

To: info@peer.ca  
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Subject: Coaching News and Events (December 11, 2007)  
Cc:  
Bcc: Coaches01, Coaches02, Coaches03

**COACHING NEWS**

ISSN 1708-9026  
December 11, 2007

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The Coaching News is a publication of Peer Resources (<http://www.peer.ca>), and is distributed at no cost to subscribers every 45-60 days. Back issues of The Coaching News are available at (<http://www.peer.ca/thecoachingnews.html>). All articles are written by Rey Carr unless otherwise indicated. Anyone who would like to contribute an article or information for an upcoming issue of the newsletter can contact Rey Carr at [rcarr@peer.ca](mailto:rcarr@peer.ca)

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**ESTABLISHING COMPASSIONATE PRESENCE**

Rey Carr

Creating a cooperative relationship between partners in a coaching interaction is essential for effectiveness. The depth of cooperation between the coach and their client is one of the features that distinguishes coaching from other types of helping or professional interventions.

Unfortunately, many training efforts to strengthen coach work do not adequately address ways to place cooperation or mutual pursuit of the goals and vision in a central position. Some trainings may even be strongly influenced by the counseling/therapy model that minimizes actions that disclose or "reveal" the purpose or intention of the coach. Without a cooperative stance, coaches may struggle to achieve the essential outcomes of the relationship.

The importance of working together was reinforced for me recently from two different sources: an acupuncture treatment and an unusual party game.

For the last three months I have been receiving acupuncture treatments from a physician who is also a Buddhist. I know enough about acupuncture to believe in its benefits, and I have a friendly and warm relationship with this specialist. At last week's treatment, the doctor asked me if it was okay if he included an intern who he was supervising in acupuncture. I agreed, and it was this connection

that revealed more about the importance of cooperation.

Up to this particular treatment session, I would typically lie on the table while the doctor checked my pulses and inserted needles or used needles to stimulate various meridians (nerve areas). He would tell me the technical names of the areas he was focusing in on, and let me know his impression of how I was doing. He would also ask me questions about how I was doing, and these often resulted in deeper reflections about my health and life experience. I usually did not ask him any questions about the why and what of his treatment, pretty much assuming he was the expert.

However, when the intern was in the room with us, he entered into a continuous dialogue with her about what he was doing, why he was doing it, and what he thought the outcome might be. The intern also shared her perspectives and asked him about other alternatives. While some of this was jargon associated with acupuncture, most of their discussion was about intentions, goals and vision.

During this treatment session, I felt much more engaged and involved, and the result of the treatment seemed to provide a boost to my spirit and mood for the entire day -- something that I had not noticed or observed as readily on other treatment days. My conclusion was that his conversation with the intern increased my understanding of what he was doing, why he was doing it, the choices he was making, and the intention he had for outcomes. As a result I felt we were working together; I wasn't just a "patient/client;" instead my sense of cooperating and aligning myself with the same purpose increased the likelihood that we achieved the intended outcomes of the treatment.

My second reinforcement of the value of cooperation came from a research study that has been turned into a party game. It's called the "tapper-listener" name-that-tune game. The original research took a roomful of people and gave them all a list of the names of simple and widely-known songs, such as the birthday song, a national anthem, and children's songs. The group was then divided in half and organized into pairs. One of the pair was designated the "tapper" and the partner was designated as the "listener."

The tappers job was to secretly select a song from the list and then tap out the song without telling (or singing) the song to the listener. The listener's role was to determine the name of the song being tapped out.

The research showed, remarkably, that only two percent of the listeners could correctly identify the song being tapped out. The tappers found this to be very frustrating, and had extreme difficulty accepting the fact that the listener didn't "get it."

The reason there was such incredulity on the part of the tappers was that part of their process of tapping included humming (or singing) the song to themselves while they were tapping. In other words, the tapper heard the song very clearly (and loudly in his or her head) and the tapping (according to the tapper) was an easy give-away clue as to the song. But from the listener's viewpoint, he or she heard no melody or song, but only rhythmical tapping. The tapping could have been virtually any of the songs on the list.

I'm equating the "humming along" to the tapping as what often takes place in an interaction between a coach, mentor, or peer assistant and the person he or she is working with. That is, the practitioner knows exactly what the melody, phrasing, spacing, tone, and notes (intention, method, and purpose) might be, but the only thing being communicated to the other person are questions, listening type responses, and occasional supportive statements. The client does not really have a way of knowing the intention and purpose of the behavioral responses of the practitioner.

This type of communication limits the opportunities for the client to be cooperatively involved in the engagement with a coach. By sharing intention and rationale for methods with the client, the practitioner has an even greater likelihood of achieving the progress that they both desire.

I'm not suggesting that every behavioral action taken by a practitioner needs to be continually preceded by an explanation of its purpose or the rationale for the method choices. Most likely such explanations or method descriptions are best placed at the beginning of the relationship and restated in some form at the beginning of each subsequent session. In addition, when a client appears puzzled or reluctant to move forward, the practitioner must be prepared to understand this hesitation and rekindle client cooperation by sharing his or her own thoughts about what he or she is hoping to do.

These two disparate sources that reinforced the importance of working together to achieve desired results have acted as a catalyst for me to review how I am generating this type of cooperation, or what I call, "compassionate presence" in my coach, mentor and peer assistant relationships. I hope they can do the same for you.

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**"To be successful is to be helpful, caring, and constructive, to make everything and everyone you touch a little bit better. The best thing you have to give is yourself."**

~ Who said this? ~

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## **HOW TEENS AND YOUNG ADULTS RELATE TO LIFE COACHING**

Bill Dueease

Teenagers and young adults in their early twenties can extract a great deal from and get exceptional value from the life coaching process. They can take control of their lives much earlier and avoid the many errors and mistakes in life choices that are normally made during the growing up process. They can shape their careers and lives early to personally suit them on their terms. They can pursue the best education and experience programs to suit their long-range goals, and they can avoid paying for education or wasting time and effort in experiences that do not help, or even harm their best-suited life, by experiencing the wonders of being coached.

The reasons these statements are true are because teenagers and young adults will be able to discover their inner selves so much earlier in their lives through life coaching. Through life coaching, they will become the world's leading experts on themselves. When they do, they can then work with their life coach to take control of the personal, family, and work lives early on and create the conditions that will assure them success, enjoyment and fulfillment on their own terms. Think of the many lost souls, false starts, pitfalls, mistakes and other less than helpful actions these teenagers and young adults can avoid by just hiring a life coach.

### **Factors that prevent teens from connecting with his or her own life coach**

The current educational system contributes to the difficulty parents have in convincing their teenager or young adult children to hire a life coach even when the results and rewards are so valuable and so much fun.

