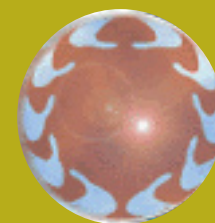


COACHING NEWS

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BRINGING YOUR LEARNING HOME

One of the elements common to coach training programs is the emphasis on effective interpersonal communication skills. Virtually all training programs associated with these roles include a focus on deeper levels of listening, asking powerful questions, being fully present, and learning how to talk in ways that maximize client engagement.

As a coach and coach educator I've noticed that such training can have a profound impact on the attitudes and behaviours of the participants. For some, this type of training may lead to significant life changes as the learners increase their commitment to enhanced relationship-building techniques. For others, it may reinforce a set of beliefs or attitudes that just serve to strengthen their current life path.

Few would disagree about the value of learning these skills regardless of whether they will be used in a more formal role. But there is a little-studied, yet wide-spread challenge associated with such learning. That challenge is the impact that

participating in such training has on the spouse or home partners of the learner, as well as close friends, family, and co-workers. Learning how to communicate more effectively can create a dis-equilibrium in the personal or social network of the learner, as those close to him or her respond or react to his or her attempts to put this learning into practice. In this article I will describe my experience with this challenge, and also suggest ways for trainers to reduce or prevent the negative consequences that can interfere with the learning path.

THE EAGER COMMUNICATOR

My first formal exposure to learning interpersonal communication skills was in 1965 through the Parent Effectiveness Training (PET) system created by one of my mentors Thomas Gordon (1918-2002). After each evening class, I would race home eager to share my learning with my spouse. But for some reason my (then) spouse wasn't as eager to be a guinea pig for my newly-minted ability to "active listen" or express my feelings. If I recall correctly,

her response was something like, "Don't try that psychology crap on me." Wanting to continue my commitment to what I was learning, I tried to stay with it by paraphrasing her response. This didn't help; it only inflamed her annoyance.

Years later (sans spouse) when I was teaching the same interpersonal communication skills to adults learning to be better teachers, some course participants would come back to a class session detailing virtually identical at-home experiences. Like me, they were hopeful to try out the skills in a practical and relatively safe

~ Who Said This? ~

"Life always gives us exactly the teacher we need at every moment. This includes every mosquito, every misfortune, every red light, every traffic jam, every obnoxious supervisor (or employee), every illness, every loss, every moment of joy or depression, every addiction, every piece of garbage, every breath."

TOPICS:

- ▣ Bringing Your Learning Home
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setting with someone who cared for and understood them. And like me, they also were surprised at the rejection they typically received. Class discussions were often centered on how to manage these troubling situations.

As a result of teaching these skills for more than 40 years, I have been able to identify a number of ways that “spouse rejection” can be overcome or eliminated without placing a significant strain on the relationship. Rejection didn’t happen for everyone. Some participants were able to identify factors that prevented or reduced such rejection, and what they told me (and the class) contributed to identifying the factors that have since proven to be the key to using the skills successfully at home and with our clients/partners. However, before I describe these factors I want to provide one more anecdote because it relates directly to my experience, has a more controversial conclusion, and comes from one of my mentors.

WHEN THE STUDENT IS READY THE TEACHER WILL APPEAR

During the time I was actively engaged in helping course participants deal with “home-based” or “workplace-based” rejection of their new skills, I happened to listen to a talk-radio show from Seattle, which I think took place in 1975, and featured psychologist Wayne Dyer. I considered Dr. Dyer to be an inspirational mentor; I had learned much from his writing, particularly *Counseling Techniques That Work*, and I was eager to hear what he had to say.

The radio show had a call-in component. Callers were asking various questions, and Dr. Dyer was providing answers based on

his books with which I was already familiar. (Note: at this time in his career, Dr. Dyer had not yet become the motivational writer and speaker he is so famous for today.)

One caller asked something that really caught my attention. The caller said, “I’ve been taking a number of courses over the years to improve my communication skills, enhance my life outlook, and become a more nurturing person. However, when I get home from these courses, my spouse isn’t interested in what I’m learning and generally seems to think it’s a waste of time. What should I do?”

Wow, I thought; I’ve been asked that question by participants in my courses many times. I’ve experienced it myself. What’s my mentor going to say? How will someone whose viewpoints I value respond to this query?

I snuggled up to the radio. Dr. Dyer paused for what seemed like a long time (silence on a radio program can seem much longer than it actually is) and said, “My advice to you is don’t hang around with losers.”

ESTABLISH A SUPPORT NETWORK

I was flabbergasted. My guru dismissing the caller’s concern with such a provocative action plan left me reeling. I actually started to laugh. I couldn’t believe it; more importantly, I couldn’t imagine myself saying that to the participants who raise the same issue in my trainings.

But when I reflected on the meaning of that simple statement, I realized my mentor wasn’t saying “jettison your spouse!” or “move to a different country!” What Dr. Dyer was saying then, and has been saying ever since in his books and appearances on public television, was find people who support you, share your vision, encourage your journey, and nourish the spirit that drives you to excellence in relationships. Don’t rely on your spouse alone to be your only source of support.

Thus, what I took from this statement was the importance of seeking out people to be in your network that appreciate you and are grateful for your desire to achieve excellence. In addition, I learned that testing out your new learning on those around you provides an opportunity to assess the degree to which you’ve been successful in designing what you need in your social environment to accelerate your growth. As trainers we need to alert the participants in our workshops, courses and seminars to not expect their spouses, friends and colleagues to fill all their practice communication needs. Often this concern is managed by attaching a peer sharing system within the course so that participants have a chance to practice with each other.

