of inspiration in this regard. So, if you want to make this move, consider the following:

- Teach something you love. It will feed your passion to learn.
- Observe and learn from people you admire as teachers.
- Be disciplined about learning the fundamentals of your field. Create a learning plan that draws from all the sources of inspiration for these teachings and immerse yourself in the material gradually.
- Experience doesn't come in books. Create your own practice field and keep practicing.
- Use people you know to practice and test your skills.
- Make an offer to join someone as an apprentice.
- Keep up your coaching practice. One needs substantial and ongoing coaching experience to teach coaching to others and to keep it relevant.
- Be compassionate with yourself, even when faced with difficult-to-hear feedback.
- Always be a student.



Charles Brassard, PCC, is the president of Impact Coaching Inc. (impactcoaching.ca), and is based in Ottawa, Canada. Charles uses integral development and action learning in working with senior executives and their teams around the world. He is also a senior faculty member with New Ventures West (newventureswest.com) which offers ICF-accredited professional coach training programs internationally, including in Canada through Convivium (convivium.com).

Career Move

"In today's world, workers must manage their careers with an eye toward the future, considering how the moves they make now will impact them in five years, 10 years and beyond."

BY LYNN BERGER, PCC





Given my own early career path, it seems apropos that I've spent the last two-plus decades making my living by guiding others through their own career transitions. I began my career in the financial world, but quickly became disillusioned and realized the field was not the best fit for me. I left my job to pursue a graduate degree in organizational behavior, which led to positions in human resources and consulting. Although those fields were more enjoyable to me than finance, I realized that I wanted to change course again in order to focus on individual behavior and development. I returned to graduate school once more, earned a degree in counseling psychology and achieved certification through the National Board of Certified Counselors. I launched a private practice specializing in career counseling, which made full use of my interests in organizational and counseling psychology. I later became licensed as a Mental Health Counselor in New York state.

Typically, the field of career counseling is associated with the job-search process itself, but not necessarily with what happens after the client accepts a job offer. However, as my practice grew, I found that many clients continued to work with me after I helped them identify a suitable career track and job placement. Recognizing an opportunity to expand my service offerings, I enrolled in an accredited training program and ultimately earned a PCC Credential. My combined training and experience as coach and counselor give me twice the tools to work with as I serve my clients via an integrated approach.

Starting With the Self

As a Career Coach and career counselor, I frequently work with clients in the process of a career transition. I always start with self-assessment; i.e., the exploration of one's interests, temperament, personality style, values and motivated skills.

As a certified counselor, I've been trained to place a high premium on information-gathering methods that yield reliable, measurable results; this is evident in the assessment tools I choose to use with my clients. There are many standardized, reliable testing instruments that I administer to enable my clients to measure their interests with greater sophistication. (One such example is the Strong Interest Inventory, which compares a person's interests with the interests of people happily employed in a variety of occupations.) To help clients identify their personality style and temperament, I administer the Myers Briggs Type Indicator.

I pair concrete test results with intensive one-on-one coaching conversations that keep the client's personal (i.e., non-work-related) experiences at the forefront. To continue the interest-identification process that began with the Strong, I might also ask clients about their daily media consumption behavior, including which sections of the newspaper they read first, which websites they visit daily and who they follow on Twitter. Many people incorrectly assume that interests can only be enjoyed after work, and that a passion can't become a career;

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however, this is false. I ask clients how they spend their time—both in and out of the office—to help them understand what it is they value.

To begin the process of identifying motivated skills, I ask clients to list a few personal or professional accomplishments that have given them satisfaction, such as organizing a fundraiser for their favorite charity, creating a beautiful piece of art, or completing a challenging project at work. There is usually a common thread that connects their professional and personal sense of achievement or satisfaction. This link is a motivator and provides the desire required to succeed. The motivator helps speed the process

“There is usually a common thread that connects their professional and personal sense of achievement or satisfaction. This link is a motivator and provides the desire required to succeed.”

of learning applicable skills, many of which are transferable to other fields.