Teenagers and young adults have many other pressing motivations and priorities. Undoubtedly, they are either still in school or have recently finished school of some kind. As full time students, they are required to learn the eternal facts, information, and theories forced upon them by their teachers, whether they want to learn this information or not. Students are then required to pass tests to prove to the teachers that they have learned, digested, and understood the required external information

better than the other students taking the same tests. The teachers and schools grade the tests to determine what percentage of the questions the students answered correctly to prove their knowledge of the required recently learned external information. Then their accuracy percentage of answering the required test questions is compared with the accuracy percentages of the other students taking the same tests, and those students that score the highest accuracy percentages on answering the required tests are given higher grades for these required learning experiences, called classes.

The students are given exceptional rewards in many forms for achieving the highest accuracy percentages in more classes than other students. They are designated smarter, looked up to as more intelligent, placed in higher status, are recruited to attend more prestigious advanced schools, given monetary rewards in the forms of payment for school costs, and also in the forms of higher initial salaries in the jobs they are recruited for. Personal pride, parental pride, school pride and other emotions are tied to the success rate at which these students are able to attain higher accuracy percentages in answering the required tests for the required classes where they are forced to learn the required information. In essence, the students are trained, motivated, and rewarded for being able to score better grades on required examinations for the required external information forced upon them better than other students. Students are in this external information learning stage for a long time. They are told what to do by their parents, teachers, school administrators, sports coaches and even many adults they come in contact with.

### **Teens and young adults focus on escaping their school lives**

Teenagers and young adults need to rebel and spread their own wings and fly on their own. They are normally so ready to escape the forced learning and testing phase of their lives and the constraints that come with them that they take any activities that help them escape and feel independent to be fun, desirable, and a release. They have friends, new love interests, potential employment, new jobs, new accommodations, new cars, and other new things in life to consider.

Most teenagers and young adults are probably more interested in getting full paying jobs actually doing something after experiencing years of absorbing information and testing in schools. They are probably far more anxious to earn income and are less interested in worrying about work enjoyment, fulfillment, or personal achievement. They are also more apt to be influenced by their parents, teachers, peers, loved ones, tradition, and employment recruiters, when they select their jobs or careers. This is only natural.

However, the teenagers and young adults frequently make choices and do things that are not in their best interest, and are frequently damaging, just to escape from the previous student forced learning phases, and to seek the independence they think is so important to them at the time. They struggle. They lose interest in themselves and their life. They have no purpose or direction, other than doing something different.

### **The dilemma facing parents when their children make damaging choices**

Parents who see their teenage or young adult children struggle through inaction, false activities, or damaging pathways normally feel a strong sense of frustration because they want to help and redirect their children to more enjoyable, more rewarding, more lucrative and more understood pathways. Many times these parents seek life coaches for their children. The propaganda out there and simple logic motivates parents to think that life coaching will be the answer.

For the teenager young adults to switch gears 180 degrees to seek, understand, accept, and enjoy the possibility that a life coach will only focus on what they might want, like, enjoy, and/or reveal about themselves is an exceptionally difficult thing to recognize, let alone accomplish with any degree of success. The concept that the real answers are within them is almost too much to believe. They have been told everything for so long and by so many different people that to consider looking within is hard to visualize, let alone accept.

Teenagers and young adults normally have to experience some life lessons to realize that there

might be a better way to approach life. They will need to come to the place where they want to discover who and what they really are to finally take advantage of the wonders of life coaching. Unfortunately, this frequently requires them to suffer and feel some serious pain, before they seek these answers. Parents see and understand this, and frequently want to protect their children from these inevitable negative consequences before they happen. That is when they call for life coaches as one of many possible solutions. But the parents are frequently a major part of the problem, because they are frequently the main inspiration that the teenagers and young adults have for doing what they do or many times do not do to escape, rebel, and seek independence. Taking further advice, direction or even help from the very parents they are trying to rebel from becomes a real contradiction.

### **True independence through life coaching**

What can parents do? What can teenagers and young adults do? We believe that teenager young adults must recognize that their life coach will be totally in their corner, and will NOT express or represent opinions or influence from others, including their parents. They will be able to rebel, become independent, and escape even more so through working with their own life coach. Yet, this way they will do so on a far more positive, rewarding, enjoyable and exciting manner than what they had been doing on their own. We have found that the teenagers and young adults who have been able to engage a life coach without any parental control or were able to discover their true selves and the wonders within them, and do some very remarkable things because they did. We have also found that the most difficult thing that needs to be accomplished is for the parents to truly let go, and actually allow their children to discover and become themselves on their own terms. Then the parents can and will enjoy the remarkable children they raised to be who they really are.

Thus, one of the most difficult messages we at The Coach Connection have to relate to the many parents who contact TCC to find the right life coach for their teenager or young adult children is that the parent will NOT be in control NOR will the parent have any influence over the life coaching process. Unfortunately, too many parents refuse to let go, and they do not let their teenager or young adult children even talk to a life coach, for fear of losing the control they think they have but really don't, and the control they need to let go of for their children to grow up and return to the family. They find other solutions to impose on their children that allow the parents to influence what is done.

### **Readiness for life coaching**

Teenagers and young adults will experience degrees of freedom, rebellion, and independence that they will want and can actually be enjoyed through life coaching.

Parents want their teen or young adult children to grow up and find themselves and become happy with their own life directions. Teenagers and young adults will become ready and motivated to seek and use a life coach on their own time. There is very little we and the parents can do to hasten this process.

I know. I have four children from the ages of 16 through 35. One used life coaching to great success. One could greatly benefit from engaging a life coach, but is very unlikely to do so. And my other two are doing fine, without the use of a life coach. They are still deep in the student learning stages, and are not ready. Yet.

### **About the Author**

Bill Dueease is the co-founder of [The Coach Connection](#), rated by Google as the number one information source for life coaching for the last two years. Previously, Bill was a board member of the International Coach Federation and a highly successful petroleum industry engineer and entrepreneur. Bill provides a newsletter, "Connecting for Results, and a blog on coaching. The Coach Connection provides a number of free coaching articles. Bill can be reached toll-free in the US or Canada at (800) 887-7214 or from other locations (239) 415-1777 or by email at

[bill@findyourcoach.com](mailto:bill@findyourcoach.com) This article is reproduced here with permission, and the copyright is held by Bill Dueease.