SHARE THE VISION

In addition to surrounding learning participants with people on a similar path, it is essential to encourage learners to share their learning vision or intention with those important people in their social or personal network. Had I been better at sharing my desire to improve and understand my own vision of what I had hoped to achieve in learning new skills, I might have been able to engage my long-ago spouse as a helper rather than a victim of my fledgling skills. I’m sure this principle is accurate regardless of the focus of my learning.

RECOGNIZE THE FOUR STAGES OF LEARNING

As trainers we need to recognize that learning anything of real value, particularly if it involves changing attitudes and actions, typically requires a progression. While it might be possible to describe this progression as simply moving from being “unskilled” to being “skilled,” it is actually more complicated and elegant.

During my involvement as the leader for the Parent Effectiveness Training courses, effectiveness trainers often met together to discuss various issues associated with what we were

~ Who Said This? ~

“Heads are the wisest when they are cool, and hearts are the strongest when they beat in response to noble ideals.”

learning as trainers, improve the curriculum, and provide peer support. One member of our group talked about a four stage model he created based on his observations of his course participants. He described the stages as “unconsciously incompetent,” “consciously incompetent,” “consciously competent,” and “unconsciously competent.” This model mirrored what we were seeing in our classes, and helped us understand how learners were experiencing what we were trying to teach. Unfortunately, I can no longer remember the name of the colleague who created this learning continuum.

Basically the model described what class participants experienced as they went through the process of learning the skills and attitudes associated with the course. The idea that learners go through stages or a predictable process in learning seems to have received less attention than describing a learner’s learning style or preference. Tools such as the Myers-Briggs Type Indicator, Anthony Gregorc’s Mind Styles, David Keirse’s Temperament Sorter, David Kolb’s Learning Style Indicator, and a dozen others have gained significant popularity as a way to diagnose or describe learner characteristics.

I like to use the four-stage model (described above), but as a result of discussions with one of my mentors, Dr. R. Vance Peavy, I’ve changed the names of the stages to reflect simpler and less jargon-like terms. The learning stages are: ready, skilled, competent, and expert.

In the ready stage learners want to make some kind of change. They may want to stop something from continuing or move away from something, or they may want to gain something or move toward a goal. At this stage, learners typically don’t know what to do or why it might be necessary or valuable to use a particular skill. If they do try something new, there is a high potential that they would give up very quickly if they encountered any difficulty or frustration.

The ready stage is typically the point where learners might drop out, give up, or not return. The ready stage is also accompanied by “blaming” the skill or the learning requirement rather than accepting responsibility for learning something new. Learners at this stage typically externalize their internal feelings by blaming the skills themselves, often saying, “These skills don’t work.” “This is unnatural.” “This is stupid” or “This doesn’t make sense” as compared to owning the feelings and saying: “I feel awkward, self-conscious, embarrassed.” or “I don’t understand what I’m doing”.

Another activity of this first stage is “Stump the Expert.” Learners will ask questions regarding what they should do with respect to a particular case. I’ve heard this also called the “What if...?” scenario. A variation of this beginning stage is “Trap the Expert.” Learners take what they understood from the trainer, coach, peer leader or mentor as a set of rules, apply them with rigidity back home, and return to tell the trainer that the trainer’s “advice” didn’t work.

As the learning or change manager, my role is to identify the learner’s specific goal of moving forward or leaving something behind, acknowledge the feelings associated with making such a change, and provide encouragement for continuing. Sometimes it can be helpful to describe the learning stages and normalize what happens at the beginning of the change or learning process.

If the new learners stick with it, then they enter the second or skilled stage. In this stage the learner is able to perform the skill or manage the change with some consistency, but often does so in a mechanical, robot-like or formulaic fashion. The most common example and sometimes the most humorous occurs when practicing a skill such as paraphrasing or active listening: “I hear you saying...” or “I understand you to mean...” or “So you’re feeling...” etc.

In the skilled stage learners still operate on formulas or rules, but they start to develop an overall plan or strategy and only stumble when they encounter unusual experiences. They treat others (those they hope will benefit from their new learning) in a more personal fashion and are able for the most part to transcend the “formal” delivery of their new learning. There is usually a high commitment to doing well.

The third stage is the competent stage. Now the learner is able to perform the skill with great consistency, but is mostly a clone of the person who taught them how to do it. The learner strongly resists alternative ways to perform the skill and is strongly connected to the original teacher. Some trainers refer to this as the disciple stage.

During this stage, the learners are often highly enthusiastic about what they have learned and can do, and they are eager to convince others to join with them in their journey. Often the learner is so immersed in the learning that everyone they encounter becomes a person in need of their new knowledge and skill. They also strongly defend what they have learned and who they learned it from. Learners will typically quote their teacher, guru, or leader and dismiss those with alternative views or negative reactions. In the most extreme cases this conflict can lead to marital problems or avoidance of colleagues and friends. Some trainers have named this the “advocate” stage.

The fourth stage is called the expert stage. Here the learner has found his or her own voice or style and is continually modifying the skill or

~ Who Said This? ~

“The best leaders are masters of articulating an appropriate vision of the future. They have the ability to see things not yet there and relay that vision to others.”

learning to fit circumstances, new learning, and context. The expert no longer “thinks” about what to do, and instead knows the right thing to do. What is “right” emerges out of the situation the expert encounters. Also at this stage the expert can accept making mistakes, and rather than becoming upset or paralyzed by errors, uses them as a learning opportunity.