The information gleaned from this process is invaluable and enables the client to consider specific areas for occupational exploration. At this stage, I usually encourage clients to pursue “try-out” experiences that allow them to test out possible fields through a volunteer experience, an internship or a class at a local college or university.

The Nitty-gritty

Once clients zero in on their desired occupation, I work with them on the more technical aspects of the job search process, including personal branding, résumé and cover letter development, interview preparation, online-identity management, and salary negotiation.

Although aspects of career development theory are addressed in some training programs for counselors and coaches, I've also found it helpful to stay up-to-date on the contemporary conversations surrounding HR and recruitment in

order to understand what hiring managers look for in a candidate, as well as which pitfalls are most likely to derail the job-application process.

Continued Coaching

Just because a client has accepted an offer, negotiated a salary and benefits, and begun work, it doesn't mean that our relationship needs to terminate. As a Career Coach and Personal Development Coach, I'm in a position to continue working with clients as they develop the skills for workplace success in the first 90 days on the job (the critical period for building a solid foundation for success) and beyond.

First and foremost, I encourage my clients to take care of themselves and attend to their personal needs. I ask them to come up with a list of five to 10 healthy habits they can incorporate into their routine to achieve or maintain mental, physical and emotional wellness. We also revisit the lists

of values and interests compiled during the self-assessment phase in order to ensure continued alignment of their personal values and goals with the work that they do.

In today's world, workers must manage their careers with an eye toward the future, considering how the moves they make now will impact them in five years, 10 years and beyond. To this end, I encourage clients to develop existing skill sets and acquire new skills and learning. I also guide clients as they identify their needs as workers and formulate strategies for having those needs met. (For example, a client who thrives on feedback might need to take responsibility for this need by requesting feedback from colleagues or supervisors, particularly in a larger organization.)

Finally, I encourage all of my counseling and coaching clients to build a solid network of contacts and stay in touch with them. With the advent of LinkedIn, this is easier than ever; as such, I work with clients on using social media strategically for maximum benefit. For



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job seekers, the value of a strong professional network can't be overstated: Data from the U.S. Bureau of Labor statistics shows that 70 percent of jobs are found through networking. Additionally, networking yields numerous opportunities for education and professional development, as well as contributing to greater job satisfaction.

Although an integrated Career Coaching/career counseling practice might not be the right fit for all practitioners, for me it's been the best possible model, enabling me to not only point clients in the right direction, but assist them in proactively charting a course for their professional and personal journeys.



Lynn Berger, M.A., Ed.M, PCC, NCC, LMHC, has been a Career Coach and career counselor in private practice in New York City for over 20 years. She has appeared as a guest expert on radio and television shows across the country and has been featured in publications including the "Wall Street Journal," "Washington Post," "New York Times" and "Newsday," as well as on Businessweek.com and Monster.com. She's also the author of "The Savvy Part-Time Professional: How to Land, Create or Negotiate the Part-time Job of Your Dreams." Additional information about Lynn is available at lynnberger.com.

Maintaining the Line

ON BEING A COUNSELOR + A COACH

BY JOEY HARMAN

How does a clinical therapist establish a dual practice of counseling and coaching while maintaining clear boundaries between the two services, adhering to ethical guidelines and developing an appropriate marketing plan?

This was the challenge I faced when opening my private practice ten years ago. As a Licensed Clinical Professional Counselor, I'd obtained a master's degree in counseling and had been employed two years post-degree under clinical supervision, honing my counseling skills, conducting mental health assessments, making diagnoses and doing crisis work. I've also completed coach training through an International Coach Federation-approved coach training program.

A counselor and a coach must also be able to answer a crucial question: "How do I determine if a potential client is appropriate for coaching or actually is in need of counseling services?" Maintaining clear guidelines makes it possible for that distinction to be decisively determined.