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**"Grown-ups like numbers. When you tell them about a new friend, they never ask questions about what really matters. They never ask: 'What does his voice sound like?' 'What games does he like best?' 'Does he collect butterflies?' They ask: 'How old is he?' 'How many brothers does he have?' 'How much does he weigh?' 'How much money does his father make?' Only then do they think they know him."**

~ Who said this? ~

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## **ATTEND A TOP LEVEL COACHING EVENT**

Several coaching conferences and training events are scheduled over the next few months. A selection of those in-person events from the Peer Resources website (<http://www.peer.ca/coaching.html>) that you won't learn about from the ICF include:

### **Coaching Leaders Certification Program**

December 12-14, 2007  
Boston, Massachusetts  
[www.linkageinc.com](http://www.linkageinc.com)  
(781) 402-5555  
[info@linkageinc.com](mailto:info@linkageinc.com)

### **3rd National Coaching Psychology Conference**

December 17-18, 2007  
City University, London, England  
[www.sgcp.org.uk/news/sgcp-3rd-national-coaching-psychology-conference-dec-2007.cfm](http://www.sgcp.org.uk/news/sgcp-3rd-national-coaching-psychology-conference-dec-2007.cfm)  
Tel: 020 8390 7717 (Between 9am-5pm UK time)  
[sgcpcom@bps.org.uk](mailto:sgcpcom@bps.org.uk)

### **International Consortium for Coaching Organizations Symposium**

January 9-11, 2008  
Oslo, Norway  
[www.coachingconsortium.org](http://www.coachingconsortium.org)  
[info@coachingconsortium.org](mailto:info@coachingconsortium.org)

### **Coaching Supervision Training Program**

January 14-15, 2008 (Part Two: Advanced Coaching Supervisor)  
West Malvern, United Kingdom  
[www.supervisioncentre.com](http://www.supervisioncentre.com)  
Tel: 01432 356171  
[info@supervisioncentre.com](mailto:info@supervisioncentre.com)

### **The Coaches Training Institute Quest Weekend**

January 18-20, 2008  
Grand Hyatt, Washington, DC

www.thecoaches.com/Quest/  
Tel: (800) 691-6008  
patty@thecoaches.com

**Coaching and Teambuilding Skills**

January 22, 2008  
Howard Johnson Hotel, Victoria, British Columbia  
www.skillpath.ca  
Tel: (800) 873-7545  
enroll@skillpath.net

**International Coaching Week**

February 3-9, 2008

**Coaching and Mentoring with Cy Charney**

February 4-5, 2008  
800 Robson Street, University of British Columbia, Vancouver, British Columbia  
www.sauder.ubc.ca  
(604) 822-8400 or (800) 618-3932  
exec.ed@sauder.ubc.ca

**Coaching and Teambuilding Skills**

February 15, 2008  
Plaza 500 Hotel, Vancouver, British Columbia  
www.skillpath.ca  
Tel: (800) 873-7545  
enroll@skillpath.net

**International Consortium for Coaching Organizations Symposium**

February 21-22, 2008  
Pepperdine University, West Los Angeles, California  
www.coachingconsortium.org  
info@coachingconsortium.org

**Coaching and Communicating for Performance**

March 2-7, 2008  
The Banff Centre, Banff, Alberta (Canada)  
www.banffleadership.com  
(604) 822-8455 or (800) 590-9799  
leadership@banffcentre.ca

**Association for Coaching International Conference**

March 13-14, 2008  
Victoria Plaza Hotel, London, England  
www.associationforcoaching.com  
marje@associationforcoaching.com  
Call for papers/presentations (Deadline: May 20, 2007)  
Request a speaker submission form from sheree@associationforcoaching.com

**Coaching and Teambuilding Skills**

March 20, 2008  
Comfort Inn, Farmington Hills, Michigan  
www.skillpath.ca  
Tel: (800) 873-7545  
enroll@skillpath.net

**A Conversation Among Masters**

April 6-9, 2008  
Grove Park Inn Resort, Asheville, North Carolina  
www.conversationamongmasters.com/schedule.html  
info@conversationamongmasters.com

**International Consortium for Coaching Organizations Symposium**

April 17-19, 2008  
Toronto, Ontario  
www.coachingconsortium.org  
info@coachingconsortium.org

**Coaching Freedom Cruise**

April 20-27, 2008  
Ft. Lauderdale, Florida departure to Caribbean ports  
www.coachingfreedomcruise.com  
(888) 259-9191 ext 1262  
emoreno@worldviewtravel.com

**Coaching and Mentoring with Cy Charney**

May 12-13, 2008  
800 Robson Street, University of British Columbia, Vancouver, British Columbia  
www.sauder.ubc.ca  
(604) 822-8400 or (800) 618-3932  
exec.ed@sauder.ubc.ca

**Coaching for Leadership Excellence**

May 20-21, 2008  
800 Robson Street, University of British Columbia, Vancouver, British Columbia  
www.sauder.ubc.ca  
(604) 822-8400 or (800) 618-3932  
exec.ed@sauder.ubc.ca

**ICF European Conference**

June 12-14, 2008  
Geneva, Switzerland  
www.coachfederation.org  
(888) 423-3131 or (859) 219-3580  
icfheadquarters@coachfederation.org

**Coaching and Communicating for Performance**

June 15-20, 2008  
The Banff Centre, Banff, Alberta (Canada)  
www.banffleadership.com  
(604) 822-8455 or (800) 590-9799  
leadership@banffcentre.ca

**Global Convention on Coaching**

July, 2008 (five days)  
Ireland  
www.coachingconvention.org/

**ICF International Conference**

November 12-15, 2008  
Palais des congrès de Montreal, Montreal, Quebec  
www.coachfederation.org

(888) 423-3131 or (859) 219-3580  
icfheadquarters@coachfederation.org

For additional coaching events, go to <http://www.peer.ca/coaching.html>. We only list in-person events that are a minimum of a full-day in length. (Peer Resources Network members can have their in-person events added at no cost. To add an event, contact Rey Carr at [rcarr@peer.ca](mailto:rcarr@peer.ca))

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**"A committee is a group that keeps minutes and loses hours."**

~ Who said this? ~

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## CHAMPIONS FOR COACHING

**Dr. Patrick Williams**, MCC and President of the Institute for Life Coach Training, sent us a copy of "The Personal Coach: Getting There from Here 2008 Calendar." This wall calendar, coordinated by **Dr. James Vuocolo**, MCC, is a great way to keep track of appointments and events. The large-size photographs are beautiful and inspiring, and each month includes a brief, well-written piece relevant to coaching. The authors are some of the best in the field. The space for each day of 2008 is large enough to enter reminders or notes, and the designers have even included the last few months of 2007 for those who want to start using it right away. This calendar will make a great gift, and be of use for anyone who likes to be inspired or dream of natural wonders. The calendar is available at [Amazon.ca](http://Amazon.ca) (for Canadian orders), [Amazon.com](http://Amazon.com) (for US orders), or [Amazon.co.uk](http://Amazon.co.uk) for international orders.