A paradoxical aspect of this stage is that an expert often plans less and instead just “is.” Experts often rely on their ability to “tune-in” to a situation. Rather than preparing a full speech ahead of time, for example, an expert may actually construct his or her comments “on-the-fly.” Suzuki Roshi (1904-1971), a Zen priest, captured the essence of this stage when he said, “In the beginner’s mind there are many possibilities. In the expert’s mind, there are few.”

As is often the case, at this point in the life space of the expert, they have often surpassed or accelerated beyond the knowledge and skill level of their original teacher or trainer. But without an understanding of the process they went through to get to this point, they may not be able to truly create the same learning for others.

This transformation became a key element in and distinguishing feature of the peer coaching model and practice that I developed in the early 1980’s with two of my former students and eventual business partners, Greg Saunders and David deRosenroll. They were able to use what I had initially taught them to provide advances in peer coaching when they coached me with results that went beyond anything I had expected.

By knowing the stages our learners are likely to encounter along the path of their learning journey, we can more likely and more quickly help them to get there. I like to build discussions of these stages into our learning events. When participants are aware

of the actions that are typically associated with each stage, they are more accepting of differences, less tense about negative reactions, and more likely to stay on the path toward becoming an expert.

Managing this learning progression is a key aspect for trainers associated with mentoring, coaching, and peer assistance. The degree to which a trainer can integrate recognition of the steps in the learning process, as well as the social network and inclusion principles stated above, will contribute greatly to assisting our spouses and those who care for us to join with us and provide the support we need to continue our journey.

Additional Resources:

Chapman, A. (2008). Conscious Competence Learning Model. (Retrieved from <http://www.businessballs.com/consciouscompetencelearningmodel.htm>)

Dyer, W. (1975). *Counseling Techniques that Work*. Alexandria, VA: American Counseling Association.

Gordon, T. (1962). *Parent Effectiveness Training: The Proven Program for Raising Responsible Children*. (<http://www.gordontraining.com/about-dr-gordon.html>)

Peavy, V.R. (1997). *SocioDynamic Counselling: A Constructivist Perspective*. (<http://www.sociodynamic-constructivist-counselling.com/>)

CHAMPIONS FOR COACHING

The Worldwide Association of Business Coaches (WABC) has added a new service to its growing list of benefits for members. With the number of business books growing rapidly, professionals involved in coaching have difficulty keeping up with not just the quantity of available titles, but also knowing which titles may be worth reading. The WABC has added a business book review service that provides expertly written, eight-page summaries of best business books, including many timeless classics from the 1990’s forward. This library is constantly expanding with 40 new summaries added each year. WABC Full Members have access to the complete review library (US\$145 value) as part of their current WABC membership package; WABC Affiliate Members can purchase access to this library for a special price. Members can access the service through the Members’ Center.

Doug Silsbee, a Peer Resources Network member and Mindful Coaching expert, has a second coaching book coming out in October, 2008. The book, published by Jossey-Bass, will focus on cultivating leadership presence through mind, body and heart; how presence builds greater resourcefulness and resilience; and tools for greatly accelerating the development of effective, authentic leaders. The 2008 dates for his Art of Mindful Coaching Retreats have also been set: April 28-30 and September 29-October 1. Graduates of the Retreats will have their own session, Presence-Based Coaching, on October 27-29, 2008. More details: www.dougsilsbee.com

Marlena Field, a Peer Resources Network member and body-centered coaching expert, also has a new book coming out. Co-authored with Donna Martin, the book is titled: *Simply Being: A Reflective Practice Guide for Helping Professionals*. The content of the book emphasizes ways to notice a reaction, put yourself on pause, and choose a suitable response. Included in the book are 50 reflective practices that can be used for both personal reflection and guiding a group. To learn more about the book and download the introduction, go to www.ReflectivePresence.com

Katherine Tulpa, the Chair of the Association for Coaching, deserves congratulations for being voted the coaching/mentoring person of 2007 in the publication rated by experts as the best business coaching magazine: *Coaching at Work*. In their survey, conducted in December, 2007, respondents were asked to name their top three priorities for 2008, and the key achievements for 2007 along with their coaching/mentoring person of the year. Katherine shares the accolade with Anthony Grant, the Director of the Coaching Psychology Unit at the University of Sydney, who is also an Honorary VP of the Association for Coaching. Katherine has been instrumental in leading the Association for Coaching since its start-up in the UK in 2002. In that time, it has grown to be one of the largest coaching bodies in Europe, with more than 1,900 members worldwide. The AC has recently partnered with Routledge to provide a twice yearly journal: *Coaching: An International Journal of Theory, Research and Practice*.

Angela Spaxman has been elected as the new president of the International Association of Coaching (IAC). Congratulations Angela, and congratulations to your additional new executive members: Parker Anderson, Vice-President, Tara Robinson, Secretary, and continuing member Jean Gran, Treasurer. Natalie Tucker Miller is stepping down as president of the IAC after two years of exceptional leadership. The IAC has also announced a new member benefit: a one-year free registration of any new website domain for any member. The new benefit also includes significant discounts on website design, search engine optimization, shopping carts, and email bundles.