Private therapy practices are regulated by licensure requirements that vary from state to state. In Illinois, for example, a clinical license is required before a practitioner can independently practice therapy. The process of obtaining licensure in Illinois is lengthy. It typically takes two years to complete a master's degree in counseling, after which the counselor must pass a licensing



exam and be employed for two years under clinical supervision before sitting for the clinical exam.

For counselors who opt to enter private practice, client paperwork is at the heart of their daily operations. In the case of a dual coaching-counseling practice, the paperwork is doubled. Good record-keeping is vitally important as a counselor or a coach. Counseling forms are separate and distinct from coaching forms. Important counseling forms include

a notice of clients' rights and a privacy policy in compliance with the Health Insurance Portability and Accountability Act, a service and fee agreement, an intake form, an assessment form, receipts, and in many cases, a health-insurance billing form. Coaching forms include a coaching agreement, an informed consent contract (mine includes seven paragraphs explaining

"How do I determine if a potential client is appropriate for coaching or actually is in need of counseling services?"

the differences between coaching and psychotherapy), a client profile form, a goals worksheet, a preparing-for-coaching worksheet, coaching fee plans and coaching fee invoices.

Coaches understand that their role is to help clients identify what changes they want to make, set achievable goals, create a future vision and recognize

any obstacles that might get in the way of achieving a targeted goal.

The client drives

the agenda for the sessions as the coach helps the client develop an action plan and holds the client accountable. The momentum of a coaching session is always future-focused. Sessions usually take place over the phone, although they can be complemented with video conferencing via Web-based technologies, such as Skype and Face Time.

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In contrast, counseling services are provided face-to-face, usually in an office setting. Providing distance-counseling via the computer or telephone has some limitations due to the varying licensure requirements from state to state. A therapist is trained in diagnosing and treating emotional and psychological problems. This is a big no-no for coaches! Goals in therapy include alleviating symptoms, understanding personality dynamics which might be creating symptoms, changing dysfunctional behaviors, developing self awareness and insight, and helping clients cope with their psychological problems. The therapist and client might spend time delving into past experiences, including painful traumas or childhood wounds.

Keeping these distinctions in mind is helpful when marketing a joint coaching and counseling practice. A website, newsletter or other marketing materials can provide the platform for distinguishing the specific types of services offered as either a counselor or a coach.

These distinctions are also helpful when taking initial calls from clients who aren't sure which service is right for them. Conducting a thorough intake interview can help you guide a client toward the appropriate service. Exploring a career change, getting more organized, improving a relationship, increasing life satisfaction, quitting smoking or developing healthier habits would be examples of appropriate coaching goals, as these clients can be coached on developing a forward-thinking action plan. During an initial call, however, clinical therapists listen for evidence of psychological symptoms ("I'm worried;" "I'm depressed;" "I'm angry all the time.") Therapists are also on the lookout for dysfunctional behaviors ("My spouse thinks I drink too much;" "I just got fired for threatening my boss;" "I've been bingeing on food.") If psychological symptoms or dysfunctional behaviors are the presenting concerns, or if the client wants to work on an unresolved issue from the past, then counseling is the most appropriate route. Coaches can attune themselves to listening for these "red flags" during an initial call in order to

avoid inadvertently starting a coaching relationship when the client's area of concern is actually a psychological one. (This is also why it's crucial for coaches who aren't trained, licensed counselors to maintain an up-to-date referral list of licensed mental health counselors.) Once the distinction has been made during the initial call as to what type of service is appropriate for the client, then the professional relationship, whether coaching or counseling, can begin.

"A counselor who is also a coach recognizes that it is ethically inappropriate to be both coach and counselor to a specific client..."