**The Coach Initiative** (<http://www.coachinitiative.org>) is an organization of approximately 70 volunteer coaches who provide pro bono coaching for various projects aimed at "betterment of the human condition and uplifting the human spirit." Two of their recent projects are [Stand Up for Kids](#) (a non-profit organization to rescue homeless and street kids) and [Free the Children/Leaders Today](#) (a non-profit organization dedicated to children helping children escape poverty and exploitation). The Coach Initiative has received a grant from the Harnisch Family Foundation that has provided the group with the funds to add a Project Administrator and provide additional support for its pro bono work by pairing the non-profit leaders with coaches. The Coach Initiative is located in Allentown, Pennsylvania.

**The Foundation of Coaching** describes itself as a "nonprofit, noncommercial, independent resource for coaching research, education, practice, and communication." The Foundation provides research grants to pay for research expenses, including travel (but not research time or living expenses). Proposals are accepted twice a year (June 1 for consideration in July and December 1 for consideration in January). To be considered for a research grant, the proposal must meet five criteria: align with the mission of the Foundation; make an important contribution to the coaching field; be independent of any particular coaching organization; exhibit qualifications to act ethically; and be co-sponsored with in-kind of matching funds provided by another source. The review process typically takes several weeks, and researchers do not have to be affiliated with an academic institution. For more information about the Foundation, its mission, and an research grant application form go to: <http://www.thefoundationofcoaching.org/>

Peer Resources Network member, [Doug Silsbee](#) has one of the ideal coaching jobs. Working from his back porch with a view of rolling hills of Marshall, North Carolina, his work has been strongly

influenced by the Strozzi Institute and builds on his years of training with somatic experiencing. He incorporates mindfulness, emotional intelligence, and somatics into his Integral Coaching foundation. He offers Art of Mindful Coaching (see events below) retreats, which now have ICF credits associated with them. He has recently become affiliated with the Pyramid Resource Group (<http://www.pyramidresource.com>), a corporate coaching provider. His state-of-the-art website has recently been revised to include a password-protected area, where clients can dialog in-between scheduled meetings, organize action items and practices, access reference notes and conversation threads, and store files.

**Dr. Alison Whybrow**, the Chair-Elect of the Special Group in Coaching Psychology will be one of the keynote speakers at the 3rd National Coaching Psychology Conference to take place at City University in London, December 17-18, 2007. Other keynoters include Sir John Whitmore, Dr. Tony Grant, Dr. Carol Kauffman, and Professor Ernesto Spinelli. The conference will include full day master-classes, research and case study presentations, skills-based sessions, and round-table discussions. Themes will focus on ethics, professional practice and supervision, psychometrics and coaching, coaching competence, positive psychology, and multi-cultural, diversity and gender coaching. Participants will receive conference and workshop attendance certificates as evidence for CPD logbooks or Practitioner-in-Training Logbooks. For more information go to:

<http://www.sgcp.org.uk>

**The Coaching Forum** (<http://www.thecoachingforums.com>) has initiated a podcast series with coaching and mentoring experts. Dr. Michael Cavanagh, one of the steering committee members of The Global Convention on Coaching, attempts to make a case for the Global Convention and outlines the progress to date in creating working groups that will culminate in the global gathering in Dublin in 2008. In another podcast, Peer Resources Network member and mentoring and coaching expert, Dr. David Clutterbuck, talks about definitions of coaching, coaching in a team and coaching at work. In a podcast to be available at a later date, Peer Resources Network member and coach historian, Vikki Brock, will discuss the unique dissertation research she conducted on the history of and who's who of the coaching world. To listen to these podcasts go to (<http://tinyurl.com/ysamb6>)

The latest issue of the **International Coaching Psychology Review** (July, 2007) has been co-published by The British Psychological Society Special Group in Coaching Psychology and the Australian Psychological Society, Ltd Interest Group in Coaching Psychology. The current issue, which is available at no cost from (<http://tinyurl.com/2pb6r7>) includes an editorial by Stephen Palmer and Michael Cavanagh; and articles about: the state of coaching research by Jonathan Passmore and Carla Gibbes; a preliminary evaluation of executive coaching by Amanda Feggetter; an examination of the use of strengths coaching and coaching psychologists by Reena Govindji and P. Alex Linley; the use of the goal attainment scaling system in coaching research and practice by Gordon Spence; a phenomenological analysis of the coaching relationship by Kristina Gyllensten and Stephen Palmer; how coaches deal with difficult emotional situations by Elaine Cox and Tatiana Bachkirova; making personal and social meaning from coaching by Reinhard Stelter; contributions of evidence-based developmental coaching to coaching psychology by Otto Laske; and book reviews of *Excellence in Coaching: The Industry Guide* and *Improving Employee Performance through Workplace Coaching: A Practical Guide to Performance Management*.

**The International Association of Coaching** (IAC) (<http://www.certifiedcoach.org>), which is dedicated to furthering the interests of coaching clients worldwide through rigorous certification of coaches and the highest ethical and professional standards, announced that Angela Spaxman is taking over as editor of the *IAC Voice*, their official newsletter, formerly edited to excellence by **Barbra Sundquist**, one of the founders of the IAC and a Peer Resources Network member. The latest issue of their newsletter described a must-have new e-book, "Sharing the Certification Journey: Six IAC Certified Coaches Talk About Their Journey," that will be useful to anyone considering going for coach certification through the high standards of the IAC. To learn more about

the book, go to (<http://www.sharingthecertificationjourney.com/>). Peer Resources Network members are eligible for a [discount on the cost of this book](#).

**The Association for Coaching** (AC), (<http://www.associationforcoaching.org>) not to be confused with the IAC (above) will be holding its next international conference, "Embracing Excellence," March 13-14, 2008 in London. To help with the planning, Conference Director, Sheree Owen, has created a five-minute, online survey to gather information about the needs and ideas of potential conference participants. Anyone who would like to provide feedback to Sheree is invited to complete the survey at (<http://tinyurl.com/ypq3l2>)

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**"The greatest danger for most of us lies not in setting our aim too high and falling short, but in setting our aim too low, and achieving our mark."**

~ Who said this? ~

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## TOP-RATED COACHING PUBLICATIONS

In July, 2007 Peer Resources assembled a panel of coaching experts and publishing authorities to assess the quality of a variety of publications in the coaching field. Coaches from around the world were asked to submit nominations, and 162 separate nominations were received.

The Best in Coaching panel divided the publications into five categories: (1) business/executive/workplace coaching magazine or journal; (2) life/personal coaching magazine or journal; (3) professional coaching association newsletters; (4) coaching blogs; (5) coaching newsletters produced by coach training organizations; and (6) coaching newsletters produced by individual coaches.