Dory Willer, a Peer Resources Network member and Certified Personal and Business Coach, had an opportunity to appear for five minutes on a major news broadcast on the FOX-TV channel in San Francisco to talk about coaching. Dory learned first hand what it's like to respond to spontaneous questions without being briefed in advance. The only guidance she did receive was an admonition to refrain from any self-promotion or marketing of her services, books, or web resources. Fortunately, the newscaster who interviewed Dory did some homework about coaching, asked sensible questions, and unlike many more well-known talk-show hosts, actually seemed interested in her answers. "Responding to the first question was nerve-racking," according to Dory, "but after that it was a joy ride." A link to the interview is available at: www.gjllenterprise.com/doryWilleronResolutions.mp4

The International Coach Federation (ICF) has announced some changes for members. They have eliminated the deadline dates for certification applications. Members can now apply for certification all year round rather than waiting for a certain time period. In addition, the ICF has redefined its two membership categories: the ICF Credentialed Member, which includes individuals that hold an ICF credential (ACC, PCC, or MCC) and agree to abide by the ICF Code of Ethics and the Ethical Conduct Review Process; and the ICF Member, which includes individuals who are engaged for at least 50% of their time in professional coaching, teaching coaching, or coaching research. ICF Members must also agree to abide by the ICF Code of Ethics and the Ethical Conduct Review Process.

TWELVE 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. Here are some recent additions that you won't learn about from other larger coaching federations:

Anonymous. (January 30, 2008). Executive coaching not just for the C-suite anymore, says Impact Achievement Group. Chief Learning Office [Online]. (Retrieved February 13, 2008 from http://www.clomedia.com/industry_news/2008/January/1979/index.php) The elitist reputation that executive coaching seems to engender can be countered by providing practical assessments that managers can use to see the results of coaching on their roles as leaders. The creators of the assessment tools believe that such tools help accelerate performance management and tie coaching to specific business

~ Who Said This? ~

"What you can become, you are already."

outcomes.

Barrett, A. (February 20, 2008). Can we talk? Stumped on strategy? Staff beyond your control? A coach can help you become a better manager. *Business Week* [Online]. (Retrieved February 26, 2008 from www.businessweek.com). A few ideas about finding the right coach; determining whether one-on-one, business coaching with a peer group, or speed coaching might be of value. Additional links provided to brief stories about peer group coaching, speed coaching, and a video on selecting a business coach are provided. Be sure to check out the details about "speed coaching," the latest trend in the coaching industry.

Baker, R.J. (2001). Burying the billable hour. The Association of Chartered Certified Accountants. While this pdf is directed towards accountants, the principles included are essential to anyone who wants to price on purpose. The author supports the idea of "value pricing" (in contrast to "cost-plus pricing") and the relationship between pricing and expectations. Value pricing brings the client more directly into the picture, and the author describes the importance of emotions for setting prices and dealing with resistance. He explains using fixed pricing models, and uses inspirational quotes to illustrate various points. (A copy of this pricing document is available to Peer Resources Network members.)

Carr, R.A. (January, 2008). How coaches can give advice. *Personal Success*, 2, 1, 16-17. Advice giving in a coaching relationship appears to be a controversial topic. Yet, access to such advice is often the most frequent reason why clients seek coaches. How can there be such a disconnect between the anti-advice giving training that coaches receive and the desire on the part of clients to obtain such advice? This article identifies the origin of the no-advice principle, and provides a concrete alternative that enables clients to maximize their needs and coaches to maximize their skill.

Coutu, A. (May 26, 2006). Consulting fee rates. *Consultant Journal* (Online blog). Retrieved January 18, 2008 from <http://www.consultantjournal.com/blog/setting-consulting-fee-rates>. A consultant details six different ways to set fees, and although focused on consulting, the methods described can be useful to coaches seeking ways to rationalize or justify their fees. A link is included for a more extensive fee-setting document.

Escudé, V.H. (March 14, 2008). Telephone coaching. *UTD Coaching News*, 21. (Retrieved March 13, 2008 from http://som.utdallas.edu/executive/coaching/cnews2/issue_021/feature.htm). Details the advantages of telephone coaching and responds to controversies such as responding to non-verbal cues, adapting to diverse learning styles, and managing logistics. (A 2007 ICF study is quoted that states that 55 per cent of international coaches use in-person coaching, while 56 per cent of North American coaches use phone coaching. A 1998 study by the ICF, however, revealed that 94 per cent of coaches used telephone coaching and 35 per cent used in-person.)

~ Who Said This? ~

"There is always a right and wrong way, and the wrong way always seems the more reasonable."

Hadikin, R. (2003). *Effective coaching in healthcare*. Edinburgh: Books for Midwives Press. Aimed specifically at midwives and other healthcare professionals, this text is designed to explain the concept of coaching in relation to healthcare practice and to evoke excellence in others by applying the principles of coaching in everyday practice. It explains the distinction between coaching and mentoring and why coaching is now emerging as a successful professional tool. This book can be purchased through Amazon.

ca (for Canadian orders), Amazon.com (for US orders), or Amazon.co.uk for international orders.

Leshinsky, M. (2007). The whole truth about coaching business: Why only 9% of coaches succeed, while all the rest fail, and what you must do to prosper in coaching. (Retrieved January 10, 2008 from <http://www.newcoachingmanifesto.com/blog>) A leading coach and marketing expert blows away the myths associated with coaching in this provocative document. The author describes coaching as a "value creation industry" -- not a service industry. She details why most successful coaches do not have formal training in coaching, explains the trap of coaches coaching other coaches, and poses a number of strategies to grow a coaching business, including understanding niche marketing, developing a target mailing list, preventing burnout, becoming irreplaceable, and specific mastery training.