Coaches who also practice as counselors must adhere to the ICF Code of Ethics and the ethical code for the professional counseling organization(s) to which they belong. Each organization's ethical code emphasizes the importance of protecting client confidentiality. In addition, clients must be fully informed about the special circumstances which might require confidentiality to be breached, as well as the limits to confidentiality, especially concerning electronic transmission of information via cellphones and computers. This information should be set forth in the informed consent contract, a copy of which is given to both counseling and coaching clients. It is good practice to also explain this information during the first session. A counselor who is also a coach recognizes that it is ethically inappropriate to be both coach and counselor to a specific client, and the informed consent contract lets the client know that if a situation arises during the coaching relationship which indicates the client would benefit from psychotherapy, the coach will provide appropriate resources and referrals.

Areas of overlap between coaching and counseling practice appear in the use of tools, techniques and skills. The use of worksheets, assessments, "homework" assignments and identifying resources are all tools that both a

counselor and coach can use. Using a strengths-based approach helps a client identify unrecognized or hidden areas of strength and personal skills. Clients in both domains are often amazed to discover the positive attributes they already possess that can be used to bring about change.

Wearing two hats as a counselor and a coach has enabled me to broaden my reach and help more people achieve the changes they desire in life. With a dual practice, the rewards aren't just doubled—they're multiplied!



Joey Harman is a Licensed Clinical Professional Counselor, a National Certified Counselor and a Board Certified Coach with a counseling and coaching practice in the Chicago area.

She believes that everyone has personal strengths, that, when discovered, can improve their lives and their relationships. Joey is dedicated to helping people make positive changes that lead to fulfillment and life satisfaction.

She is also the author of the book "Renovate Your Life Every Season of the Year." Her website is **counselor-coach.com**.



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Leverage Your Skills:

OFFER PEER-TO-PEER COACHING

BY DR. BERNADETTE CROMPTON, PCC

“Hold on, hold on a minute! Let’s take a look at the process and what’s going on here.” The speaker, with arms waving in the air to get our attention, was the facilitator of our 10-member break-out group. A lot of fierce debate had been taking place with the loudest voices and the biggest egos winning out. It was the mid-1990s and we were attending an off-site leadership program for introducing special projects into the telecommunications sector. We were from different geographical areas and had very different skill sets. This was my first introduction to a peer-support and coaching process.

During the program we received training from Dr. Oscar Mink, who was visiting Australia from the University of Texas. We learned about peer support through theories such as Tuckman’s team development model (forming, storming, norming, performing); Kolb’s experiential learning cycle (having a concrete experience, engaging in reflective observation, forming abstract conceptualizations and doing active experimentation resulting in new experiences); and Reg Revans’ action learning principles, which emphasize a continuous process of learning and reflection embraced by colleagues who meet regularly and work together with the intention of solving problems and getting things done. Our group was clearly in Tuckman’s storming stage and had much learning to do if we wanted to achieve anything once we were back in the workplace!

Today, organizations are looking for new ways to engage employees, make cultural change and increase performance. Peer-to-peer coaching provides a structured process in which to foster growth through feedback, encouragement, accountability and challenge. It is a confidential, interactive process carried out between two or more people for purposes as varied as building new skills, sharing information, bouncing ideas around or solving problems.

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COACHES SUPPORTING COACHES

Peer support is often used by coaches and recognized as a valuable mechanism of learning from one another. In particular, coaches in training are encouraged to form learning partnerships with the purpose of practicing their coaching techniques together.

As a faculty member at CoachU, I have observed that students who engage with one another outside the classroom with the objective of practicing their coaching skills gain a lot more from the course overall than those who are not engaged. From the student course evaluation reports, I've seen that not only do new coaches gain new skills from these interactions, they also appreciate the opportunity to experience the role of coachee and work with different styles of coaching and coaches.

Peer-to-peer coaching has also been adopted by the ICF to improve the efficacy of Chapter Presidents. During her 2009 tenure as ICF Global President, Karen Tweedie teamed up with ICF Membership Director Don Whittle to introduce the Leadership Coaching Program. Each year, past and current ICF Chapter Presidents are paired up to participate in peer coaching. After attending a telephone briefing on the process, participants sign an agreement committing to two hours of coaching per month. Participants are free to determine the topics covered during sessions.