(1) The highest-rated publication in the business/executive/workplace coaching category was *Coaching at Work*, published in the United Kingdom by the [Chartered Institute of Personnel and Development](#) and People Management magazine. This advertising-free periodical is available in both print and online forms, and is published six times a year (visit their website for contents of current and past issues). Judges believed the articles included in this colourful magazine to be "authoritative, highly-readable, timely, and relevant." (This magazine is only available through paid subscription. Contact: Coaching at Work, 800 Guilla Avenue, Kent Science Park, Sittingbourne ME9 8GU; Tel: 0870 428 7966 in the UK; Tel: +44 1795 592 852 from overseas; email: [training.hotline@cipd.co.uk](mailto:training.hotline@cipd.co.uk) or through their website.)

(2) The best magazine or journal in the life/personal coaching category was *Personal Success* published by [The Academy Club and The Coaching Academy](#). This full-colour, advertising-free magazine, with both print and online versions is published monthly, and was described by the judging panel as "filled with articles written by the top names in coaching, practical advice and tips, well-designed, with up-to-date topics, reviews, and resources, and an incredible value." (This magazine is available through a free-subscription. Contact: Marie-Louise Cooke, Editor, The Academy Club, 39-43 Putney High Street, London SW15 1SP; Tel: 0208 789 5676; email: [team@theacademyclub.com](mailto:team@theacademyclub.com))

(3) The top-rated ezine from a professional association was *Business Coaching Worldwide*, published three times per year by the [Worldwide Association of Business Coaches](#). Available online with the option of printing a copy, this publication was described by the judges as "unlike other professional

association publications that focus only on promoting themselves and pretending to be 'worldly,' this ezine includes well-written articles prized by practitioners and authored by experts from a variety of fields and coaches from around the world on practice, marketing, assessment, ROI, and other highly-relevant topics." (This free newsletter is available to WABC members as well as non-members; however, only members can participate in a discussion forum about the various topics. Subscription: (<http://www.wabccoaches.com/ezines.htm>).

(4) The coaching blog selected as the top-rated of those nominated was *The Coach Connection Blog* created and written by Bill Dueease, President and Co-Founder of [The Coach Connection](#). Judges described this blog as "tackling difficult and controversial topics, providing a wide-ranging and creative focus on coaching, and sharing practical advice to strengthen coaching practice." (Subscriptions are free and the blog is available at <http://findyourcoach.blogharbor.com/>).

(5) The top-rated coaching publication associated with a coach training organization or school was *UTD Coaching News*, the email newsletter of the University of Texas at Dallas Executive and Professional Coaching Program (<http://http://som.utdallas.edu/executive/coaching/index.htm>). Judges described this ezine as "while clearly connected to one coach training institution, this newsletter is neither a recruiting or self-promotion publication and instead focuses on research, viewpoints, management coaching, and team coaching." (Subscriptions are free, and available from [coaching@utdallas.edu](mailto:coaching@utdallas.edu))

(6) A three-way tie for the top-rating occurred in the coaching newsletters produced by individual coaches. Michael Bungay Stanier's newsletter, *Outside the Lines* (<http://www.boxofcrayons.biz>); Bruce Elkin's newsletter, *Simplicity and Success* (<http://www.bruceelkin.com>); and Gary R. Collins' newsletter, *Gary R. Collins Newsletter* (<http://www.garyrcollins.com/>), were each described as "highly readable, succinct articles, often drawing insights from other published work, and providing practical as well as inspiring resources." (Subscriptions for each newsletter are free, and are available from the coach's website.)

Congratulations to all the publishers and editors of these top-rated publications. Thanks also to all the members of the Peer Resources Network and others who submitted nominations.

(Editorial Note: The nomination and judging process had some limitations. The top-rated publications were selected from a total pool of publications nominated that matched the stated criteria, and publications had to be nominated to be included. Peer Resources publications, while nominated, were not included for assessment in order to reduce any potential conflict of interest.

While the newsletters of the largest professional coaching associations were included in the pool and all except one were highly-rated, conspicuously absent from the nominated group were the more academic or research oriented periodicals such as *The Bulletin of the Association for Coaching*, *International Coaching Psychology Review*, *the International Journal of Coaching in Organizations*, *the Coaching Psychologist*, *the International Journal of Evidence-Based Coaching and Mentoring*, *Coach & Mentor: The Journal of the Oxford School of Coaching and Mentoring*, and *the International Journal of Mentoring and Coaching*. Additional details about each of these publications are available at <http://www.peer.ca/coaching.html>)

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**"Do not, on a rainy day, ask your child what he feels like doing, because I assure you what he feels like doing, you won't feel like watching."**

~ Who said this? ~

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## EIGHT STUDIES & RESOURCES TO GUIDE PROFESSIONAL PRACTICE

Peer Resources continually scans the professional and popular literature for articles, books, videos and other useful reference materials. They provide a brief synopsis of the latest work as well as citation details and summaries on their website at <http://www.peer.ca/coaching.html>. They also provide a searchable format on their site at [www.peer.ca/SearchB.html](http://www.peer.ca/SearchB.html). Here are some recent additions that you won't learn about from the ICF:

Battley, S. (May, 2007). When to call in an executive coach. *Associations Now Magazine*, 35-39. (Retrieved June 25, 2007 from

<http://www.asaecenter.org/PublicationsResources/ANowDetail.cfm?ItemNumber=25765>). The author provides a rationale for working with an executive coach and counteracts the idea that coaching could be a fad. She debunks other myths typically associated with coaching such as "successful people don't need coaches," "coaching is too time consuming," and "a coach is the same as a mentor." She cites the example of Dr. Philip Zimbardo who had been elected president of the American Psychological Association in 2002. Dr. Zimbardo had no administrative experience, and was skeptical when his associates suggested he work with an executive coach. He followed through, however, and rated it one of the most important aspects of his successful tenure of the world's largest psychological association.