Lowman, R.L. (rlowman@issu.edu) (2007). Coaching and consulting in multicultural contexts: Integrating themes and issues. *Executive coaching in a cross-cultural context*. *Consulting Psychology Journal: Practice and Research*, 59, 4, 296-303. This article reviews the articles in this issue of the journal that focused on coaching and consulting in multicultural contexts. The author identifies overlapping themes and issues such as the role of perception, culture, pragmatic wisdom, and trust as well issues still to be addressed. He argues that much work remains to be done to establish an empirical basis for hypotheses generated by the journal articles. (Note: Unfortunately, this author does

little to identify any differences between coaching and consulting and uses the terms interchangeably or with a slash (coach/consultant); thus the author fails to articulate one of the most important issues: the distinctions and erroneous perceptions about either role.)

Parrot, K. (2008). Executive coaching: A market research report. Cambridge, Massachusetts: Dialogos. This excellent report updates the report published in 2005 by Peer Resources ("Coaching Statistics, facts, guesses, conventional wisdom, and the state of the industry"). The report examines (1) coaching industry outlook and economics, including fee structures; (2) coaching outcomes and results, including impact studies and ROI; (3) organizations that support and educate coaches; and (4) how and for what services coaches are chosen by organizations. A chart included with the report provides details on 27 coaching service providers, comparing them on criteria such as size, coach experience and background; products and services offered; type of approach used; process used for contracting and engagement; and other details. (The publisher of this report, Dialogos, is a world leader and pioneer in developing dialogue and organizational learning practices. They have graciously made their report available for distribution to Peer Resources Network members. Email for a copy.)

Peterson, D.B. (2007). Executive coaching in a cross-cultural context. *Consulting Psychology Journal: Practice and Research*, 59, 4, 261-271. Many executive coaches today find themselves working with leaders from a variety of cultural backgrounds, as well as coaching leaders who work with culturally diverse teams. It is therefore increasingly important that coaches understand the role of culture in their work. This article begins with an overview of several ways that culture plays a role in coaching, including an exploration of how assumptions (such as whether culture really tells much about an individual; the power of company versus country culture; the similarity of senior executives regardless of culture; and the influence of personality) about culture can positively or negatively impact a coach's approach and their ultimate success with a given individual. A second section provides three general principles for coaching across cultures (search for hidden layers, personalize the approach, tailor change to individual) emphasizing the importance of using cross-cultural knowledge as a way to customize coaching to each person. The third section focuses on five essential conditions for learning-insight, motivating, capabilities, real world practice, and accountability-and how cultural differences can influence various steps in the coaching process. A variety of examples for each condition highlight specific tools and techniques that coaches can use. (The full article is available only to members of the Peer Resources Network.)

Renner, J.C. (jrenner@alliant.edu) (2007). Coaching abroad: Insights about assets. *Consulting Psychology Journal: Practice and Research*, 59, 4, 272-285. Global corporations usually settle on a list of management competencies that they use to select, appraise, and coach managers in all of their locations around the world. The asset management model described in this article evolved over several years of experience in coaching managers in underdeveloped nations from Africa through Asia. An asset management model offers a culturally appropriate framework that defines management competency in terms of three core concepts: ambition, asset leverage and innovation. The model has since proven useful as a framework for coaching inexperienced managers in small high-tech and biotech firms in the United States. (Note: This article makes no distinction between coaching and consulting; it's a good example of an author assuming the two are the same. In this article it's more likely the author is referring to consulting, not coaching; yet many of his ideas about asset management would be valuable to coaches.)

WHAT'S NEW IN THE COACHING WORLD

With 278 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 coach training schools, coaching associations, cautions, warnings, and details added to the listings in the Peer Resources' Coaching Directory. For more contact details visit the Directory at (<http://www.peer.ca/coaching.html>).

(Note: In North America, the term "accreditation" or "accredited" is generally associated with an organization; whereas in Europe the term is often used to describe an individual's certification. Coaches in Europe will often use the term "accredited" to mean what coaches in North America would call "certified" or "credentialed." To add to the confusion, while the International Coach Federation reviews coach training organizations and has created a system to "accredit" such training, their accreditation has no standing for US or Canadian post-secondary institutions, and they are not

recognized in the US or Canada as an authorized accrediting agency.)

Certified Confidence Coach Training Program is run through the auspices of 24-7Coaching.com and requires that applicants have at least 12 months experience in their field to apply. Training includes eight, one-hour weekly teleclasses (all of which are recorded), weekly homework, ongoing support and tutoring, and international support groups. Certification requires attendance at all teleclasses or listening to recordings of missed classes. Consult the website for the call dates and content. Tuition is \$US1499.00. Once certified, participants can enroll clients in the "Learn How to Be Confidence Coaching Program" (25 e-lessons delivered over a period of 48 days).

Vancouver Community College Leadership Coaching Certificate Program consists of 12 in-person, one-day seminars totalling 72 hours. Courses are drawn from the Leadership Certificate Program and the Leadership Coaching Certificate Program. The College also provides "Leadership Coaching Associate Certificate," which is a shorter program of six, in-person, one-day courses totalling 36 hours. Brief descriptions and fees of all courses are provided on the website.

Coaching and Leadership International (CLI), one of the leading coach training organizations in North America, is not only accredited by the International Coach Federation, but has also recently been accredited by the European Coaching Institute (ECI). CLI is well-known for its development of The Science of Mind-Kinetics®, designed by coach trainers and Peer Resources Network members, Dr. Betska K-Burr and John Burr, the co-founders of CLI.