"... sharing knowledge and experience in a coach like way ... enables key information to be passed on and discussed in a peer-to-peer relationship."

Feedback received from Chapter Presidents showed that topics covered in peer-to-peer coaching typically included leadership challenges, dealing with difficult people, providing support, delegating,

governance, succession planning and growth. From these relationships, the positive benefits of sharing experiences with colleagues who understand the issues faced were espoused. As one respondent put it, "By sharing knowledge and experience in a coach-like way, leaders are not trying to reinvent wheels all the time. It enables key information to be passed on and discussed in a peer-to-peer relationship. I believe this is both coaching and mentoring—both of which are important."

ADOPTION IN DIFFERENT SECTORS

Peer-to-peer coaching has been widely adopted within the education field and among owners of small-to medium-sized businesses. There are many examples of peer coaching in the academic literature. For example, in her article, "Peer Coaching for Improvement of Teaching and Learning," Jean Becker discusses how collegial peer coaching is used for classroom observation to improve professional practice and student learning. According to Becker's review of the literature, a peer coaching program's success in the educational sector depends on adequate provision of funds, appropriate release time for teachers, clear expectations and assessment methods, and, most importantly, trusting relationships between participants.

While doing my Ph.D., I interviewed a number of entrepreneurial owners of high-growth businesses who had experienced peer coaching. Participating in different programs, the common element was that entrepreneurs in peer-to-peer coaching arrangements were from non-competing, highly successful businesses. Entrepreneurs joined the structured programs for a variety of reasons; at the top of the list was that they found their role lonely and wanted to talk with and bounce ideas off someone they could trust. They reported the top benefits of peer coaching were being able to share experiences and ideas (50 percent), learning new skills and knowledge (28 percent), and networking and obtaining support (22 percent). One entrepreneur reported, "It gives me access to people who are in a similar business and personal space or life-space as I am and therefore they can talk more from experience and personal experience and that can be very powerful."

THE FUTURE FOR PEER COACHING

As coaching becomes more widespread in organizations, the chief concern of coaches, trainers and managerial stakeholders is keeping up the momentum after the program has been completed. This presents an opportunity for professional coaches to offer training for and administration of peer-to-peer coaching or mentoring programs within organizations.

Since becoming a professional coach I have often used the skills I learned from Oscar Mink when I am working in organizations with business teams. After providing training in coaching skills, I sit in on a few meetings with the business teams when they are back in the workplace. My role is to stop the content flow every so often and encourage members to reflect on the effectiveness of their interactions. And yes, at times I have to wave my arms in the air and call out “hold on, hold on,” to gain their attention!

Coaches are ideally placed to step out of their usual service mode and leverage their skills by offering training and setting up and administering peer coaching programs. According to research from Gallup, engaging employees to adopt team behavior can establish an open and trusting culture within an organization. Openly encouraging peer support is an effective way to embed the widespread use of coaching skills, bring about change, increase performance and provide a platform for empowering individuals who feel that their learning needs are being met. As more and more organizations adopt a coaching culture, peer-to-peer coaching between two people or within small groups will become normal practice.



Dr. Bernadette Crompton, PCC, is a professional coach and counselor. Her Ph.D. is in business coaching and mentoring. With a love of learning and sharing knowledge, Bernadette is a creative, insightful trainer and experienced university lecturer. She coaches executives, teams, business owners, entrepreneurs and individuals in

transition; she also mentors new coaches. Visit her website at perspectivesolutions.com.au.

Tips for Effective Peer-to-Peer Coaching

During training, provide:

- Basic coaching skills such as listening, questioning, building trust, creating awareness and giving respectful, judgement-free feedback.
- Awareness of different learning and leadership styles by administering assessments such as MBTI, DiSC or Strengths Finder.
- Group-development processes and theories of learning such as Tuckman's team development model, Kolb's experiential learning cycle and Reg Revans' action learning principles.
- Objectives for the program and differences between coaching and other relationships, such as managing, mentoring and supervision.
- A signed agreement between participants covering confidentiality, guidelines for operating and assessment measures.