Brunning, H. (Ed.). (2006). *Executive coaching: Systems psychodynamic perspective*. London: Karnac Books. From the book description on Amazon: "This collection explores the theoretical underpinning of coaching from classical to contemporary thinkers, sets the appropriate organizational context for coaching within the framework of contemporary organizations, and traces the historical developments of personality testing and the lasting role that psychometrics play in the coaching industry. It also examines the differences between psychodynamic and non-psychodynamic approaches to coaching, and addresses the role the unconscious plays in the way we offer coaching and interact within the thinking space created for clients. A number of different case studies illustrate the multi-dimensional model in practice. The book also provides an outlook on how to address ethical considerations and dilemmas associated with coaching, and includes up-to-date information on resources, facilities, and further training for coaches." The editor is a Chartered Clinical Psychologist in the U.K. and emphasizes the psychological and psychodynamic approach to coaching. This is another in a series of books coming from the UK that demonstrate the grip that psychologists have on the coaching field in that country. (Available from Amazon.com)

Carr, R. (December, 2007). Coach referrals systems: Do they work? *Peer Bulletin* 159. (Retrieved December 4, 2007 from [http://www.peer.ca/Projects/Peer\\_Resources\\_Network.html](http://www.peer.ca/Projects/Peer_Resources_Network.html)) A comprehensive analysis of what have come to be called "coach referral systems" or CRS reveals that only two of these systems really provide value for the coaches and clients. The others are primarily directories or "warehouses," and the CRS highly promoted as a benefit of membership by the largest coach group provides little or no value.

Chief Learning Officer. (July 2, 2007). Survey: Executive coaching sees downturn. *Chief Learning Officer*, 5, 25 [Online]. (Retrieved July 2, 2007 from [http://www.clomedia.com/content/templates/clo\\_article.asp?articleid=1878&zoneid=196](http://www.clomedia.com/content/templates/clo_article.asp?articleid=1878&zoneid=196)). A survey of 2000 senior human resources and learning and development executives revealed that 33 percent of organizations that provide executive coaching are using it less than previously. Forty-eight percent are using executive coaches at the same rate, while 19 percent are increasing their use of coaching. The authors of the survey, a consulting and training firm located in Boston, Massachusetts,

attribute this downturn to the tremendous growth experienced in recent years slowing slightly and the demands of senior management for "greater accountability and cost containment." The authors speculated that the executive coaching field itself may be overpopulated with practitioners at the present time and some involved in the field may not have the experience to back up an ROI approach to their services. In contrast, the pending retirement of the baby boomer population will create a greater need for improved skills at the middle- and senior-level positions as many unprepared executives move up in the ranks.

Dagley, G.R. (November, 2006). Human resources professionals' perceptions of executive coaching: Efficacy, benefits, and return on investment. *International Coaching Psychology Review*, 1, 2, 34-45. Human resources practitioners completed structured interviews to elicit their perceptions of the overall efficacy of executive coaching, the specific benefits derived and drawbacks experienced from the programs, their estimates of the cost/benefit of the programs, and their interest in using executive coaching in the future. The results indicated that all 17 (Melbourne-based) participants were responsible for more than 1000 individual executive coaching programs and \$15.4 million of expenditure on executive coaching in the preceding two years. HR personnel indicated strong support for the use of coaching in the future, and all rated their programs as at least moderately successful. The practitioners also identified a large range of benefits for the individual executives (the strongest being a "clearer understanding of personal style and issues arising from these) and a smaller range for the organizations (the strongest being "capacity building of the talent pool"). The two most commonly expressed drawbacks were difficulty with executives making time for sessions and the expense of executive coaching. Total program costs ranged from a low of \$600.00 for a four-session program to \$45,000.00 for an 18-session program. (The average, hourly rate for executive coaching across all organizations was \$717.00 per hour.) Although the practitioners indicated that benefits exceeded costs, only one practitioner indicated completing formal measurement of return on investment. (Full study available to members of the Peer Resources Network.)

Edge Training Systems, Inc. (2006). ***Coaching and counseling: Maximizing opportunities. (Video)***. Richmond, Virginia: Author. A 24-minute video with actors playing realistic roles. The content deals with real business issues. The video provides a series of steps and emphasizes the role of opportunity in workplace coaching. For a complete review by Rey Carr, go to Training Media Review (<http://www.tmreview.com/Review.asp?ID=1473>).

HRDQ (2007). ***Coaching achievement***. King of Prussia, Pennsylvania: HRDQ. An excellent kit of resources to create a coaching culture in any organization. For a complete review by Rey Carr, go to Training Media Review (<http://www.tmreview.com/Review.asp?ID=1536>).

Selby, C. (Summer, 2007). Coaching and psychometrics: Comfortable companions? ***The Bulletin of the Association for Coaching***, 12, 5-7. A psychologist who is the founding director of an online psychometric assessment publisher argues for the value of using assessments with coaching clients. He dispels some of the myths regarding such tools and describes how they can aid in both relationship building and helping clients gain the results they desire from coaching.

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**"Our investigations have always contributed more to our amusement than they have to knowledge"**

~ Who said this? ~

## WHAT'S NEW IN THE COACHING WORLD

With 268 coach training organizations to choose from and more than 65 varieties of certification available in the coaching field, what was once a relatively easy decision has become infinitely more complicated.

Here are a few of the latest entries to the Coaching Schools and Training Organizations Directory with some that you won't learn about from the ICF: (<http://www.peer.ca/coaching.html>).

The Columbia University/Teachers College Coaching Certification Program requires the completion of two five-day intensives: either an Internal Coach Intensive or External Coach Intensive and an Advanced Coach Intensive. A practicum is also required which includes online peer coaching labs, work with a mentor coach, and individual coaching experience. This program is offered in partnership with the Columbia Business School Executive Education program, and is designed to be completed within a seven-month period (but can be extended). Tuition for this program is not available online — program leaders request that prospective participants call them for the latest information and starting dates for the Internal, External and Advanced courses. An online application form is available.

The University of Calgary Certified Co-Active Coach Training Program is a partnership between The Coaches Training Institute and this Calgary, Alberta (Canada) university. The university's continuing education department offers a two-component program consisting of a "core curriculum" (five courses offered on a five three-day weekend residential basis), and a "certification program" (a six-month, hands-on coaching, supervision, and group work component all provided by telephone by CTI-trained master coaches.) Both the core curriculum and certification program are geared towards the accreditation system of the International Coach Federation. The tuition for the first five courses is \$6140.00 (discount for registering for all five courses), and the fee for the certification component is not stated. Consult the website for course start times.

The Academy of Executive Coaching in the UK is launching an Advanced Diploma program in the Czech Republic. The program, approximately 18 days over a 13 month period, consists of an orientation event, four four-day modules, six-to-eight weeks apart, and two assessment days. Participants will have access to regular, individual tutorials, and be able to meet in practitioner groups physically and virtually between events. Each of the four development modules develops a particular theoretical aspect of the whole program as well as maintaining common themes such as triad skills practice and client supervision. The fifth module is devoted to the assessment of each participant's coaching framework and coaching skills. Participants must be able to converse in English and have a minimum of six coaching clients by the start of the program. The diploma will be awarded to participants that pass an assessment by self, peers, and tutors, and will include the presentation of a coaching model, demonstration of coaching practice, and submission of a learning journal. The four (4) residential events will take place at the stylish, 4-star Hotel Na Zámecku, situated in the old district of Záběhlice in Prague 10, near the city centre. The course fees are €7,500 plus residential costs of approximately €100 per day.