The CLI Professional Certified Power Coach program, which is delivered through a series of webinars, has been described by the assessment team at the ECI as "one of the most comprehensive coach training courses we have come across to date." The ECI is an independent organization with an international focus to build, maintain, and work with European Standards and Ethics to promote best practice and raise awareness. Contact CLI at <http://www.coachingandleadership.com>.

A+ Coaching and Training Certification Program is described as a "long-distance program certifying coaches worldwide in leadership, corporate, individual, career, EQ and life coaching." The program was founded in 2000, and the emphasis is on emotional intelligence (EQ). Certification requires 120 hours, and participants must have continuous contact with a coach during training. Tuition is \$2000 and includes all materials, coach modeling, practice sessions, and telephone and email support. (Caution: No response to email requests for confirmation since January 15, 2008).

~ Who Said This? ~

"More errors arise from inhibited indecision than from impulsive behavior."

Conflict Mastery is primarily designed for experienced coaches who want to strengthen their ability to deal with conflict and disputes in their own lives. This interactive training is typically delivered in one of two formats: a one-day (seven hour) workshop; or a seven-week telecourse (one hour per course). This training is not designed to teach participants how to provide conflict coaching or to help coaches learn how to assist clients to resolve conflict. For current dates and costs, contact Cinnie Noble at (416) 686-4247; (866) 335-6466; email: noble@cinergycoaching.com

International Gestalt Coaching Program (IGCP) was previously associated with the Gestalt Institute of Cleveland, this specialized program in coaching is based on Gestalt concepts and theory and clinical psychology. The training is delivered in four sessions of 4.5 days (total of 18 days) over a one-year period. In addition to the courses in the coaching program all participants must also complete an introductory Gestalt workshop, and admission requires an interview as well as a written application. The program is accredited by the International Coach Federation. Tuition is \$9750.00. Check the website for specific course dates and details.

HealthCoach Training is a 12-month certification training program including 96 one-hour teleconference training classes over the course of 12 months divided into 48 core classes and 48 support classes. Also included are downloadable lessons, archived class recordings, forms, scripts, and CD's to support the classes. Participants learn (1) generic coaching skills (including several models of coaching along with the core competencies of coaching that they claim enables coaching as a life coach, business coach, financial coach, sales coach, parental coaching, etc.); (2) specialized coaching in health and wellness; (3) marketing; and (4) the virtual coaching office (VCO)-a health based website that automatically customizes around the coach and each client and allows the coach to manage and coach hundreds of clients, provides credible resources, information, programs and tools, and enables marketing of health and wellness products.

At the end of the 12-month training program, participants may apply for certification. The Certification Program is not affiliated with any other institution, coach organization, university or government agency. The Certification is based upon the participant being competent in coaching skills, operating the VCO, and marketing for paying clients. Certification application requires an additional fee. Their website quotes independent research that estimates that a professional health coach can “earn over \$127.00 an hour working from home by phone and the Internet. A free lesson is available by signing up on their website, and three different payment options are available.

The Co-Pilot Professional Coaching System, located in Ontario, Canada, consists of two full days in class and a two to six month practicum, depending on the experience of the coach. As a prerequisite to the training Co-Pilot assesses each participant’s ‘coaching profile’. Co-Pilot has mapped out a predefined set of knowledge and intelligence under what they call a Coaching Style Profile - a profile of what an outstanding coach looks like. The profile highlights and assesses emotional intelligence, empirical intelligence, investigative intelligence, and entrepreneurial intelligence.

Each Co-Pilot participant receives a “Flight Manual,” which includes a variety of documents to conduct, document and track coaching sessions, including a group of over 700 dynamic, reflective questions on a range of topics. The curriculum consists of a number of features, includes distinctions between coaching, mentoring, tutoring, consulting, and therapy; a set of ethical principles and standards, skill training activities, and marketing and business development lessons. Certification is available upon successful completion of the training. Tuition is \$3400.00. Further contact: John Christensen, (905) 633-7060; email: jchristensen@sympatico.ca

Western Seminary is a graduate-level program essentially Christian in development. The program uses well-known, experienced coaches with International Coach Federation MCC credentials to teach three core courses (“Coaching for Change,” “Establishing a Dynamic Coaching Relationship,” and “Coaching as a Learning Catalyst.” Four additional courses are available once the core courses are completed. Courses can be taken for graduate level credit (to obtain a Master of Arts in Specialized Ministry - 60 hours) or certification (to obtain a Graduate Studies Certificate - 16 credits), or Diploma (30 credits). The curriculum is aligned with the credentialing standards of the International Coach Federation for those who wish to pursue certification through the ICF.

The Western Seminary is also accredited by the Northwest Commission on Colleges and Universities (the acknowledged authority on accrediting academic programs) and the Association of Theological Schools, the primary body for accrediting theological schools. Courses are delivered in an in-person classroom in a two-day format. Distance learning versions of all coach training courses are now available employing DVD-ROM, telephone, and web conferencing. Courses are held in Portland, Oregon, San Jose, California, and Sacramento, California. Tuition is based on a per credit hour fee. Other fees are required. Current fees are posted on their website. Courses are geared toward Ministry applications from pastoral counseling to Ministry leadership coaching and focus on the skills necessary to “unleash the God-given potential and dreams” of people in participants’ congregations and ministries. Participants receive six hours of free personal coaching.