To administer the program:

- Ensure there is adequate funding, time release and buy-in from key stakeholders who will support the program.
- Establish a timeframe with clear objectives and expected outcomes for the program.
- Ask participants to engage in reflective practice by keeping a journal and regularly speaking with their peer or peers about the process of their interactions.
- Check in with participants to ask them how things are going.
- Have a mechanism for conflict resolution.
- Issue an evaluation form at the end of the period.
- Have a follow-up meeting with program participants to share outcomes and key learning from the process.



Speak Up!

BY NANCY DUARTE

TEN STEPS FOR DEVELOPING A MEMORABLE PRESENTATION

If you're interested in sharing your services as a coach with a larger audience, adding speaking engagements and larger-scale seminars to your slate of service offerings can help enhance your practice. In addition to meeting a growing demand in the marketplace, a well-crafted and –delivered presentation can be your best form of advertising, driving new clients your way.

Although coaches are well-versed in the art of effective oral communication, successfully developing and delivering a presentation to a larger audience might require you to tap into new or less-used skill sets. Like becoming a great coach, becoming a skilled presenter takes discipline, hard work and the willingness to rehearse until your delivery comes just as naturally as a one-on-one coaching session. Here are 10 steps to help you develop and deliver an effective, engaging presentation.

1

GET TO KNOW YOUR AUDIENCE

Just as you serve your clients through coaching, you must serve your audience with your presentation. The more you learn about your audience, the more you can tailor your information to inspire, motivate and persuade them. Go beyond superficial qualities, such as age, gender and professional affiliation, and dig for deeper insights. Ask yourself the following questions:

- What are they like?
- Why are they here?
- What keeps them up at night?
- How can you solve their problem?
- What do you want them to do?
- How can you best reach them?

2

FIND COMMON GROUND

Developing a rapport with someone can make all the difference in the way your presentation resonates with them. Think about the last presentation you sat through. How did it make you feel? Now think about how you felt after the last conversation you had with a good friend. There is probably quite a difference. When you have things in common with a person, you feel like you are on the same team. You're more likely to be relaxed and receptive. The more you can make your presentation feel like a friendly conversation, the more engaged your audience will be. Further consider your audience to identify what you have in common. Some commonalities to consider include:

- Shared experiences.
- Common goals.
- Aligned beliefs.

3

DEFINE YOUR "BIG IDEA"

Your Big Idea is the crux of your presentation. It states a clear opinion on the subject, as well as what's at stake if your audience chooses not to

adopt this stance. For example, "Coaching Women Leaders" might be your presentation topic. A Big Idea would be, "You must invest in coaching women leaders or risk jeopardizing the health of your organization." The Big Idea should be a complete, concise sentence that includes two components:

- Your point of view (i.e., your unique perspective on the topic).
- What's at stake (i.e., why the audience should care).

4

DEFINE THE AUDIENCE'S JOURNEY

When you give a presentation, you're usually asking people to change their behavior or beliefs in some way. The more clearly you define what you want your audience to believe and how you want them to act as a result of your presentation, the more easily you'll be able to plan the path to get them there. Before you begin developing your presentation, map your desired audience transformation:

- Move from (what the audience currently believes and how it currently acts) .
- Move to (what you'd like them to believe and how you want them to act moving forward).

5

GENERATE CONTENT TO SUPPORT THE BIG IDEA

When you're planning a presentation, it's tempting to build your slides first and use them as an outline for your talk. However, it can be helpful to take a step back and "go analog." Grab a stack of sticky notes and start brainstorming. Begin by gathering existing content. Then, build on it. Finally, create new content.

Use the sticky notes to map out how the content you're generating will help support your big idea. This tactile process will help you avoid two common traps of depending on presentation software: overly linear thinking and cluttered, disorganized

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slides. Stepping away from the computer will also eliminate distractions and help you focus.