Fielding University's Evidence Based Coaching Certificate Program is expanding rapidly. Due to high demand, they launched a second cohort that will start in September, 2007, and has already been filled. Space is available for their January, 2008 admission. The Evidence Based Coaching program combines online teaching in evidence based theories and their application to coaching with face to face and telephone skills training. International Coach Federation certification is granted in addition to graduate credit, both at the masters and Ph.D. level. To date, Fielding is the only university in the United States granting Ph.D. credit for coaching certification.

The Life Coaching Institute in Australia specializes in training coaches through the Institute's Certificate IV in Life Coaching, which is accredited and nationally recognized by the Australian Department of Employment, Training and Industrial Relations. The program covers nine units of competency over 430 nominal contact hours. The Certificate IV in Life Coaching is a self-paced

[program that generally takes students between 6 - 8 months to complete. Tuition for the program is AUD\\$2495. They also offer a Diploma of Life Coaching, which includes more in-depth work \(17 units, 1,000 hours of content, 34 hours of telecourses, and more\).](#)

[Peter Bluckert \(PB\) Coaching is a U.K-based organization that is accredited by the European Mentoring and Coaching Council \(EMCC\) to offer coach training. They offer a certificate in business and executive coaching \(10 months, divided into six workshops for a total of 100 training hours, and only the first workshop is residential, total cost £6,000\); a diploma in coaching psychology \(12 months, focuses on person-centered, cognitive-behavioral psychology, psychodynamic, and Gestalt traditions, six workshops with only the first requiring residential engagement, total cost £6,000\); and a certificate in coaching supervision \(two residential workshops of three days and two days each with one-to-one coaching supervision practice and feedback; participants maintain a reflective journal, total cost £1,900\). They will be offering a masters in business and executive coaching. In Ireland they offer an advanced management diploma in executive coaching. They also offer in-house training for internal coaches. Check their website for the latest intake schedule.](#)

[Dream University has changed its name from "Dream Coach," and is a content specific coaching program that has been developed and successfully delivered by Marcia Wieder, America's Dream Coach for close to 20 years to over 100,000 people. Participants in the seven-day training learn a 10-step process including working with intention, integrity, purpose/passion, dreams, doubts, obstacles, beliefs, creating personal practices, strategies and team building. The structure of the program attracts both seasoned coaches seeking new tools, and new coaches. At the end of seven days, participants who graduate are Certified Dream Coaches \(about 500 people have received this certification worldwide\). There is also a Dream Coach Group Leader program offered once a year. Graduates receive 45 CEU's toward the certification requirements of the International Coach Federation. This week-long program is delivered in an in-person classroom setting \(maximum size 30\) by Marcia Wieder, typically in San Francisco, California in January and August every year. Tuition is \\$3495 U.S. Discounts are available to members of the Peer Resources Network.](#)

[6 Advisors Coaching Academy Executive Vice-President, Harvey Schoof, has announced that their coach training organization will start another coaching class on July 10th. 6 Advisors provides an assessment that they believe allows their coaches to know how a prospect or client thinks before they begin the coaching. Much of foundation for this program is based on the work of Og Mandino. Their 90-day Personal Coaching Practicum and Principles provides a road-map \(the science of "Axiology"\) for clients to master their thought processes by capitalizing on their strengths. Their membership-model provides training, mentoring, and business development support for coaches to create a coaching business. 6 Advisors believes that their coach designation requires skills and knowledge that exceed the requirements of the International Coach Federation. Certification is based on an assessment of quality participation in their training program, being engaged in a group coaching process, the submission of a field work portfolio, and a final review and assessment that includes a series of observations and an oral examination or interview. Participants who become 6 Advisors certified coaches will have the certification fees charged by the International Association of Coaches \(IAC\) paid by 6 Advisors. In addition successful candidates can participate in all ongoing weekly training at no additional cost. Interested, potential participants can sample the assessment process at no cost or obligation by visiting their website. The fee is \\$1995.00 for membership enrollment and \\$295.00 per month.](#)

[The Centre for Supervision Training is based in the United Kingdom and specializes in providing training for persons who will be supervising coaches. Typically, their program consists of three in-person two-day modules: "Becoming a Coaching Supervisor," "Advanced Coaching Supervision," and "Supervising the Invisible Client." The tuition fee for each course is approximately £688.00. Centre staff anticipate their last course offerings will be held in 2008, and after that date, they will no longer hold open courses and instead will provide private customized training for those individuals within organizations.](#)

[The Money Coaching Institute provides a Certified Money Coaching Training that consists of three](#)

days of training, and includes a two-day intensive experiential workshop of 20 hours, and a one-day Foundations & Practical Training Course Practicum of 8 hours. This training is followed by a 12-week coach/mentoring program that consists of weekly 1.5 hour calls for 12 weeks. During this time coaches are given additional training modules and assistance in completing their required assessments on two practice clients. The total hours for completion: 66 Hours (46 training hours plus 20 hours assessment with practice clients). The cost of the complete training program is \$2,650.00. Note: Money Coaching is a specialty area, and an additional "coach training" must be taken with a coach training school.

The Center for Executive Coaching lists a number of faculty on their website, but none have coaching credentials or training included in their biographies. The training is described as online and between two months and six months, depending on entry skill, and results in becoming a Certified Executive Coach. Some course titles are provided on the website, and the FAQ provides information about executive coaching that many experienced executive coaches would reject as being accurate. For example, coaching is described as "the fun part of consulting." Executive coaching is also described as a "problem-solving" approach. Participants receive "personal one-on-one consulting," copies of "The Executive Coach's Marketing Manual," "Elegant Leadership" (the executive coach's content guide), "The Way to Coach Executives," frequent teleconferences, audio CDs, and certification. The fee is \$1,975.00. (Note: email requests for additional information have not been answered as of October, 2007 when this entry was created.)

Coaching Sistémico is offered in Mexico City and taught in Spanish, and is recognized by the International Coach Federation as an ACSTH. The course takes six months with 96 hours of direct training in class. The themes are: complex systems; experience and learning; coaching; coaching skills I and II; and tools. Learning methods include classes, lectures, study teams, working groups, assignments for home, and coaching sessions with one of the coaches participating in the program. Instruction includes individual and group exercises; expert talks; introspection; conversation, and basic interaction in the mental, emotional and corporal realms. After completing this program, participants are eligible for a certificate as a Systemic Coach. The criteria for certification include 96 hours of training in class, five triangulated coaching practices reports, fifty coaching reports, being coached in three sessions by one of the coaches of the firm participating in the program, ten completed assignments for home, a final project, and a final evaluation by the staff. The tuition is US\$4,200.