Admission requirements include an undergraduate degree from an accredited college or university. Contact: Dr. Norman Thiesen, Ph.D., Program Coordinator, 5511 SE Hawthorne Boulevard, Portland, Oregon 97215-3367; Toll Free: (877) 517-1800 (Portland) or Tel: (503) 517-1800 (Portland); email: portland@westernseminary.edu; Toll Free: (877) 900-6889 (San Jose) or Tel: (408) 356-6889 (San Jose); email: sanjose@westernseminary.edu; Toll Free: (800) 250-7030 (Sacramento) or Tel: (916) 488-3720 (Sacramento); email: sacramento@westernseminar.edu

International Coaching Community (ICC) in the United Kingdom is a not-for-profit organization with members around the world. All members must have successfully completed the International Coaching Certification training, which is offered in 14 different countries. The ICC provides a set of practice standards and ethical principles which are available online. The ICC provides designations of Master Coach, Life Coach, Corporate Coach, and Team Coach. Members have access to articles, a newsletter, coaching resources, case studies, a chat room, a coaching directory, and a calendar of coaching events. This organization describes itself as “the premier coaching resource centre, knowledge base and networking place for coaches in the Internet.”

Newcastle College Coach Training Programs provides a number of life coaching programs that can be taken online, by distance learning or through in-person workshops. They offer two courses online or through PDF materials: a Certificate in Introduction to Life Coaching Skills, which consists of four units each taking a month to complete (communication skills, ethics and support, and self-development), and a Certificate in Life Coaching Skills and Practice, which consists of five units each taking a month to complete (initiating a life coaching process, managing and maintaining a life coaching process, review and evaluation, reflecting and personal development, and theoretical

models).

Newcastle also offers in-person workshops and a six-month business coaching course (Diploma in Performance Coaching), a three-month business coaching course (Certificate in Coaching People Through Change), and a five month course (Certificate in Change Management). Consult their tuition web page for the latest the most up-to-date course fees.

The Grove Diploma in Development and Executive Coaching provides a twenty-day, weekends training (this year between September 2008 and May 2009 for a total of 120 hours) that focuses on Gestalt principles of organizational development, coaching skills, authentic leadership, psychoanalytic concepts, conflict resolution, consulting, and assessment tools. Courses are provided via lectures, tutorials, experiential teaching, skills training in small groups, observation of large group process, case studies and guided reading. Diploma is awarded upon successful completion of written assignment (case study or essay), and course attendance. Tuition is £3,525.

Worldwide Association of Business Coaches (WABC) now offers three certification programs. The Certified Master Business Coach (CMBC) is intended for master-level business coaches. It is an international designation that recognizes professionals who have gained their mastery from a combination of work experience and education. Obtaining this designation involves in-depth professional development. The CMBC designation can also lead to a fully accredited master's degree, the Master of Arts in Professional Development (Business Coaching) Program. The Master of Arts in Professional Development (Business Coaching) is offered in collaboration with the Professional Development Foundation (PDF) and Middlesex University, both in the UK. This fully accredited MA degree is open to anyone who holds the WABC Certified Master Business Coach (CMBC) designation. The CMBC provides half the credit required for the degree. The other half comes from completion of work-based research. Candidates design their own program, select their research area and complete a work-based project of their choosing.

~ Who Said This? ~

“More errors arise from inhibited indecision than from impulsive behavior.”

WABC also provides the Registered Corporate Coach (RCC) designation for those who are newer to business coaching. It is held by hundreds of professionals around the world who have sought to rapidly learn and integrate principles, skills and techniques so they can coach effectively in businesses and organizations. Programs are offered throughout the year by RCC Instructors in various locations. Registered Corporate Coaches are trained in both internal and external coaching. As internal coaches they work with executives and managers, both individually and in groups, to strengthen the organization's corporate culture. As external coaches they work with business professionals at all levels to achieve personal and professional success. More information is available on their website at <http://www.wabccoaches.com>

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The Ford Institute for Integrative Coaching is led by Debbie Ford, this organization runs two highly experiential, tele-class and in-person combined training programs: Blueprint Coaching Training Program and Spiritual Divorce Coaching Training Program. The Blueprint training includes four modules leading to certification and licensing. One of the modules focuses on the key distinctions between the Integrative approach and the ICF core competencies and includes feedback and direction from an experienced mentor coach. The tuition for the Blueprint course is \$7995 if taken as a package. The Spiritual Divorce training is a series of telecourses and in-person events (in San Diego), and is designed to assist clients to “transform their pain into power” and guide individuals through a “heart-opening coaching model.” The course is based on Debbie Ford's book, “Spiritual Divorce: Divorce as Catalyst to an Extraordinary Life.” Tuition for this course is \$2800 plus a \$300 intensive fee.

Harvard Coaching and Positive Psychology Initiative is located at the Harvard Medical School's McLean Hospital, this program of seminars, tutorials and supervision is directed towards developing an academic foundation of coaching psychology. The emphasis is on coaching research studies associated with the healthcare and medical world. The Initiative will include an annual conference, a research laboratory, a task force, a journal, and an education program for staff and interns at the McLean Hospital.

Coach Academy Texas provides an NLP (Neuro-Linguistic Programming) coach training and certification program. The program integrates ICF core competencies with NLP principles. At least one of the faculty members is a International Coach Federation (ICF) Master Certified Coach (MCC). Other faculty members are expert NLP trainers and practitioners, business executives and professional coaches. The program includes 130 hours of in-person classroom training (exceeding current ICF certification requirements for both the ACC and PCC designations), typically

completed in 7-10 months. The focus is on practical coaching skills, ICF certification preparation, and the latest NLP concepts for coaches.