6

ANTICIPATE RESISTANCE

Asking audience members to change their behavior or beliefs in order to adopt your Big Idea is a big deal, and some listeners might object to your premise or argument. Think about why and how your audience might hesitate to adopt your message, and be ready to overcome potential arguments. Consider how they might demonstrate the following:

- **Logical resistance:** An audience member might resist your argument by reasoning through why the budget doesn't add up or timing doesn't work. She won't buy into your idea if she perceives holes in your argumentative structure or the way you made your case.
- **Emotional resistance:** Some audience members will object to your argument on the basis of a specific emotional response (such as fear, anger or guilt) or an ingrained aspect of their personality (such as their desire to go along with the crowd).
- **Practical resistance:** Barriers such as money, time and geography can all limit an audience member's ability to make the changes you're calling for.

When you acknowledge your audience members' logical objections, apprehensions and limitations, you give them confidence that you've taken the time to consider their needs and desires, helping them trust that you have their best interests at heart.

7

AMPLIFY YOUR MESSAGE BY CONTRASTING

Capture your audience's interest by highlighting the differences between two concepts. This creates suspense and provides context for your idea.

Some types of contrast include:

- Past vs. future.
- Speed vs. endurance.
- Sacrifice vs. reward.

Contrasting is particularly useful when it comes to selling the audience on your big idea: By emphasizing the differences between the idea you're presenting and a competing point of view, you can better prepare the audience to accept your conceit.

8

CREATE A SOLID STORY STRUCTURE

Use a three-act structure with a clear beginning, middle and end.

- **Beginning:** Describe the status quo (I call it the "what is") and contrast it with your idea of the future (aka the "what could be"). The disparity will keep the audience engaged.
- **Middle:** Toggle between "what is" and "what could be," using supporting content to show why your Big Idea is more desirable than the status quo and move the audience toward your vision of "what could be."
- **End:** Clearly state a call to action, emphasizing how bright your audience's future will be if they heed it (I call this the "new bliss").

This structure is present in some of the best films, literature and speeches in history. Take advantage of its power for your presentation.

9

ADD EMOTIONAL TEXTURE

A good story elicits visceral responses: It can make our pupils dilate and our hearts race, prompting us to show our response through laughter, tears or applause. Unfortunately, the same cannot be said of most presentations. By incorporating emotion, however, you can better capture your audience's attention and make your message more memorable.

To forge an emotional connection with your audience, incorporate STAR moments (an acronym for “something they’ll always remember”) into your presentation. Examples of STAR moments include:

- Emotive anecdotes.
- Shocking statistics.
- Evocative visuals.
- Memorable demonstrations.
- Repeatable sound bites.

Use STAR moments at points in the presentation where you really want your audience to remember what you said and chat about it at the water cooler afterward.

10

PRACTICE, PRACTICE, PRACTICE

Being prepared will give you confidence and improve the quality of your presentation before you ever step onstage. When you know your material inside and out, you’re able to relax and focus on connecting with the audience. As a result, you come across as prepared and conversational. In the weeks leading up to your presentation, leave plenty of time to:

- Get honest feedback from a fellow coach or skilled presenter.
- Prepare a short version of the presentation in case of unexpected time constraints.
- Fiddle with your slides and adjust the body of the talk appropriately.
- Practice in slideshow mode, running through the speech at least once without peeking at your notes.
- Videotape yourself and review the replay.
- Remember Duarte’s Golden Rule: Never deliver a presentation you wouldn’t want to sit through.



Nancy Duarte is a communication expert and the CEO of Duarte, Inc. (duarte.com), the largest design firm in Silicon Valley. She is the author of three books on presentation skills: “HBR Guide to Persuasive Presentations;” “Slide:ology: The Art and Science of Creating Great Presentations,” which has been translated into eight languages; and “Resonate: Present Visual Stories that Transform Audiences,” which spent 300 days on Amazon’s top-100 list of bestselling business books.

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