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**"The greatest tragedy in life is people who have sight but no vision."**

~Who said this? ~

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## **JOIN THE PEER RESOURCES NETWORK**

The rapid development of coaching as a practice has generated many associations and organizations competing for participants or members. The Peer Resources Network is the only one that provides accurate, objective, comprehensive, and up-to-date information about coaching, mentoring and peer assistance resources. And the staff is not only easy to contact via toll-free telephone, email or Internet telephone, but they also respond to enquiries typically within one-day.

In addition, members of the Peer Resources Network receive a monthly newsletter, the *Peer Bulletin*, loaded with information, practical tips, announcements, peer program descriptions, funding opportunities, job openings, and research summaries every month. A sample of the Peer Bulletin is

available for download at <http://www.peer.ca/samplePB156.pdf>

Members can also receive at no cost some of the latest books or videos on about coaching in exchange for writing a review of that resource. Some of the current books available include:

- ***EveryDay Epiphanies: Insights for Living with Purpose*** by Alicia Rodriguez (201 pages, softcover)
- ***Executive Coaching for Results: The Definitive Guide to Developing Organizational Leaders*** by Brian Underhill, Kimcee McAnaly, and John Koriath (190 pages, hardcover)
- ***Therapist as Life Coach: An Introduction for Counselors and Other Helping Professionals (Revised and Expanded)*** by Patrick Williams and Deborah C. Davis (242 pages, hardcover)
- ***Positive Psychology Coaching: Putting the Science of Happiness to Work for Your Clients*** by Robert Biswas-Diener and Ben Dean (258 pages, hardcover)
- ***Good Question! The Art of Asking Questions to Bring About Positive Change*** by Judy Barber (255 pages, pdf e-book)
- ***Mentor: The Kid & the CEO: A Simple Story of Overcoming Challenges and Achieving Significance*** by Tom Pace with Walter Jenkins (176 pages, small hardcover)
- ***Co-Active Coaching: New Skills for Coaching People Toward Success in Work and Life (Second Edition)*** by Laura Whitworth, Karen Kimsey-House, Henry Kimsey-House, and Phillip Sandahl (305 pages, softcover)
- ***Guiding Doctors in Managing Their Careers: A Toolkit for Tutors, Trainers, Mentors and Appraisers*** by Ruth Chambers, Kay Mohanna, Andrew Thornett and Steve Field (131 pages, softcover)
- ***Speaking of Success: World Class Experts Share Their Secrets, Featuring Ken Blanchard, Jack Canfield, Patrick Williams, and Stephen Covey*** Interviews by David E. Wright (201 pages, softcover)
- ***Physicians as Leaders: Who, How, and Why Now?*** by Mindi K. McKenna and Perry A. Pugno (350 pages, softcover)
- ***The Good Mentoring Toolkit for Healthcare*** by Helen Bayley, Ruth Chambers, and Caroline Donovan (160 pages, softcover)
- ***Business Transformed: Master the 17 Questions that Transform Business*** by Breakthrough Coach Paul Gossen (121 pages, softcover)
- ***Coaching Soup for the Cartoon Soul (No. 1, No. 2, and No. 3)*** by Germaine Porche and Jed Niederer (38 pages each, softcover)

Do the quotes placed in this newsletter intrigue you? Would you like to know more about the people quoted or read more of what they have to say? Members of the Peer Resources Network receive links and more details regarding each quote when they receive the monthly *Peer Bulletin*. (Anyone who can identify the source of any of the quotes in this issue of the *Coaching News* will have their name placed in a draw for a complimentary, one-year membership in the Peer Resources Network. Send an email to [rcarr@islandnet.com](mailto:rcarr@islandnet.com) with your answer to any of the "Who said this?" quotes.)

Peer Resources Network members have access to a variety of resources in the password protected area of [www.peer.ca](http://www.peer.ca), and many of these documents are without cost or arrangements have been made with authors and publishers to provide them to members at reduced costs or deep discounts.

The Peer Resources Network is a non-profit organization and is sustained through memberships. The low fee for a one-year individual membership is \$99.00 and the fee for an institutional membership, which allows up to five people to share a full membership, is \$185.00 for a year. We even have a student rate of \$50.00/year. For more details on the benefits as well as a secure online form to sign-up, go to <http://www.peer.ca/PRN.html>.

As a bonus for readers of the *Coaching News* who become members of the Peer Resources Network in December, 2007, we will send you at no additional cost a CD that contains the three past issues

and the current issue of *Compass: A Magazine for Peer Assistance, Mentorship and Coaching* as well as the past 24 months of the *Peer Bulletin*. In addition we will include the Who Mentored Who Quiz slide-show, which features dozens of famous mentoring connections. The slide show is in a quiz format, showing the photo of a famous mentor, his or her equally famous partner (mentee) and then reveals the name and the relationship. This CD is free to PRN members and will be sent by postal mail at no cost to any individual category member or the group leader of any institutional membership.

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**There's a trick to the Graceful Exit. It begins with the vision to recognize when a job, a life stage, a relationship is over -- and to let go. It means leaving what's over without denying its value.**

~ Who said this? ~

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## **LEADERSHIP COURSE DESIGNER NEEDED FOR BRITISH COLUMBIA GOVERNMENT**

The British Columbia Ministry of Energy, Mines and Petroleum Resources is seeking a Leadership Training Facilitator to design a series of modules to help address the leadership skills shortage in management due to retirements, moves to industry, or promotions. The Ministry would like the modules to cover a groups of topics and be delivered over a series of six days. Each module should build on the previous module and emphasize discussion and experiential learning.

The successful contractor should have experience in leadership training and knowledge of the current literature on leadership styles and leadership development. The contract deliverable is to put together a syllabus and materials for six (6) one day modules of leadership training as well as a binder for the trainer(s) and accompanying Power Point slides as appropriate.

Members of the Peer Resources Network can receive a copy of the Ministry's Request for Proposals (RFP), and the submission deadline is December 21, 2007. Contact Rey Carr at rcarr@peer.ca (Peer Resources and Rey Carr are not involved in reviewing or evaluating any proposals or providing any specific assistance to potential contractors)

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To learn more about the people quoted in this issue or to access more of what they have to say, consider becoming a member of the Peer Resources Network (PRN). Members receive a monthly newsletter 60-90 days earlier than The Coaching News that contains the same text plus additional articles not available in The Coaching News plus links to all quoted sources. Membership is fee-based

[and the benefits and features are listed at http://www.peer.ca/PRN.html.](http://www.peer.ca/PRN.html)