Participants receive support from mentor coaches throughout the program via in-class and teleconference methods, and the classroom model is built on the "present, demonstrate, practice" approach. Guest speakers are included throughout the program. Courses are available in Dallas, Chicago, and Austin. A unique element of their website is that they provide a chart that compares their training program with the programs of ten other coach training schools. The cost of the full program is \$8,295.

The Coaching Institute was established in Australia in 2003 by Sharon Pearson and focuses on neurolinguistic programming (NLP) in both the life coaching and business coaching areas. They offer a Certificate IV in Life Coaching and a Diploma of Life Coaching. They describe their program as "accredited;" their website as being "ranked in the top three sites in Australia and the world;" and that they are "the most accredited life coaching school in Australasia. (Note: this school appears to use the term "accredited" as equivalent to what North American's would call "certified.")

Coaching courses focus on core competencies of coaching, ethics, success principles, rapport building skills, SMART & GROW models of coaching, coaching proficiencies, marketing, and personal development. Participants in life coach training receive a pre-learning pack, an intake weekend, engagement in year-round telecourses, group mentoring, individual mentoring, business building classes, CD's and DVD's. To achieve the Certificate IV in Life Coaching, participants must take core courses, write a knowledge paper, provide a business plan, present testimonials from two clients, participate in a skills assessment, and complete a book review.

To achieve the Diploma in Life Coaching participants must complete courses, complete assessment papers in each course, provide testimonials from clients, produce a product with \$500 of receipts from sales, deliver an executive coaching initiative, and deliver a seminar/talk/public speech. Persons who wish to apply for ICF credentials can use the course work from TCI as part of the portfolio application method. TCI has also developed a franchise system for its graduates.

WHAT'S NEW IN COACH ASSOCIATIONS AND PUBLICATIONS

Coaching Commons is the best of the not-for-profit organizations that support and encourage dialogue about a variety of coaching topics. The structure and organization of the site is non-partisan and non-commercial, and contributors can present a variety of viewpoints and also track responses to their own comments. The Coaching Commons is backed by a philanthropic family foundation, and participation in discussion is free and open to all. Visitors can learn about the foundations of coaching, coaching research, thought-leaders in coaching, the future of coaching, trends and issues, and many other topics. Navigation is simple, clean, and innovative (<http://www.coachingcommons.org>)

The International Coaching Confederation is an organization that appears to be making fun of various coaching trends and issues. Their

site satirizes the promotional claims made by many associations and training organizations involved with coaching. Whether they tickle your funny bone or are seen as an irritant (or both) is yet to be determined. Check their site at <http://www.coachingcon.org>

CoachBrain is the newest coaching portal to appear on the scene. A portal is a website that has as its primary goal the organization of information and resources in a way that makes it a "one-stop" place for learning about a particular topic. CoachBrain has sections on the importance of coaching, marketing practices, inspirational topics and products, and resources. Coaches and others can submit content articles for inclusion on the site, and descriptions of teleseminars or other training events to be included in the CoachBrain Calendar. Lisa Keyes Scott is the co-founder of Coach-

Brain, and she can be contacted at lisa@coachbrain.com

Another option for the latest published material about coaching is *Coaching: An International Journal of Theory, Research & Practice*. This journal is published twice a year in both online and print versions. A sample Table of Contents is available online. The journal is published by Routledge Taylor & Francis Group and the Association for Coaching (AC). A one-year subscription appears to be \$US49.00 for the print version and \$US157.00 for the online version. Confirmation from the publisher of these prices (which seem reversed) was not forthcoming at press time. AC members receive the journal as part of their membership fee. Potential manuscripts for the journal should be sent to both editors: Dr. Carol Kauffmann (carol@coachingpsych.org) and Dr. Tatiana Bachkirova (tbachkirova@brookes.ac.uk). Topics and themes vary for each issue.

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. The Peer Bulletin contains features not available in The

Coaching News, including graphics, links, discounts, relevant articles, free research papers, and contact details. A sample of the Peer Bulletin is available at <http://www.peer.ca/Bulletin161.html>

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:

- *A Manager's Guide to Coaching: Simple and Effective Ways to Get the Best Out of Your Employees* by Brian Emerson and Anne Loehr
- *The Philosophy and Practice of Coaching: Insights and Issues for a New Era* edited by David B. Drake, Diane Brennan and Kim Gortz
- *Coaching in Organizations: Best Coaching Practices from The Ken Blanchard Companies* by Madeleine Homan and Linda J. Miller
- *How to Become a Coach: What You'll Want to Know about Training Programs, Certification and the Business of Coaching* by Sue Bond
- *Mind You Own Biz: Discover the Secrets to Creating a Successful Coaching Business* by Janet Slack
- *EveryDay Epiphanies: Insights for Living with Purpose* by Alicia Rodriguez (201 pages, softcover)
- *The Coaching by Example 9-CD Series: Immerse Yourself in the Dynamic of Real-Life Coaching Conversations* by Mentor Coach Barbra Sundquist (9-CD ROMs)
- *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)
- *The Truth About the Business of Coaching* by Lawrence Mortenson (116 pages, softcover)
- *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)

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 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, and many of these do-

uments are without cost or arrangements have been made with authors and publishers to provide them to members at reduced costs or deep discounts. Papers about certification, fees, and other issues associated with coaching are free to members. In addition, Peer Resources Network members have access to toll-free telephone support for technical and professional questions. Members

can talk directly with experts at no extra fee on trends, issues, and other concerns.

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 March, 2008, 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.

To become a member and review the additional benefits and services, go to <http://www.peer.ca/PRN.html>

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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>.